



One Day, One Story: Cultivating a Love of Reading from an Early Age

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Abstract:

This research aims to examine the importance of an interest in reading from an early age in the hope of forming the nation's next generation with high quality and broad insight. A high interest in reading from an early age is an important foundation in forming a child's character and intellect. By reading, children can broaden their horizons and improve their qualities which will be beneficial for their future. One of the methods applied to foster interest in reading in young children is the "One Day One Story" activity, which is held every Monday to Friday. This research uses a qualitative descriptive approach with research subjects of early childhood aged 4-6 years. The data collection techniques used include observation, interviews and documentation to get an in-depth picture of the application and influence of the "One Day One Story" activity on children's interest in reading. The research results show that the implementation of the "One Day One Story" activity is effective in fostering interest in reading in young children. This can be seen from the children's enthusiasm in looking for story books and opening various book pages. Children become more interested in reading and exploring the stories provided. It is hoped that these results can make a contribution by showing that the "One Day One Story" activity can be an effective strategy for increasing interest in reading in young children.

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INTRODUCTION

The "One Day One Story" program encourages parents to be actively involved in their children's reading activities (Jalal & Nurani, 2024). This is important because parental involvement in reading activities can strengthen the emotional relationship between parents and children (Cosso et al., 2022; Ma et al., 2022; Froiland, 2021). Based on research, children whose parents often read stories to them tend to have stronger emotional bonds and a higher sense of security (Lawson et al., 2021; Kallitsoglou et al., 2022; Brett et al., 2022). By providing positive examples of the importance of reading, this program not only builds reading habits in children but also instills harmonious and supportive family values (Anisah, 2023; Nafiah et al., 2023; Mulat & Siregar, 2022). A study conducted by the American Academy of Pediatrics found that children who engaged in reading activities with their parents showed improvements in language skills and story comprehension (Roberts & Rochester, 2023; Sanabria et al., 2022; Westerveld et al., 2021). Apart from that, they also have better social skills compared to children who do not have similar experiences (Khusnidakhon, 2021; Øzerk et al., 2021; Sanjani, 2024). This evidence confirms that shared reading activities are not only beneficial for cognitive

development but also for children's emotional and social development. Thus, the "One Day One Story" program provides comprehensive benefits, helping children to grow into individuals who are intelligent, empathetic, and emotionally connected to their parents.

Previous research has contributed a lot to "One Day One Story." A study by Henderson et al. (2021) showed that children who often listened to stories had richer vocabularies and better language comprehension skills compared to children who rarely heard stories. The "One Day One Story" program provides an opportunity to enrich children's language every day. Research from Laitinen et al. (2022) also shows that regular story reading activities in early childhood are positively correlated with the development of early literacy skills, including the ability to recognize letters, understand story structure, and other pre-reading skills. In addition, a study from Prasetya et al. (2022) found that children involved in daily reading programs showed greater interest in books and reading activities. The "One Day One Story" program helps build positive associations between free time and reading. Research by Francisca (2021) shows that parental involvement in their children's reading activities has a significant impact on the formation of long-term reading habits. The "One Day One Story" program encourages active parental involvement, which is essential in building these habits. According to Wong et al. (2022), children who are regularly read to by their parents show better emotional development and stronger social skills.

Research on the "One Day One Story" program in increasing interest in reading in early childhood has shown many positive benefits, such as increasing vocabulary, language comprehension, and the development of early literacy skills. However, there are several research gaps that need to be explored further. First, the social and cultural context of existing research focuses more on certain areas, so it requires deeper exploration in various cultural backgrounds. Second, methodological variations that use more quantitative approaches require in-depth qualitative research to understand the subjective experiences of children, parents, and educators. Third, the long-term effects of these programs remain underexplored and require longitudinal studies. Fourth, the influence of technology on children's reading interest in the context of this program also needs further research. Fifth, parent participation and involvement requires a better understanding of the factors that influence their involvement. Sixth, comparative studies with other literacy programs can provide additional insight into the relative strengths and weaknesses of these programs. Finally, research on the accessibility and sustainability of programs for families from diverse economic backgrounds is also needed. By filling this research gap, this article will provide a more comprehensive and in-depth contribution regarding the benefits, challenges and potential for developing the "One Day One Story" program in increasing interest in reading in young children.

The novelty of this article lies in a holistic and evidence-based approach in exploring and identifying the benefits of the "One Day One Story" program in increasing interest in reading in early childhood. Although many studies have highlighted the importance of reading in children, this article presents a new contribution by integrating various aspects of child development, including language skills, early literacy, emotional and social development, as well as the important role of parents in supporting reading habits. Additionally, this article also emphasizes the effectiveness of the "One Day One Story" program in formal and informal educational contexts, providing practical insight into how this program can be widely implemented. Thus, this article not only strengthens understanding about the benefits of reading in early childhood, but also offers an

innovative perspective on implementing literacy programs that can be adopted by parents, educators, and communities to create an environment that supports children's literacy development from an early age.

The purpose of writing this article is to explore and identify the benefits of the "One Day One Story" program in increasing interest in reading in young children in RA Umi Sundari Kraksaan, Probolinggo. This article seeks to provide an in-depth understanding of how such programs can enrich children's vocabularies, improve language comprehension abilities, and develop early literacy skills. Apart from that, this article will also discuss the methods used in daily reading activities, as well as how their involvement can form positive long-term reading habits. By reviewing various research and related studies, this article seeks to highlight the positive impact of the "One Day One Story" program on children's emotional, social and cognitive development, as well as its effectiveness in various formal and informal educational contexts. It is hoped that the results of this research will encourage widespread implementation of this program, both at home and in educational institutions, to support the growth and development of young children.

RESEARCH METHODS

The purpose of writing this article is to explore and identify the benefits of the "One Day One Story" program in increasing interest in reading in young children. This article seeks to provide an in-depth understanding of how such programs can enrich children's vocabulary, improve language comprehension abilities, and develop early literacy skills through a qualitative approach. Apart from that, this article will also discuss the methods used in daily reading activities, as well as how their involvement can form positive long-term reading habits (Williams, 2021). By reviewing various related research and studies and interpreting them in descriptive form, this article attempts to highlight the positive impact of the "One Day One Story" program on children's emotional, social and cognitive development, as well as its effectiveness in various formal and informal educational contexts.

This research adopts a comprehensive approach by combining two main types of data sources, namely primary data and secondary data (Williams, 2021). Primary data was obtained through a series of in-depth interviews with teachers at RA Umi Sundari Kraksaan, Probolinggo. This interview was designed to gain direct insight into their experiences in implementing the "One Day One Story" activities, as well as their perceptions of the impact of the program on reading interest and early childhood development. Meanwhile, secondary data was collected from various documents relevant to the educational context and learning theories, such as school profiles, curriculum documents and related scientific literature. The integration of these two types of data allows research to present a holistic and in-depth picture of the effectiveness and implications of these literacy activities in the context of early childhood education.

This research involves researchers directly at the research location, namely RA Umi Sundari Kraksaan, Probolinggo, to collect relevant and in-depth data. The main technique used for data collection is direct observation, where researchers make systematic observations of children's interactions with the "One Day One Story" activity. These observations allowed researchers to record in detail the children's behavior, their responses to the stories read, as well as their interactions with the teacher and the learning environment.

Qualitative data analysis in this research followed a series of critical stages. The first stage is data reduction, where data collected from interviews and observations is analyzed and simplified to identify main themes and emerging patterns (Williams, 2021). Next, data presentation is carried out to organize and display the findings in a clear and structured form. This process involves writing an in-depth and descriptive narrative about the findings, supported by direct quotes or case examples from supporting primary data.

The final step is verification, where the reliability and validity of the qualitative findings are evaluated. This involves critical reflection on the interpretation of the data, re-examination of the assumptions underlying the analysis, as well as cross-checking of primary and secondary data to ensure the consistency and accuracy of the findings. Thus, qualitative data analysis in this research not only aims to understand the "One Day One Story" phenomenon in increasing early childhood reading interest, but also to present strong and accountable findings for educational practitioners and other researchers.

RESULTS AND DISCUSSION

Activities of One Day on Story

Every day before starting the activity, children participate in the "One Day One Story" activity. They carry baskets containing story books to the place they want because this activity is carried out outdoors. Children choose the story books they want to read, and then they retell the contents of the stories to their friends. After that, the teacher read one of the story books and held a question and answer session about the story. The children were very enthusiastic in answering questions and actively participating in the activity. The children eagerly competed to arrange the books they read and mark the books they would read for the next day.

Every day before starting the main activity, children take part in the activity "One Day One Story." With enthusiasm, they carried baskets containing story books to the place they wanted because this activity was carried out outdoors. Children are given the freedom to choose the story book they want to read, and after that, they retell the contents of the story to their friends. This process not only increases their interest in reading, but also trains their storytelling and communication skills.

After the children's storytelling session, the teacher then reads one of the selected story books and holds a question and answer session about the story. The children were very enthusiastic in answering the questions asked by the teacher, showing their understanding and interest in the story. Their active participation in these activities reflects strong emotional and intellectual engagement.

Apart from that, the children also enthusiastically competed to organize the books they had read and mark the books they wanted to read the next day. This activity not only fosters interest in reading, but also teaches responsibility and time management skills. The enthusiasm and enthusiasm of the children in the "One Day One Story" activity is clear evidence that with the right approach, interest in reading in early childhood can be increased significantly. This activity is not only a means of learning, but also a fun moment of togetherness by Figure 1 that is beneficial for children's development.



Figure 1. Children Bring Reading Books Before Activities

The children were very enthusiastic in the "One Day One Story" activity, they were happy to help the teacher in picking up and putting away reading books. The story books used consist of picture books, making it easier for children to understand the content of the story. This picture book motivates them to learn more because of the attractive visuals and easy-to-follow story. With good picture books, children are helped in the process of understanding and enriching the experience of stories. They can connect pictures with words, which makes the reading process more fun and effective.

Children read story books in various play areas such as slides, globes, swings, and other play areas. They are free to choose a comfortable and pleasant place to read, which adds excitement and comfort to this activity. This approach shows that a supportive and child-friendly environment can significantly increase interest in reading.

Community reading parks are also mentioned as ideal places to play, learn and develop an interest in reading. This is in line with research findings, where documentation shows that a supportive and interactive environment is very important to foster interest in reading in children. Community reading gardens provide a safe and supportive space for children to explore storybooks while playing, which not only facilitates learning but also enriches their reading experience. Thus, community reading parks can function as an effective vehicle for promoting a culture of reading from an early age, in line with the "One Day One Story" concept implemented in schools

Introducing the concept of community reading gardens to children from an early age means promoting the idea that providing access to books is an important step in developing children's interest in reading. The importance of reading for young children cannot be ignored, considering that they are the embryos of the next generation who will continue the nation's sustainability. The hope is that this sustainability will not only happen now but also in the future, so that the opportunity to have a qualified and broad-minded next generation is wide open for the Indonesian people. One thing that is no less important is the role of the teacher in implementing this activity with his students. The teacher always reminds and gives examples of how to care for books and read books properly. The role of the teacher in conveying and using storytelling methods is also an important factor in the success of the objectives of this "One Day One Story" activity. Apart from that, storytelling activities also have positive implications in developing children's abilities, especially in honing one of the intelligences of 21st century children,

namely their ability to communicate and convey the things they think correctly (Pattiasina et al., 2022).

Agree with this, the method of telling stories with pictures is very effective for teachers to use in an effort to increase interest in learning in young children. From this explanation, it can be understood that the teacher's role in using the fairy tale method is very important to trigger children's interest in reading. In the "One Day One Story" activity, the teacher uses the technique of reading together and retelling the content of the reading in the book. In this way, children not only engage in reading activities, but also learn to understand and interpret the stories they read, and develop their communication skills. These activities not only increase children's interest in reading, but also help them develop social and cognitive skills that are important for their future. Support from community reading parks and teachers' active role in teaching and storytelling is a strong combination to create a holistic and enjoyable learning environment for children, so that the long-term goal of creating a high-quality and broad-minded next generation can be achieved.



Figure 2. Reading Fairy Tales Together

The "One Day One Story" activity by Figure 2 is a very strategic first step in introducing books and stimulating children to love reading. By involving children in reading books every day, this program provides concrete experience on how to care for books and learn to love books. In the context of early childhood education, direct experiences like this are very important because children learn through direct interaction with their environment. This activity not only teaches children about the importance of reading, but also builds a strong foundation for a sustainable reading habit. Through this activity, children are introduced to various types of story books, which not only attract their attention with colorful pictures but also help them understand the story narrative. These pictures serve as visual aids that make it easier for children to understand and remember the story, thereby increasing their fascination and interest in the book. The process of reading together and retelling stories also strengthens their understanding of the book's content and develops storytelling and communication skills.

Apart from that, this activity teaches children about responsibility and how to care for books. By providing direct examples, teachers show children how to hold, open and store books correctly. This is an important lesson that not only improves children's practical skills but also instills a sense of love and appreciation for books (Sofyan et al., 2021; Harpiyani et al., 2022). Children learn that books are a source of knowledge that should be cherished and cared for, which can increase their sense of responsibility.

From a pedagogical perspective, "One Day One Story" activities also support children's cognitive and social-emotional development. Reading and listening to stories helps children develop language skills, expand vocabulary, and improve critical thinking skills (Senawati et al., 2021; Tabieh et al., 2021; Dini, 2022). Through discussions and questions and answers conducted after reading the story, children are invited to think deeply about the content of the story and express their opinions, which in turn hone their analytical and argumentative skills. Socially, this activity provides an opportunity for children to interact with their friends, share stories, and listen to other people's views. This helps them develop social skills such as sharing, collaborating and empathizing. Through the shared experience of reading and telling stories, children learn to appreciate others' perspectives and build positive relationships with their peers.

With all the benefits offered, the "One Day One Story" activity is an important first step in fostering interest in reading in young children. It's not just about reading books, but also about building a love of learning and knowledge that will accompany children throughout their lives. This activity paves the way for children to become avid and knowledgeable readers, which will ultimately contribute to the formation of a qualified and knowledgeable next generation.

Quotations and References in the Storytelling Program

Cultivating an interest in reading needs to be a habit from an early age, by providing reading activities as a fun requirement for children. Reading activities can be done anywhere and at any time, such as when traveling, reading food packages, and various other situations that can be used as moments to read. This can be part of the motivation given by parents to get children used to reading in everyday life. In this way, the slogan that says, "no day without reading" will be realized. Interest in reading is a tendency or mental state that produces a directed response to a particular situation or object that is enjoyable and gives satisfaction.

In the early childhood education environment, the role of educators is very important in fostering interest in reading. One inspiring example is RA Umi Sundari, who has successfully implemented various strategies to increase children's interest in reading in her educational institutions. At RA Umi Sundari, reading activities are not only carried out in class but also in various play areas, which provide a fun and varied reading experience for children. Through innovative programs such as "One Day One Story," RA Umi Sundari combines reading with play activities, so that children feel more enthusiastic and involved in these activities.

The method used at RA Umi Sundari emphasizes the importance of the teacher's role in providing examples and motivation to children. The teachers at RA Umi Sundari always provide examples of how to take good care of books, read books properly, and build positive reading habits. They also use the method of telling stories with pictures, which has been proven to be effective in attracting children's interest and helping them understand and enjoy the stories. Through this approach, RA Umi Sundari succeeded in creating a learning environment that supports and motivates children to continue to increase their interest in reading.

By taking advantage of every opportunity to read, both at school and at home, children are invited to see reading as an integral part of their lives. Support from parents and teachers is the main key in this process. At RA Umi Sundari, parental involvement is also highly emphasized, with various programs that invite parents to participate in

reading activities with children. This strengthens the relationship between home and school in an effort to foster a reading culture.

RA Umi Sundari's success in increasing interest in reading in young children is a clear example of how a creative and collaborative approach can produce positive change. By integrating reading activities into daily routines and making them fun, RA Umi Sundari has succeeded in building a strong foundation for children to become active and knowledgeable readers. This is in line with efforts to create a qualified and broad-minded next generation, capable of facing future challenges armed with solid knowledge.

Interest can be a driving force or motivation for someone to do something. Thus, interest in reading means encouragement or motivation to read. Interest in reading also functions as a motivational tool for someone to read, which also means motivation to learn. Reading is a tool for learning and for obtaining pleasure. For literate people, reading is a way to obtain knowledge and experience that has been stored in written form. Reading activities can be used to fulfill various purposes, be it to broaden insight, seek entertainment, or even develop certain skills.

Some people have developed the habit of reading books and use their free time to read anywhere and anytime. These habits are not just a hobby, they are also a long-term investment in themselves. Through reading, they can explore the wider world, learn from other people's experiences, and gain inspiration for their lives. Reading allows a person to access a wide variety of information and different perspectives, which can enrich their understanding of the world and improve critical thinking skills.

For children, an interest in reading that is instilled from an early age will have a significant positive impact on their development. Children who are accustomed to reading will more easily develop basic literacy skills, such as the ability to understand text and process information. Additionally, they will also have a richer vocabulary and better communication skills. A high interest in reading will also encourage children to continue learning and exploring new things, which will ultimately help them achieve higher academic achievements.

Parents and teachers have an important role in cultivating children's interest in reading. By setting a good example and creating an environment conducive to reading, they can encourage children to make reading a part of everyday life (Reedy & De Carvalho, 2021; Zuhdi et al., 2024). For example, parents can provide various types of books that are interesting and suit their children's interests, and spend time reading with them. Teachers, on the other hand, can integrate reading activities into the curriculum and organize various activities that motivate children to read, such as book clubs or story-telling sessions. For adults, reading is still a useful activity. Those who read regularly tend to have better analytical thinking skills and can make wiser decisions. Reading can also be a means of stress relief and relaxation, as it provides an opportunity to escape from the daily routine and enter a different world. In addition, reading can increase empathy, because through different stories and characters, a person can understand other people's feelings and perspectives.

Overall, interest in reading is a key factor that can motivate someone to continue learning and developing. By instilling the habit of reading from an early age and continuing to cultivate it throughout life, individuals can gain immeasurable benefits, both personally and professionally. Reading opens the door to broad knowledge and deep understanding, and helps a person to become a more knowledgeable, critical and empathetic individual.

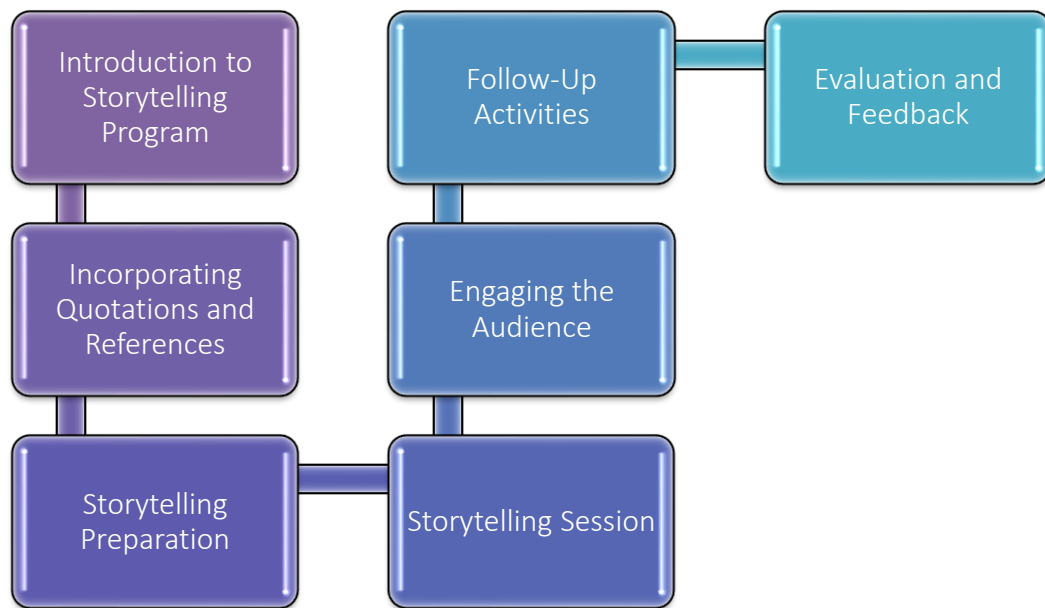


Figure 3. Program Flowchart

Several previous by Figure 3 have shown success in increasing children's interest in reading through different approaches, but have in common the involvement of parents and the community in the process. One example is research conducted in Kedokangabus Village, which used the Story Book Reading method to increase children's interest in reading. This activity was carried out in the Kedokangabus Village library room in a strategic location next to the village hall. This method combines discussion of stories with direct storybook reading, which has been proven to be effective in building interest in reading.

Meanwhile, another proposed approach is through community reading parks, which also have a similar goal of increasing interest in reading in young children (Prasetia et al., 2022; Smith & Li, 2022; Vuong et al., 2021). In this context, activities such as cooking competitions, book fairs, drawing competitions, and reading and storytelling training for parents are part of the strategy carried out. This approach emphasizes the importance of involving not only children but also parents and the general public in efforts to increase interest in reading. The two approaches, although using different techniques, have similarities in the aspect of inviting children to care for books, reading together, and integrating reading activities into children's daily routines. This reflects a holistic approach to literacy education that takes into account the important role of the social environment in forming positive reading habits.

For PAUD institutions, efforts to develop children's interests and talents require a diverse approach. Identifying children's interests and talents (Ellis et al., 2022), close collaboration with parents in supporting the learning process, and observing individual children's development are the keys to providing the right stimulus. By providing positive support and observing children's behavior, PAUD institutions can create a supportive learning environment for each child to develop their potential. Overall, integration between formal education methods and a community approach involving parents and the community is very important in creating an environment that stimulates young children's interest in reading. The combination of these approaches makes it possible to

achieve the broader goal of building a strong and sustainable literacy foundation from an early age.

CONCLUSION

The "One Day One Story" concept has been proven to be an effective approach in increasing young children's interest in reading. By adopting reading activities as part of their daily routine, this program not only introduces children to reading activities, but also stimulates their active interest in literacy. Through participation in shared reading, caring for books, and interaction with engaging stories, children not only gain new knowledge but also develop deep communication and comprehension skills.

Previous research shows that the integration of parents and the community in reading activities, as seen in community reading parks or village libraries, plays a crucial role in the success of these programs. This collaboration not only expands the positive impact into the community, but also reinforces the value of reading as an important part of everyday life. Thus, the concept of "One Day One Story" not only underlines the importance of literacy at the individual level, but also as a factor that supports broader social and cultural development in society.

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