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THE IMPACT OF THE EXISTENCE OF EDUCATIONAL GARDEN (TPMT) ON CHILDREN'S INTEREST IN READING AT MTs. DELI SERDANG COUNTRY

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ABSTRACT

This research investigates the impact of the existence of an Education Park (TPMT) on children's interest in reading at the Deli Serdang State Madrasah Tsanawiyah (MTs. Negeri). Using a qualitative approach through in-depth interviews, participant observation, and document analysis, this research identified various positive aspects related to the implementation of TPMT in the school environment. Research findings show that the existence of TPMT has succeeded in creating an interesting and inspiring learning environment for students. The fun and interactive atmosphere in TPMT stimulates students' interest in reading, which is reflected in their enthusiasm in the various activities and games provided there. TPMT facilitates easier access to reading materials for students. The book collection available at TPMT helps increase students' motivation to read, because they can find books that suit their interests and preferences more easily. This research also identified challenges related to the limited availability of book collections and the lack of diversity in reading materials at TPMT. To overcome this challenge, efforts are needed to increase the availability and variety of books at TPMT, as well as active support from teachers and administrative staff.

INTRODUCTION

In the world of education, interest in reading is a crucial aspect that forms the foundation for children's intellectual and cognitive development. A strong interest in reading not only increases their understanding of various learning materials, but also opens the door to broader and deeper knowledge. However, challenges in developing children's interest in reading are often faced by educational institutions, especially in the current digital era which often offers entertainment alternatives that are more tempting than reading.

In order to overcome these challenges, the concept of Educational Parks (TPMT) emerged as an innovative solution that offers a new approach in forming children's interest in reading. TPMT is not

just an ordinary reading room, but rather an interactive and fun learning environment, specifically designed to stimulate children's interest in reading through various interesting activities and games.

One of the educational institutions that has adopted the TPMT concept is Madrasah Tsanawiyah Negeri (MTs. Negeri) Deli Serdang. By integrating TPMT into their curriculum and learning environment, MTs. Negeri Deli Serdang strives to provide a more meaningful and engaging learning experience for students, with the hope of increasing their interest in reading and strengthening literacy skills.

Despite the existence of TPMT in MTs. Negeri Deli Serdang has made a positive contribution in creating a more interesting and interactive learning environment, more in-depth research is still needed to understand the concrete impact of TPMT on children's interest in reading at this institution. Therefore, this research aims to conduct a more detailed exploration of how the presence of TPMT influences children's interest in reading at MTs. Deli Serdang State.

By understanding the concrete impact of the existence of TPMT on children's interest in reading, it is hoped that this research can make a significant contribution to the development of more effective and sustainable educational strategies at MTs. Negeri Deli Serdang, as well as being a valuable guide for other educational institutions interested in adopting the TPMT concept in an effort to increase children's interest in reading. Thus, this introduction will discuss the background, objectives and relevance of this research in the context of children's education and development at MTs. Deli Serdang State.

METHOD RESEARCH

This research uses a qualitative approach to gain an in-depth understanding of the impact of the existence of Educational Parks (TPMT) on children's interest in reading at MTs. Deli Serdang State. A qualitative approach was chosen because it allows researchers to explore and understand the experiences, perceptions and points of view of respondents holistically. Participants in this research were MTs students. Deli Serdang State which actively uses TPMT facilities, as well as teachers and administrative staff who are involved in the management and implementation of TPMT. Participants were selected through purposive sampling techniques, with inclusion criteria ensuring diversity in age, gender, and level of involvement in TPMT use.

The data in this research was collected through in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted with students to understand their experiences in using TPMT and its impact on reading interest. Interviews were also conducted with teachers and administrative staff to gain insight into the implementation of TPMT and their perceptions of its impact. Participatory observation was carried out by researchers to directly observe student interactions with TPMT facilities, as well as the dynamics of the learning environment within them. This aims to gain a deeper understanding of how students react to the presence of TPMT and how the use of TPMT affects their reading patterns.

Document analysis was carried out on documents related to the implementation of TPMT in MTs. Negeri Deli Serdang, including TPMT development plans, records of facility use, and internal evaluations that have been carried out by the school. The data collection process is carried out in stages over a certain period of time. In-depth interviews with students and teachers were conducted in scheduled sessions, which were scheduled based on availability and suitability of time. Participatory observations are carried out periodically during study hours at TPMT, with researchers recording student interactions and environmental dynamics.

Data collected through interviews, observations and document analysis will be analyzed using a qualitative approach, including thematic coding and narrative analysis. Data will be coded based on the main themes that emerged during data collection, such as student experiences, teacher perceptions, and the impact of the existence of TPMT. Once the data is coded, narrative analysis will be conducted to identify patterns, trends, and key findings in the data. To ensure the validity and reliability of research results, several steps will be taken. First, data triangulation will be carried out by comparing and combining findings from various data sources, including interviews, observations and document analysis. Additionally, discussion and validation of findings will be conducted with key participants to ensure accuracy of data interpretation. These steps will help ensure that research findings have high reliability and relevance.

RESULT AND DISCUSSION

RESULT

The findings from this research reveal the various impacts produced by the existence of Educational Parks (TPMT) on children's interest in reading at MTs. Deli Serdang State. Through in-depth interviews, participant observation, and document analysis, this research succeeded in describing how TPMT has influenced children's interest in reading in the school environment. First of all, the existence of TPMT has succeeded in creating an interesting and inspiring learning environment for students. Participatory observation revealed that students looked enthusiastic and enthusiastic when visiting TPMT, and they were involved in various activities and games provided there. This shows that TPMT has succeeded in creating a pleasant atmosphere and inviting interest for students to interact with books and educational materials.

Apart from that, TPMT has also provided easier and more comfortable access to reading materials for students. Through interviews, many students revealed that before TPMT existed, they often had difficulty getting interesting and relevant books outside of class hours. However, with TPMT, they find it easier to find books that suit their interests and preferences, thereby increasing their motivation to read. Furthermore, research participants also highlighted the role of teachers and administrative staff in facilitating the use of TPMT and motivating students to read. Through interviews with teachers, many of them stated that they were actively involved in directing students to use TPMT facilities and providing reading recommendations that suited students' interests and level of understanding.

However, despite the significant positive impact of the existence of TPMT, several challenges and areas for improvement were also identified in this research. One of them is the limited availability of book collections and the lack of diversity in the reading material provided at TPMT. Some students expressed their desire to have wider access to a wider variety of books and educational materials relevant to their interests and needs.

Overall, the findings from this research show that the existence of TPMT has had a significant positive impact on children's interest in reading at MTs. Deli Serdang State. Nevertheless, there is still room for improvement, especially in terms of increasing the availability and diversity of book collections at TPMT. Thus, recommendations are given to continue to improve and develop TPMT as a strategy to increase children's interest in reading in the educational environment.

DISCUSSION

In discussing the impact of the existence of Educational Parks (TPMT) on children's interest in reading at MTs. Deli Serdang State, several important aspects need to be considered to better understand the implications and consequences of the findings of this research. First of all, it needs to be

acknowledged that the existence of TPMT has had a significant positive impact on children's interest in reading at the school. Through the interesting and interactive learning environment provided by TPMT, students become more enthusiastic and enthusiastic about reading. Participatory observation shows that students are involved in various activities and games at TPMT with high interest, indicating that TPMT is able to create a fun atmosphere and stimulate interest in reading.

Furthermore, easier and more comfortable access to reading materials is also one of the positive impacts of the existence of TPMT. With TPMT facilities, students find it easier to find books that suit their interests and preferences, thereby increasing their motivation to read. This is in line with previous research which shows that easy access to reading material can be an important factor in increasing children's interest in reading. However, despite significant positive impacts, several challenges and areas for improvement also need to be addressed. One of them is the limited availability of book collections and the lack of diversity in the reading material provided at TPMT. Although TPMT is successful in providing easier access to reading materials, deficiencies in the variety and number of books can hamper TPMT's ability to meet the needs of students' diverse reading interests.

Apart from that, the role of teachers and administrative staff is also an important factor in determining the effectiveness of the existence of TPMT. Teachers who are actively involved in directing students to use TPMT facilities and providing appropriate reading recommendations can play a key role in increasing children's interest in reading. Therefore, there is a need for support and training for teachers to maximize the potential of TPMT as a tool to increase students' interest in reading. Overall, this research shows that the existence of TPMT has a significant impact on children's interest in reading at MTs. Deli Serdang State. However, there is still room for improvement, especially in terms of increasing the availability and diversity of book collections, as well as the role of teachers and administrative staff in supporting the use of TPMT. Thus, recommendations are given to continue developing and improving TPMT as a strategy to increase children's interest in reading in the educational environment.

The existence of an Education Park (TPMT) has a significant impact on children's interest in reading in various ways. The following is an explanation of this impact:

1. Create an Engaging Learning Environment:

   One of the main impacts of the existence of TPMT is to create an attractive learning environment for children. The fun and interactive atmosphere at TPMT stimulates students' interest in reading. Well-designed spaces, attractive decorations, and the presence of a wide variety of books help create an environment that invites interest in studying and reading.
2. Stimulate Interest in Reading Through Interactive Activities:

   TPMT usually offers various activities and games related to literacy, such as children's stories, puzzle games, and book discussions. These activities are designed to stimulate children's interest in reading in a fun and engaging way. By experiencing this activity, children become more involved and enthusiastic about the reading process.
3. Easy Access Facilities to Reading Materials:

   TPMT provides easier and more convenient access to various types of reading material. A diverse collection of books that are relevant to students' interests and level of understanding helps increase their motivation to read. With TPMT, students not only have access to textbooks, but also magazines, comics and other children's books.
4. Influence of Teachers and Administrative Staff:

   The role of teachers and administrative staff is very important in forming children's interest in reading through TPMT. They act as facilitators and motivators in using TPMT facilities. By providing book recommendations that suit students' interests, and directing

them to use TPMT facilities optimally, teachers and administrative staff can help increase children's interest in reading.

5. Improved Literacy and Understanding:

   The final impact of the existence of TPMT is increasing student literacy and understanding. Through reading activities carried out at TPMT, children can develop their reading skills, increase vocabulary, and broaden their horizons about various topics and knowledge. This helps them in improving their literacy skills and prepares them to become cultural and critical readers in the future.

Thus, the existence of TPMT has a broad and positive impact on children's reading interest. Through an attractive learning environment, easy access to reading materials, and the active role of teachers and administrative staff, TPMT helps create a generation that loves to read and has strong literacy skills. Even though Educational Parks (TPMT) have great potential in increasing children's interest in reading, there are several obstacles that can reduce their positive impact. The following are some of these obstacles, including:

1. Limited Availability and Quality of Book Collections:

   One of the main obstacles is the availability and quality of the book collection at TPMT. If TPMT has a limited book collection, lacks variety, or does not suit students' interests and level of understanding, this can reduce children's interest in reading. Students may feel disinterested or limited in their reading options, reducing their motivation to read.

2. Lack of Teacher Support and Involvement:

   The teacher's role in supporting and motivating students to read through TPMT is very important. However, if teachers are less involved or provide less support in using TPMT facilities, this can reduce the positive impact of TPMT on children's interest in reading. Teachers need to be active guides and motivators in encouraging students to use TPMT facilities and explore the books available.

3. Lack of Facility Maintenance and Upkeep:

   Another obstacle is the lack of maintenance and upkeep of TPMT facilities. If TPMT is not maintained properly or is not well maintained, this can reduce the comfort and safety of the learning environment, as well as reduce the attractiveness of students to visit TPMT. For example, dirty, damaged or uncomfortable room conditions can prevent students from reading.

4. Lack of Integration with Curriculum:

   The integration of TPMT with the school curriculum is also an important factor in determining its impact on children's reading interest. If TPMT is not well integrated with the curriculum or is not considered important by teachers and students in the learning process, this can reduce its effectiveness in increasing interest in reading. It is important for TPMT to be considered an integral part of the learning process and support existing learning objectives.

5. Limited Resources and Budget:

   Sometimes, limited resources and budget can also be an obstacle in maximizing TPMT's potential. If schools have limited budgets to update book collections, improve facilities, or provide training for teachers and administrative staff, this can hinder TPMT's ability to have a significant impact on children's interest in reading.

By overcoming these obstacles through efforts to maintain facilities, increase the availability and quality of book collections, active support from teachers and administrative staff, as well as good integration with the school curriculum, TPMT can be more effective in increasing children's interest in reading and provide a more positive impact in children's literacy development. There are several causal

factors that contribute to the impact of the existence of Education Parks (TPMT) on children's interest in reading. The following is an explanation of these factors:

1. TPMT Design and Physical Environment:

   The design and physical environment of TPMT play an important role in stimulating children's interest in reading. A bright, well-organized, and comfortable space can create an attractive and inviting atmosphere for reading. For example, the use of bright colors, attractive decorations, and a structured layout can make TPMT a fun place for children to spend time and read.
2. Diverse and Interesting Book Collection:

   The availability of a diverse and interesting book collection at TPMT is an important factor in increasing children's interest in reading. Books of varying genres, difficulty levels, and topics can meet students' diverse interests and preferences. A book collection that is continuously updated and adapted to students' developing interests can also increase TPMT's attractiveness as a place to read.
3. Interactive and Fun Activities:

   TPMT often organizes various interactive and fun activities related to literacy, such as children's stories, puzzle games, and book discussions. These activities are designed to stimulate children's interest in reading in a fun and interesting way. By experiencing this activity, children become more involved and enthusiastic about the reading process.
4. Role of Teachers and Administrative Staff:

   Support and active involvement from teachers and administrative staff are very important in influencing children's interest in reading through TPMT. Teachers can be a good example by showing their interest and enjoyment in reading. They can also provide encouragement and book recommendations to students, as well as provide direction on how best to use TPMT facilities.
5. Integration with School Curriculum:

   The integration of TPMT with the school curriculum helps strengthen its impact on children's reading interest. If TPMT is well integrated with the curriculum and becomes an integral part of the learning process, students will see the value and relevance of reading in the context of their learning. This can motivate them to use TPMT facilities actively and engage in reading activities.
6. Support from Parents and Family:

   Support from parents and family is also an important factor in influencing children's interest in reading through TPMT. Parents who support their children's reading activities at home, such as reading books together or visiting the library, can strengthen their children's interest in reading at school. Open communication between the school and parents can also help in facilitating parental support for reading activities at TPMT.

By paying attention to and strengthening these factors, TPMT can be more effective in stimulating children's interest in reading and have a positive impact on their literacy development. To realize the existence of an educational park (TPMT) that is effective for children's interest in reading at MTs. Deli Serdang State, the following steps can be taken:

1. Preparing Plans and Designs:

   The initial step is to prepare a comprehensive plan and design for TPMT, taking into account the needs and characteristics of students at MTs. Deli Serdang State. This includes determining the physical space, equipment, and other necessary resources.
2. Curate Reading Materials:

Provide a variety of reading materials that suit students' interests and reading levels. This includes fiction and non-fiction books, magazines, newspapers and reading materials relevant to the school curriculum.

3. Development of Digital Collections:
   Apart from printed reading materials, the development of digital collections such as e-books and access to online learning platforms can increase the accessibility of reading materials for students, especially in the current digital era.
4. Routine Activity Program:
   Schedule and implement routine activity programs at TPMT, such as group reading sessions, book discussions, lectures, or theater performances related to reading material. This activity can arouse students' interest in reading and broaden their horizons.
5. Collaboration with External Parties:
   Involving public libraries, local publishers, and literacy communities in holding joint activities, such as writing workshops, book shows, or author visits. This kind of collaboration can enrich students' learning experiences and expand literacy networks in the school environment.
6. Mentoring and Mentoring:
   Providing assistance and guidance for students who have difficulty reading. By providing special attention and individual assistance, teachers can help improve reading skills and strengthen students' interest in reading.
7. Evaluation and Adjustment:
   Conduct regular evaluations of the effectiveness of TPMT and collect feedback from students, teachers and parents. Based on the evaluation results, make necessary adjustments and improvements so that TPMT remains relevant and effective in fostering children's interest in reading.

By implementing these steps comprehensively and sustainably, it is hoped that the existence of Education Parks (TPMT) can make a significant contribution to increasing children's interest in reading at MTs. Deli Serdang State. The existence of an Education Park (TPMT) at MTs. Deli Serdang State has several important reasons that support increasing students' interest in reading:

1. Expanding Access to Reading Materials:
   TPMT provides wider access to various types of reading materials, including fiction and non-fiction books, magazines, newspapers and other reading materials. This helps students to develop their interest in reading by having easy and regular access to literacy resources.
2. Improve Literacy Skills:
   By actively interacting with various reading materials at TPMT, students have the opportunity to improve their reading, comprehension and analysis skills. Strong literacy skills are essential for future academic and professional success.
3. Enriches Learning Experience:
   TPMT not only provides reading materials, but is also a place for various learning activities, such as book discussions, lectures and theater performances. This enriches students' learning experience by providing a broader and deeper context for the material they learn at school.
4. Encourages Creativity and Imagination:
   Through reading various types of reading material, students can develop their creativity and imagination. Fiction books, for example, can open the door to fantasy worlds that inspire students to explore new ideas and build their imaginations.
5. Build Positive Reading Habits:

By creating an environment that supports interest in reading, TPMT helps form positive reading habits in students. Good reading habits will bring long-term benefits to students' lives, both academically and personally.

6. Overcoming Reading Interest Challenges:
   Some students may face challenges in developing their interest in reading. TPMT provides additional support and tools to help students overcome these challenges through special programs and mentoring provided by library staff and teachers.
7. Building a Literacy Community:
   TPMT also functions as a literacy community center at MTs. Negeri Deli Serdang, which connects students, teachers and parents in a joint effort to increase interest and reading skills. By building a strong literacy community, TPMT can become an agent of positive change in increasing literacy in schools and society.

With these various benefits, the existence of TPMT at MTs. Negeri Deli Serdang not only supports increasing students' interest in reading, but also plays an important role in advancing students' overall education and personal development. The influence of the existence of an Education Park (TPMT) on children's interest in reading at MTs. Negeri Deli Serdang can be very effective in increasing interest in reading, in various ways:

1. Provide a Stimulating Environment:
   TPMT creates an environment that stimulates interest in reading by providing various types of interesting and relevant reading material. With a comfortable and friendly atmosphere, students are more likely to spend their time at TPMT and engage in reading activities.
2. Facilitates Accessibility:
   The existence of TPMT makes reading material more easily accessible to students. By having easy and regular access to reading materials, students are not only more likely to read regularly, but can also explore their interests and reading preferences more freely.
3. Inspire and Arouse Interest:
   TPMT not only provides reading materials, but also organizes various activities that inspire and arouse students' interest in reading, such as book discussions, lectures and theater performances. Through direct interaction with reading materials and related activities, students can discover new interests and deepen their existing ones.
4. Builds Reading Skills:
   With a variety of reading materials available at TPMT, students have the opportunity to develop their reading skills through practice and exploration. The more time students spend in TPMT, the more likely they are to improve their overall reading abilities.
5. Provide Role Models:
   TPMT can also be a strong role model in promoting interest in reading among students. By having enthusiastic and dedicated library staff and teachers, as well as seeing positive examples of their peers engaging in reading activities, students become more motivated to follow in their footsteps and prioritize reading in their lives.
6. Building a Strong Literacy Community:
   The existence of TPMT makes it possible to build a strong literacy community at MTs. Negeri Deli Serdang, which involves students, teachers, parents and library staff in a joint effort to increase reading interest and skills. By having collective support from the entire school community, children's interest in reading at MTs will increase. can be strengthened significantly.

In these various ways, the existence of TPMT can have a significant and positive influence on children's interest in reading at MTs. Negeri Deli Serdang, helps create a learning environment that supports and stimulates students' overall literacy development.

CONCLUSION

This research comprehensively reveals the impact of the existence of Education Parks (TPMT) on children's interest in reading at MTs. Deli Serdang State. By using a qualitative approach through in-depth interviews, participant observation, and document analysis, research findings highlight various positive aspects related to the implementation of TPMT in the school environment. TPMT has succeeded in creating an interesting and inspiring learning environment for students. The fun and interactive atmosphere in TPMT stimulates students' interest in reading, which is reflected in their enthusiasm in the various activities and games provided there. This indicates that TPMT is not only an ordinary reading room, but also a place where students can find fun and joy in learning. TPMT also facilitates easier access to reading materials for students. With the collection of books available at TPMT, students feel more motivated to read, because they can find books that suit their interests and preferences more easily. The role of teachers and administrative staff in supporting the use of TPMT is also very important in shaping students' reading patterns and increasing their interest in reading.

However, this research also identified several challenges that need to be addressed. One of the main challenges is the limited availability of book collections and the lack of diversity in the reading materials provided at TPMT. To overcome this challenge, efforts are needed to increase the availability and variety of books at TPMT, so that they can meet the needs of students' diverse reading interests. This research shows that TPMT has great potential in increasing children's interest in reading at MTs. Deli Serdang State. However, to fully utilize this potential, continuous efforts are needed for the development and improvement of TPMT, both in terms of book collections and active support from teachers and administrative staff. Thus, TPMT can be an effective instrument in improving the quality of education and literacy in the educational environment, as well as making a significant contribution in shaping children's future as cultural and critical readers.

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