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## Development of Literacy Programs for Students in School Libraries in Indonesia

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**Abstract:** The research aims to explain the development of literacy programs in school libraries in Indonesia. This research is field research with a phenomenological approach with research locations in 10 junior high school libraries in Indonesia. Data collection is carried out using interviews, observations and documentation. Data analysis with reduction, classification, and verification. The results of this study found that the development of literacy programs in school libraries was carried out through habituation and learning activities. Habituation activities are carried out by inviting students to carry out literacy activities based on writing, religion, digital, reading angles, literacy ambassadors, reading challenges, and awarding. While learning activities are carried out by holding a class literacy club, mandatory visits to the library, and procuring class making.

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## Introduction

Reading culture as part of the literacy aspect in Indonesia today can be said to be still relatively low and weak when compared to other countries. This is because reading or writing activities as basic literacy activities are not a priority, so the awareness to read and write among children as the next generation is weak. From the results of the PISA survey in 2012 Indonesia was ranked 57 out of 65, then in 2019, Indonesia was ranked 62 out of 70 countries, which showed the bottom 10 literacy rate of its society (THAMRIN, 2018; L. D. Utami, 2021). Efforts to develop or increase literacy interest must be sustainable and integrated, starting from the smallest scope of family, school, and social environment (Irna, 2019; Wuryani, 2021).

Literacy becomes one of the important aspects in the joints of life. When viewed from the field of education, literacy skills become one of the benchmarks of student proficiency. This is because students' literacy skills can be one of the benchmarks for education and success in undergoing the educational process, in other words, there is a correlation between students' literacy skills and academic achievement (Glew et al., 2019; Squibb & Mikkelsen, 2016; Wandasari, 2017). According to Nelu Azmi, a person's low interest in literacy is influenced by internal and external factors. Internal factors themselves are factors that come from within a person such as age, type of ketamine, reading skills and psychological factors. While external factors are factors that come from outside a person's own self such as the environment, friends, and so on (JANNAH, 2021). Meanwhile, according to Daniel G. Dorner and G.E. Gorman, important factors that influence the development of literacy in developing countries are culture, education, and information flow (Dorner & Gorman, 2006).

The development the world of world literacy is growing rapidly, this can be seen from the type of literacy that is growing. The development of literacy itself is a form of literacy



progress influenced by the development of literacy digitization (BAWDEN, 2001; Lee, 2014). The development of student literacy will increase learning motivation as well as the ability to absorb student information. In other words, the better the mastery of student literacy, the higher the motivation and information skills of students. (Flierl et al., 2018). Learning or introduction to literacy in students can be done by teachers through various ways in the learning process, for example, the use of learning models, activities outside learning, and learning-centred on developing student literacy and literacy outside the school environment (Bond, 2016; Buchanan et al., 2016; Sturtevant & Kim, 2010). Education and literacy must go hand in hand to build and improve student literacy (Dale & Newman, 2005).

To increase literacy interests, the Ministry of Education and Culture of the Republic of Indonesia issued Permendikbud RI Regulation No. 23 of 2015 concerning efforts to develop the noble morals of students by building the School Literacy Movement (GLS) (Kebudayaan, 2016). The stages of the school literacy movement are carried out through two stages, namely starting with habituation, to grow students' reading interest. The second stage is the learning stage where at this stage students are expected to be able to associate the reading experience with real experience (Anggraeni, 2019).

The implementation of GLS or cultivating literacy in students needs cooperation between all schools, namely teachers, students, the school environment, and including libraries as a means of providing information and reading for students. School libraries play an important role in the process of cultivating school literacy because libraries become a means of supporting students' reading needs and learning media. In addition to supporting reading needs and learning media, the school library student is also a healthy recreational place for students (Adi Alpian, 2022; Mangnga, 2015; Suhardi, 2011).

The library is one of the triggering tools for students to be able to grow and develop student reading interests as well as a means of spreading information literacy for all school residents (Ashoor, 2018; Nielsen, 2001; ZAPATA, 1994). In addition, the library must also be able to design activities to attract the interest of school residents to be able to increase interest in information and knowledge from existing sources in the library (Burkhardt, 2007). Various external factors trigger students' reading interest, namely the availability of reading media or reading materials in the school library or provided by the school (Gallint Rahadian, Rohanda Rohanda, 2014; Rodrigo et al., 2007). The involvement of libraries in the growth of students' reading interests becomes important because students' reading interests will later affect students' learning or academic ability. Therefore, to be able to cultivate literacy for students in schools, there needs to be cooperation between all parties and the school environment to provide adequate facilities and support (Nurwidodo et al., 2020; P. Utami & Nst, 2012). In addition to cooperation between all parties, literacy development also needs to be supported by various media and facilities, such as reading materials, information facilities, and also the environment (Sukma et al., 2017).

Based on previous research related to the development of literacy programs in schools, it was found in the research of Sunu Hastuti and Nia Agus Lestari that literacy activities are still at the stage of habituation and there has been no innovation (Hastuti & Lestari, 2018). Furthermore, in Abdul Karim Batubara's research, it was explained that the library is information literacy, where the library has provided various sources of information but has not yet reached the stage of developing activities (Batubara, 2015). In the research, I Wayan Mudana mentioned that the role of libraries in the development of literacy in school library managers is with the development of basic literacy of reading and writing and concerning the development of data literacy, technology and humanitarian literacy (Mudana, 2019). Based on research conducted by Roselmina Idrisano related to the development of



literacy should start with awareness of literacy and awareness to read. In addition, literacy development must consider the ability of learners, so that development practices can bring or produce development programs that can bring students to a higher level of literacy or advanced level (Idrisano, 1995). Christopher J. Lonigan in his research entitled literacy development states that the development and teaching of literacy need to be done since children by reading fast in teaching and learning programs, while for children aged eleven years and above literacy development and teaching can be done through a program of reading skills, understanding information, and ability to understand. In addition, the development of literacy skills must be supported by the skills of accessing information and using information technology (LONIGAN, 2015).

The purpose of this research is to describe and analyze the development of literacy programs through library activities for students because there are still not many schools that run literacy program development programs for their students with their developer centres, namely school libraries. In addition, the development of literacy activities is still a lot that is only done by a few teachers in school and not simultaneously so it is less evenly distributed. With this research, it is hoped that it can be one of the development materials and references for schools in the process of developing literacy activities in schools.

### Research Method

This research is field research (Sugiyono, 2009). This research was conducted in school libraries in Indonesia with a sample of 10 libraries in Junior High Schools. The approach used in this study is the phenomenology approach, which is research-oriented to understand the phenomenon of literacy programs by school libraries. (Moleong, 2017). The subjects in the study were principals, teachers, school library managers, and students directly involved in literacy programs.

Data collection is carried out by interviewing informants, namely teachers, library managers, and staff in the field of student activity development, observations on literacy activities in the library, and documentation of literacy activities organized by the school library. (Sugiyono, 2017). Analyzing data is done by collecting data related to literacy programs in libraries and reducing irrelevant data. After that, the data is classified based on the pattern of literacy activities formed, and then the results of the classification are analyzed and verified based on the context of the theory and the results of the research that has been done so that the novelty of the findings can be identified (Miles, 2014).

### Results and Discussion

In the process of developing the literacy program for students in the school library, teachers and libraries divide literacy program activities for students into three stages, namely the habituation stage, the development stage and the learning stage:

#### a) Stages of Habituation

The habituation stage is a stage so which students get used to reading activities later so that students can get used to reading in the future.

##### 1) Reading and Meresume Reading Results

The interview with Mrs Intan Permatasari, S.Pd. as the Head of the School Library stated that students are accustomed to reading 15 minutes to 20 minutes, this is done by students and teachers in the classroom before doing learning on Mondays and Tuesdays. This activity is coordinated by teachers whose first hour of teaching in each class, after the learner reads the learner will pour the results of his reading on the notebook or resume, reviewing what has been read, The main





purpose is to find out the reading results and students' understanding of the readings that have been read, after being resumed or reviewed then the writing is collected and given to the class guardian of each class guardian giving para or sign as evidence of literacy activities. This shows that there is integration and cooperation between libraries, teachers and students, so that libraries as planners, implementing students and class guardians as evaluators. Through this activity, three aspects of student literacy will develop, these aspects are reading, remembering or understanding and pouring into writing.

According to Ririn Dwi Agustin and Setia Pratiwi, students argue that with this activity, this activity becomes a trigger for enthusiasm in reading and also adds insight into science, with this activity it is expected that students who are lazy to read become motivated to read. In addition, it can improve the ability to communicate and increase vocabulary.

This is to the results of research conducted by Wage umami, et al, wherein the process of developing literacy activities must indeed integrate and cooperate between all aspects involved in it, in this case libraries, students and teachers. So that it becomes a circle of cooperation that can improve students' ability in terms of reading and understanding a reading, in addition to the vocabulary treasury of students will increase (Umami, 2018).

## 2) Reading or Chanting Asmaul Husna

Students read or chant Asmaul Husna which is held every Wednesday and Thursday from 07.00 – 07.30. This activity is guided by teachers, where teachers and students read and chant asmaul husna together in the classroom before carrying out learning activities. Trojan's main is that children always remember the greatness of Allah Swt, this activity is also expected to be one way to get good or protection and facilitated in world affairs and the afterlife. In the view of Mrs Marfeni Rita Dewi, S.Pd. as waka curriculum field expressed her opinion on the literacy program by reading asmaul husna and short letters, in her interview said that reading asmaul husna and juz ama is one of the loud reading techniques, which can also be practised in learning, such as learning Indonesian, English, Javanese and so on, this can provide its benefits for learners in practising loud reading intonation.

This activity of chanting or reading asmaul husna includes being one of the programs for the development of student literacy activities, where this activity is categorized as religious or religious literacy to increase student faith and piety. Religious literacy activities are literacy that aims to improve the quality of religion or piety or the faith of someone who does it, religious literacy activities in the form of worship or muamalah practice activities and so on (Destriani, Rasmini, Amriyadi, 2022).

## 3) Reading or Chanting Short Letters

The activity of reading or chanting short letters or sutras in juz amma is carried out by students every Friday from 07.00 – 07.30. The implementation of reading or chanting short letters is guided by teachers who teach the first hour where teachers and learners together read and chant short letters for 30 minutes. Teachers motivate students to like to read or chant short letters at all times (not only in school) to get good protection and facilitated in world affairs and the afterlife.



Based on the statement of Mrs Marfeni Rita Dewi, S.Pd. can be explained that in the activity of getting used to reading asmaul husna and short letters every morning on Wednesdays and Fridays, students to get used to reading with different methods, namely by hardening the voice or filtering the sound, then with this students do not feel bored with literacy activities every day because they are presented with different literacy activities. This was triggered by the library as one of the religious literacy movements for students, to read aloud and pitched, namely so that students are more excited, easier to remember and easier to memorize.

Like the research conducted by Megawati Faisal that by reading loudly, students' reading skills can be wise and students can also more easily memorize and understand the content of reading (Faisal, 2017).

#### 4) Reading Online

Reading online or online is a Tamansari Library program that is done using Android through a WA (Whatsapp) class group. This reading activity is held every Saturday from 07.30 until completion. Where the Tamansari Library team shares reading links to each WA Group (Whatsapp) class, then students open the link and then read the readings that are already in the WA Group (Whatsapp) class. After reading, students then resume the results of their reading by filling in the column that has a resume link that has been shared by the library team.

Based on the results of interviews that researchers conducted with Mrs Intan Permatasari, S.Pd. as the Head of the School Library her interview stated that our online literacy is shared on weekends or Saturdays, where Monday to Friday contains KBM, it is Saturday that we fill with online literacy activities. We later spread the notice and we share the link to some books online that they can read, then after that, they fill in google which contains the title of the book and the summary they read.

This online or online reading activity is also one form of literacy development in digital form. Digital literacy carried out by Damansara library aims to provide provision of the ability or proficiency of using digital media to learn in students. Digital literacy is also one of the important abilities that must be mastered by students in the current era, as explained by Roikhan Mochamad Aziz, et al, the use of digital media is an aspect that must be mastered by students as a form of digital literacy ability (Aziz et al., 2020).

#### **4** b) Development Stage

The development of student literacy is carried out by the school library by developing various activity programs, including :

##### 1) Manage read angles

The management and development of reading angles are carried out using cooperation between the library and the class guardian where the development stage is carried out by involving students in the management process. The activity of managing the reading angle is an activity of students to develop their reading interest through the management of the reading angle, the management of this reading angle is guided by their respective class guardians and added with supporting infrastructure so that the management of the reading angle runs well. Students are also not only limited to managing but also obliged to borrow books to read and the reading results are resumed and later told in their respective



classes. However, this management activity does not work properly because there are still restrictions on learning.

2) Literacy Ambassador

Literacy Ambassadors are selected learners who are tasked with developing literacy programs in schools. Literacy ambassadors will later be trained and equipped with reading and writing skills. This literacy ambassador hopes to be an example in reading and writing for other students. The task of the literacy ambassador is to motivate their peers to like to read, manage reading angles, and manage class making.

Literacy ambassador activities are development activities for students. This activity is carried out by selecting literacy ambassadors for each class who are selected by the class guardian to be used as literacy ambassadors. This literacy ambassador will be given direction and training related to reading and writing and is also expected to be able to become a role model and motivation for other learners.

3) Reading Challenge

Reading challenges are implemented at the development stage, the program challenges learners to increase their reading craze. The step in following this reading challenge begins with the student enrolling, and choosing the title of the book for the reading challenge.

Reading challenge activities are development activities for students, reading challenges are activities to increase the reading craze for learners by summarizing books of no more than 200 words and later will be assessed, the best will get an award. This activity is the same as other development activities that do not run properly because of the limited time for learning.

4) Reading Award

This activity aims to increase the motivation to read learners. It can be done by choosing the most book readers in three months and giving awards and book prizes at the time of the school ceremony.

c) **Learning Stage**

The learning stage is a stage actor in literacy for students so that students are not only accustomed and able to develop but also able to learn the results read.

1) Making (wall magazine) Class

This activity accustoms students to write, publish and read works periodically. Making activities are activities carried out by students to write, publish and read regularly. This activity is done by looking for news and reading it and then the reading results are published in wall magazines. This activity is carried out when there is a race or class meeting.

2) Must visit the library

This activity has been introduced at the habituation stage. In the learning stage, there are additional steps related to academic bills. Mandatory activities to visit the library are activities carried out by students who are guided by their respective class guardians and under the predetermined schedule, students are given directions by the class to read and discuss related to reading books that have been read and resumed. This activity has been going well but the pandemic of mandatory activities to visit the library has not been re-enacted, but students can visit through E-Magazine online media which contains books both fiction and

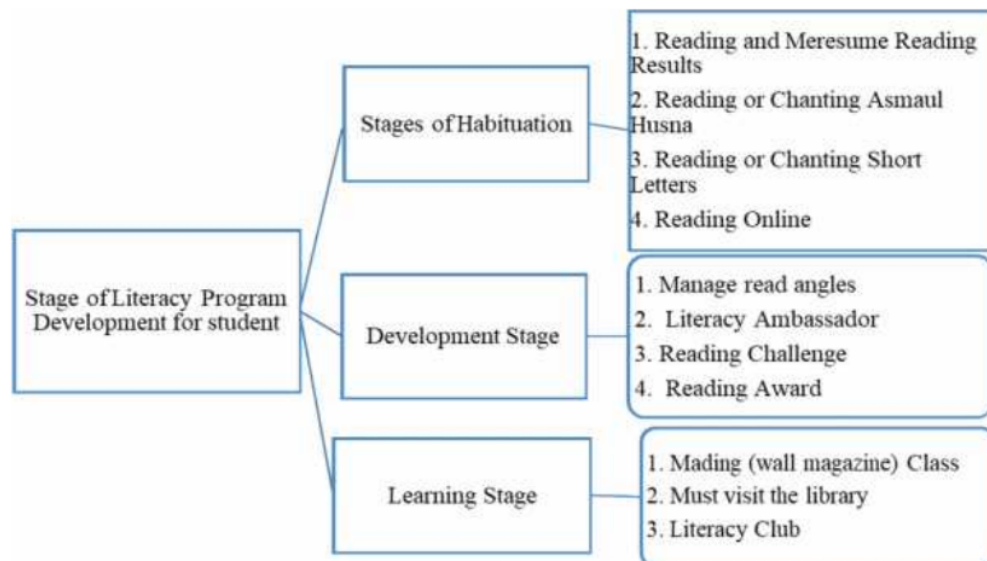


non-fiction that can be read, this is included in the library visit through online media.

3) Literacy Club

A literacy Club is a club or community created by a library for students. Students who are members of this club, are usually in charge of carrying out various literacy development activities, including book surgery, writing training, book exhibitions, reading contests, literacy seminars and literacy training. The main purpose of the activities carried out by members of the literacy club initiated by the library is to foster a sense of love for books and literacy activities, in addition to this activity, it is expected that children have good literacy skills.

Of the various literacy stage activities carried out by the Tamansari library under the school literacy movement guidebook compiled by Retnaningdyah et al, the literacy movement guidebook states that there are several stages related to literacy activities, namely: Habituation Stages, Development Stages and Learning Stages. In addition, in the opinion of Yunus et al, stated that the activities of literacy programs emphasize more on learning, among the scopes include: focusing on the text, focusing on thinking, focusing on groups and focusing on growth or development (Abidin, Mulyati, 2017).



**Table 1. Development Stage of Literacy Programs for Student**

**Conclusion**

The conclusion obtained from the results of this study is that in the process of developing the Literacy Program for Students in the School Library, teachers and the library divide literacy program activities for students into several stages, namely the stages of habituation, development and learning. The habituation stage is done by inviting children to get used to doing literacy activities, religious literacy and digital literacy. In the development stage, the library develops literacy activity programs such as reading angles, literacy ambassadors, reading challenges and awarding awards. As for the learning stage of the program carried out by the library, namely by holding a literacy club, it is mandatory to visit the library and procure class making.





## Recommendation

The recommendations submitted based on the findings of this study include; (1) Library manager or head should the process of developing literacy activities include six basic literacy, so as not only to focus on literacy reading and writing. (2) All teachers should take part in literacy programs for students, not only teachers who are on duty, but to be evenly distributed and have more roles, in literacy programs. For example, every morning teachers all teachers participate in reading books when students read books so that students are more motivated, more than that the teacher is a role model for learners.

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