

Literacy Culture in Elementary Schools_The Impact of the Literacy Movement Program and Library Facilities

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Literacy Culture in Elementary Schools: The Impact of the Literacy Movement Program and Library Facilities

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Abstract: This study aims to analyze the impact of literacy movement program and library facilities on literacy culture in elementary schools in Binjai City, North Sumatra Province. The type of research used is quantitative with a survey scoring method, the instrument in survey research used a questionnaire to collect large amounts of data. The population in this study amounted to 2,477 Binjai elementary school teachers and the research sample was 247 people. The research data analysis technique used statistical test, namely normality test, linear regression test and hypothesis testing. The results showed that the literacy program had a positive effect on literacy culture in Elementary schools and library facilities have a positive effect on literacy culture in elementary schools and simultaneously literacy programs and library facilities have a positive effect on literacy culture in elementary schools. The implications of this research are; 1) literacy movement and library facilities foster students' reading habits and interest, 2) students are accustomed to using library facilities to support learning, and 3) increase students' insight because of reading and utilizing library facilities, this will have an impact on learning outcomes.

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Introduction

Most of the learning process is through reading. Transfer of student knowledge is not possible only through the process of listening or transition from a teacher alone but must also be through reading. With a love of reading, of course, students will become a generation that is active in learning. Unfortunately, the reading interest of elementary school students in Indonesia is still very low (Fauziah & Lestari, 2018). Literacy culture in Indonesia has not been considered important, even though from reading, other language skills such as writing and speaking will increase. The reading interest index in Indonesia issued by UNESCO in 2019 reached 0.001. That means, in every 1000 people there is only one person who has an interest in reading. Indonesian people on average read 0-1 new book every year. Educational practices carried out in schools have not shown the function of schools as learning organizations that seek to make all citizens skilled in reading to support them as lifelong learners (Irawan & Prasetya, 2020). Indonesia is experiencing a literacy crisis, Indonesian people seem reluctant and don't care how important literacy culture is in the midst of the swift currents of globalization. Whereas literacy plays an important role in the life of a society with character (Surwanto, 2018).



The reading habituation movement program or literacy culture has been running for a long time, but its implementation at the Binjai City Education Office has only started in early 2017 (Prasetya & Adlan, 2022). The literacy movement program is intensified through various pilot schools under the Binjai City Education Office. Some aspects that are strongly encouraged by schools to support the implementation of the literacy movement are activating a literacy culture program and the availability of adequate books in the school library (Wandasary et al, 2019; Tabroni et al, 2022). A work unit of a certain agency or institution that manages library materials, both in the form of books and non-books or non-book materials that are systematically arranged according to specific rules so that they can be used as a source of information by each user. The literacy movement can be developed in a reading corner in each class with an attractive book arrangement that aims to attract interest in reading student. Books on display in the reading corner can be obtained from student donations, borrowing books from the library, installation of posters and works students, the use of the spaces support for displaying materials like reading, waiting room, canteen school, foyer, parking area, garden schools and places in the school environment to create a reading-rich environment (Faradina, 2017). Development of students' reading interests can be started from the library by providing materials and providers such as media literacy and reading area to create a rich reading environment. Apart from using the reading corner can also be done by displaying posters and student work in strategic places like taking advantage of the Health Business space Schools, namely by installing pictures and writings to teach students about the importance of health. The growth of students' reading interest can also be done by using the veranda school, toilet room, school yard teacher's and principal's room, canteen, as well as strategic places that is at school.

According to Prasetya & Adlan (2022) the literacy program carried out in public and private elementary schools in the city of Binjai has not been maximized, it can be seen that the facilities for supporting the school literacy program and culture such as the management of school library facilities are still not optimal, the library is still very minimal in sources of reading books. Furthermore, the school's commitment and efforts to improve the reading culture for students still seem not to touch the needs and availability of open books by students. In this school, literacy activities are implemented by means that each student is required to bring 1 free book, it can be in the form of short stories, novels, or others. The book is read every morning for about 15 minutes. When one reading book they brought with them to read was finished, they can take turns with their peers to exchange books for them to read and so on. However, in reality, not all students have books available at home and varied books. So the reading program at school did not last long, and the results have not been seen until now.

A school literacy movement program that involves all stakeholders in the education sector, from the central, provincial, district/city levels, to the education unit. In addition, the involvement of external elements and public elements, namely parents of student, alumni, the community, the business world and industry is also an important component in the school literacy movement (Apriana et al, 2019; Erwinsah et al, 2019). In this case, the Ministry of Education and Culture (Kemendikbud) launched the School Literacy Movement as a development of Permendikbud Number 23 of 2015 concerning children's character growth. Schools that implement the 2013 Curriculum have an obligation to implement literacy



programs in their schools (Safaruddin et al., 2020). The school literacy movement is a participatory business or activity involving school members, namely students, teachers, school principals, education staff, school supervisors, school committees, parents, or guardians of students, academics, publishers, media. Mass community and stakeholders under the coordination of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture (Darmono, 2009).

The school literacy movement is the ability to process and understand information through various activities, including reading, viewing, listening, and writing or speaking. In this case, formal educational institutions including elementary schools need to be responsible for improving the literacy culture. Because elementary school can be used as a place to improve literacy culture and is the initial foundation for higher education levels. Where literacy culture can be reached by getting used to reading books before starting lessons in elementary school. The purpose of the school literacy movement is to develop a literacy culture in schools, increase the capacity of citizens and the school environment to be literate, to make schools a fun and child-friendly learning park so that school residents are able to manage knowledge, and to accommodate various reading strategies (Herlina, 2012). As a follow-up to the government's program, many efforts have been made to improve the literacy culture of students. With the increase in literacy culture, it will also improve students' reading and writing skills and play a role in improving the quality of education (Iriantara, 2009).

The school literacy movement requires full awareness of the importance of activating a reading culture for students and the availability of complete library facilities in schools. Because it is hoped that by reading, students can get more information and broader knowledge. With increasing literacy culture so that the level of intelligence possessed by these students will increase. Likewise, the availability of complete library facilities will certainly motivate students to read actively. Conceptually, libraries carry the vision of education, namely as a source of teaching and learning and improve the quality of life for their readers or in other words can educate the nation's life. The school library program plays a very important role in supporting teaching and learning activities (Hopkins et al., 2016). Likewise, according to the Minister of National Education Regulation No. 24 of 2007 concerning Standards for Basic Education Facilities and Infrastructure, it is stated that school libraries are required to have textbooks, educator guidebooks, enrichment books, reference books (70% non-fiction, 30% fiction) and other sources of material include: magazines, newspapers, globes, maps, learning CDs, and mathematics teaching aids and multimedia tools. These materials are needed to support an orderly and continuous learning process (Pantiwati, et al 2020). The fulfilment and utilization of these learning materials can run to support the literacy program that the government has programmed.

One factor that influencing literacy culture is the school library (Wessels & Mnkeni-Saurombe, 2012). Libraries that are held in schools are called school libraries. For the school library to function as the primary support in improving the quality of education, the school library must be appropriately managed (Costello, 2012). This means that every school library manager must master library management techniques in addition to having skills and love for the profession in carrying out their duties. This needs to be emphasized because a few schools have adequate library collections, but they are not managed properly so that the benefits are not visible. Stated that the organization of the school library is not only for collecting and storing library materials, but with the implementation of the school library it is expected to help students and teachers complete tasks in the teaching and learning process (Hartyatni, 2018). Stated that the purpose of establishing a library is inseparable from the purpose of



holding school education as a whole, which is to provide students with basic skills and prepare them for secondary education. Therefore, library service is the main element in achieving a school's success in supporting a literacy culture in schools (Ramadhanti, 2018). The library is the most important part that deals directly with users in disseminating information and utilizing the services and facilities available in the library. Service is the most important thing in a library. It can be defined that way because every service provision to all users must go through the service to meet their information needs. Based on Law no. 43 of 2007 article 14 concerning library services states (1) library services are carried out in an excellent manner and oriented to the interests of users, (2) every library applies library service procedures based on library national standards.

The school literacy movement should be expected to motivate to improve reading skills or to students who are not yet fluent in reading, so that these students will always be motivated to keep trying hard in reading so as to increase interest in reading for these students and make the school literacy movement his favorite. Because basically reading is one of the efforts that can be done to increase the spirit of the school literacy movement for elementary school children, through a culture of literacy and the provision of adequate and complete library facilities. Therefore, the purpose of this research is to find out the impact of literacy movement programs and library facilities on literacy culture in elementary schools, this is because low interest in reading is problems to be overcome, based on data in the Program for International Student Assessment (PISA) mention the literacy level of Indonesia in 2015 is still at to number 64 out of 72 countries. and data latest from Most Littered Nation in The World made by Central Connecticut State University on the market 2016, shows that Indonesia is in the order of 60 out of 61 research members. While on the data UNESCO 2012 statistics show Index of reading interest in Indonesia is new 0.001. This means that every 1,000 residents only only one person who has interest Read. According to the development index this UNESCO education, Indonesia is at number 69 out of 127 countries.

Research Method

This research was a type of quantitative research with statistical data analysis. Qualitative research used a statistically tested numbers approach (Creswell, 2015). This research took place at the Binjai City Elementary School and was carried out from March to August 2021. The population of this study was 2,177 teachers from elementary schools in the city of Binjai Indonesia and the research sample was 247 teachers by purposive sampling, namely sampling data sources with certain considerations, sample based on requirement research and consider the sample representative. The data collection tool or instrument used in this research is a questionnaire. The research instrument refers to relevant theories and supports the variables studied. Data analysis technique used regression analysis (Sugiyono, 2018). Then to find out whether the regression equation has significance and is linear. If the $F_{reg-count} > F_{reg-table}$ with a significant level of 5%, it is concluded that the regression line has significance. If the $F_{reg-count} < F_{reg-table}$ with a significant level of 5%, it is concluded that the linear regression line.

Results and Discussion

The object of this research was the teacher at the Binjai City Elementary School, totaling 247 teachers. The following is a profile of research respondents in Table 1.

Table 1. Descriptive Research Respondents

No	Gender	Amount	%
1	Man	120	47.61 %



2	Woman	127	52.39%
	Amount	247	100%

It can be seen from all respondents who are male, totaling 120 people or 47.61% and for female respondents as many as 227 people or 52.39%. Furthermore, the data on the tendency of respondents' answers to the variable literacy program as follows in Table 2.

Table 2. Distribution of Literacy Program Data Trends

Category	Interval	Percentage (%)
Tall	X 66.50	36.73
Currently	66.50 > X 63	10,20
Not enough	63 > X 59.5	10,20
Low	X < 59.5	42.86
Total		100%

Based on the data in Table 2 above, it can be concluded that the determination of the trend of the literacy program data (X1) was:

- 1) Respondents who have a score of X 66.50 are 36.73% in the high category.
- 2) Respondents who have a score of 66.50 > X 63 are 10.20% in the medium category.
- 3) Respondents who have a score of 63 > X 59.5 are 10.20% in the less category
- 4) Respondents who have a score of X < 59.5 are 42.86% in the low category.

Furthermore, the data on the tendency level of respondents' answers to the library facilities variable are as follows Table 3.

Table 3. Distribution of Library Facilities Data Trends

Category	interval	Percentage (%)
Tall	X 83.5	38.78
Currently	83.5 > X 80	24.49
Not enough	80 > X 75.005	18.37
Low	X < 75.005	18.37
Total		100%

Based on the data in Table 3 above, it can be concluded that the determination of the trend of library facilities data (X2) is:

- 1) Respondents who have a score of X 83.5 are 38.78% in the high category.
- 2) Respondents who had a score of 83.5 > X 80 were 24.49% in the medium category.
- 3) Respondents who have a score of 80 > X 75.005 are 18.37% in the Less category
- 4) Respondents who have a score of X < 75.005 are 18.37% in the Low category.

Meanwhile, the data on the tendency level of respondents' answers to the literacy culture variable are as follows, in Table 4.

Table 4. Trends in Literacy Culture Data

Category	Interval	Percentage (%)
Tall	X 70.5	24.49
Currently	70.5 > X 66	22.49
Not enough	66 > X 61.5	18.37
Low	X < 61.5	34.68
Total		100%

Based on the data in Table 4 above, it can be concluded that the determination of the tendency of cultural literacy data (Y) was:

- 1) Respondents who have a score of X 70.5 are 24.49% in the high category.
- 2) Respondents who had a score of 70.5 > X 66 were 22.49% in the medium category.
- 3) Respondents who have a score of 66 > X 61.5 are 18.37% in the less category
- 4) Respondents who have a score of X < 61.5 are 34.68% in the low category.



The result of F_{table} is 2.73. and the value of F_{count} is 20.221 with a significant value of 5%. Based on the results of F_{table} 2.73, the results obtained are smaller than F_{count} 20.221 (F_{count} 20.221 > F_{table} 2.73). So H_0 is rejected and H_a is accepted, namely the literacy program variables and library facilities simultaneously affect literacy culture. While the magnitude of the influence or the value of *Adjusted R square* is 0.546, the literacy program and library facilities contribute 54.6% to the literacy culture in Indonesia Binjai Elementary School.

Discussion

While the magnitude of the influence or the value of *Adjusted R square* is 0.546, which means that the literacy program and library facilities together contribute 54.6% to the literacy culture in Indonesia Binjai Elementary School. At the same time, the remaining 45.4% is influenced by other variables that the researcher did not include in this study.

The results of this study indicate that literacy programs and library facilities have an effect on literacy culture. Other findings explain that there is a significant relationship between the use of the school library and the success of social studies learning (Ribowo, 2017). The use of the school library, interest in reading, has an impact on student success. Thus, literacy culture and reading ability impact student learning success (Dariska, S. & Zikrayanti, 2018). Other research also describes literacy programs, students will be able to enrich texts by reading books and courses, thus developing the ability to understand texts and relate them to personal experiences, think critically and handle communication skills creatively (Anjani, 2019). With the ability to understand and respond to textbooks, students can to enrich their vocabulary, gain knowledge and improve their intelligence. The level of mastery of knowledge or skills developed in these subjects is generally evidenced in the form of test results or assessments given by the teacher.

Reading culture needs strategies to teach reading and writing. Through other methods and methods, they can effectively plan courses, diversify the teaching process, promote literacy, motivation and knowledge acquisition and contribute to the formation of various abilities (Bergbauer & Staden, 2018). The school literacy campaign aims to is to make the school a community with a high level of commitment, a high reading culture, and comprehensive writing skills (Musfiroh, 2016). To achieve this goal, a literacy campaign action plan in schools can be carried out (Faradina, 2017). Literacy culture is carried out through two systems, namely, (1) reading books for 15 minutes, before class, (2) conducting literacy activities at the beginning of learning, for 15 minutes.

The findings of previous studies explain that there is a significant influence between the implementation of the school literacy movement and the increase in students' reading interest, the better the implementation of the school literacy movement, the more positive the increase in students' reading interest (Ramandanu, 2019; Santoso, et al, 2018; Adha, et al 2018). The school literacy movement is a social movement with the collaborative support of various elements. Efforts are made to make it happen through habituation to read students. This habituation is carried out with 15 minutes of reading (the teacher reads a book and the school community reads silently, which is adjusted to the context or target of the school target (Praselia, et al, 2021). When the habit of reading is formed, it will then be directed to the development and learning stages. The advantages of the school literacy movement are being able to: 1) increase students' vocabulary, 2) optimize students' brain performance because it is often used for reading and writing activities, 3) students get various new insights and information, 4) students' interpersonal skills will get better, and 5) the ability of students



to understand the meaning of information will increase (Syar'i, 2020;). The habit of reading students every day, of course, will have a positive impact on increasing students' reading interest. Interest in reading is an intense desire and willingness to always read at every opportunity or constantly look for opportunities to read to increase knowledge (Markless & Streatfield, 2005).

Characteristics of people who have a high interest in reading include always taking advantage of their free time to read, and doing reading activities with pleasure. For this reason, it is necessary to make efforts to encourage students' motivation to read the school literacy movement in this study causing a change in the ability and willingness of students in terms of reading. Since the implementation of the school literacy movement, students become enthusiastic in reading, the readings they read are very diverse (Todd, 2001). Students often read in the reading corner students look happy and do not feel burdened in reading it's better to change what they read, students can explain the contents of the reading to their friends and even dare to tell stories in front of the class, entertain their friends and even demonstrate the movements of the characters in the story, so learning goes very pleasantly (Payne & Conyers, 2005). This shows that students' reading interest has increased since the implementation of the school literacy movement. students can explain the contents of the reading to their friends and even dare to tell stories in front of the class, entertain their friends and even demonstrate the movements of the characters in the stories they read, so that learning goes very pleasantly (Bordjaro & Richardson, 2005). This shows that students' reading interest has increased since the implementation of the school literacy movement. students can explain the contents of the reading to their friends and even dare to tell stories in front of the class, entertain their friends and even demonstrate the movements of the characters in the stories they read, so that learning goes very pleasantly. This shows that students' reading interest has increased since the implementation of the school literacy movement.

Conclusion

The results of this study concluded that Simultaneous testing shows that literacy programs and library facilities affect literacy culture as big as 54.6%, while the remaining 45.4% is influenced by other variables that the researcher did not include in this study. The coefficient value of 0.470 for the literacy program variable showed that every increase in the literacy program variable would increase the literacy culture by 0.470. The coefficient value of 0.354 for the library facilities variable showed that every time was is an increase in the library facilities variable, it was increase the literacy culture by 0.354. The implications of the Literacy Movement program and library facilities are first, by implementing the School Literacy Movement students become accustomed to and enjoy reading. Second, student learning facilities for reading to increase insight, it has a positive impact on learning achievement. Third, by implementing the School Literacy Movement, students become wiser in utilizing library facilities, completing school assignments and accessing reading materials that help in learning.

Recommendation

For policy makers in Binjai City Elementary School several efforts will be made to overcome obstacles during the implementation of the School Literacy Movement, namely: 1) seeking to fulfill reading books and library facilities by allocating School Operational Cost (BOS) funds to complete the needs related to the School Literacy Movement; 2) each elementary school frees students to choose whenever students want to read, not necessarily in 15 minutes of pre-learning so that a carpet is provided in the reading corner for them to use as a seat when they



want to read; 3) each elementary school in order to improve ²⁵ the quality of the implementation of the School Literacy Movement by discussing and collaborating with other schools on occasions when gathering at the activities of the Teacher Working Group and the Principal Working Group or to other schools that are also reference schools for the School Literacy Movement.

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