

## Existence of the Literacy Community "*Gerakan Musi Membaca*" and Children's Reading Interest in Musibanyuasin

### Keberadaan Masyarakat Literasi "*Gerakan Musi Membaca*" dan Minat Baca Anak di Musibanyuasin

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#### Abstract

This study aims to reveal the existence of the literacy community "*Gerakan Musi Membaca*" and the implications of its existence in the development of children's reading interest in Musi Banyuasin. This research is a qualitative study, the primary source of which comes from literacy actors and school children in Musi Banyuasin. Data collection techniques used were interviews and direct observation in the research field. The results showed that the literacy community of the Musi Reading Movement was a community that moved to increase the reading interest of the surrounding community. To support and attract visitors, the Literacy Movement reading literacy community provides a variety of books. The existence of this literacy community is very helpful to the community in improving reading, by planning the procurement of a book collection in the form of activities to formulate the objectives of the program to be held, determine the techniques to be used, and identify the collection of readings. There are several obstacles in this activity namely the surrounding environment still often looks at odd people who spend time reading for example while waiting in line, or just sitting in a city park while reading.

**Keywords:** *Literacy Community, Reading Interest, The existence,*

**Commented [A1]:** Keywords to be arranged alphabetically

#### Abstrak

Penelitian ini bertujuan untuk mengungkap keberadaan komunitas literasi "*Gerakan Musi Membaca*" dan implikasi keberadaannya dalam pengembangan minat baca anak-anak di Musibanyuasin. Penelitian ini merupakan penelitian kualitatif yang sumber utamanya berasal dari pelaku literasi dan anak sekolah di Musibanyuasin. Teknik pengumpulan data yang digunakan adalah wawancara dan observasi langsung di lapangan penelitian. Hasil penelitian menunjukkan bahwa komunitas literasi Gerakan Baca Musi merupakan komunitas yang tergerak untuk meningkatkan minat baca masyarakat sekitar. Untuk mendukung dan menarik pengunjung, komunitas literasi membaca Gerakan Literasi menyediakan berbagai buku. Keberadaan komunitas literasi ini sangat membantu masyarakat dalam meningkatkan membaca, dengan merencanakan pengadaan koleksi buku berupa kegiatan merumuskan tujuan program

yang akan diadakan, menentukan teknik yang akan digunakan, dan mengidentifikasi koleksi bacaan. Terdapat beberapa kendala dalam kegiatan ini yaitu lingkungan sekitar masih sering melihat orang-orang aneh yang menghabiskan waktu membaca misalnya sambil mengantri, atau sekedar duduk di taman kota sambil membaca.

**Kata kunci:** Masyarakat Literasi, Gerakan Membaca, Minat Baca Anak

### Introduction

Reading is a skill acquired after someone is born, not an innate skill that can be developed, fostered and fostered through teaching and learning activities. Because in fact the educational environment plays a very strategic basis for developing reading habits, reading activities should be a daily routine for the scientific and educational community to gain knowledge or information (Periyeti, 2016).

Reading habit is something that is important in the fundamentals that must be developed early in order to improve the quality of education, both elementary, secondary and higher education. The reading interest is a potential that is already present in every person contained in the human brain. This potential will then grow and develop depending on the available impetus factors, situations and conditions, living environment and the prevailing system. Therefore, it must be done with reading guidance so that someone's reading interest becomes high (Supriyoko, 2003: 8).

The reading interest construction is an effort made to increase reading interest and reading habits of the community by reproducing and distributing evenly the types of reading that are deemed to be able to increase interest and reading habits and encourage the public to obtain existing collections.

The reading interest construction has many factors that support or hinder the implementation of the development of reading interest. Therefore, reading interest construction can have a strong effect. Supporting factors must be strengthened so that they can stimulate the development of reading interest. Conversely, inhibiting factors should be reduced as much as possible so as not to hinder the development of reading interest. In this case, the supporting factors for reading activities are books and other facilities. While the inhibiting factor is the lack of parents' attention to children's reading interest, an inadequate container of creativity and so on (Siahaan, 2017: 109).

The purpose of reading interest construction is to develop a reading community with an emphasis on creating a reading environment for all types of reading. More specifically, the development of reading interest aims to realize a system of reading interest development by providing adequate facilities. So, from the intensity of the small discussion initiated by a group of students and driven by the community's need to protect their sons and daughters, an idea was created to establish a reading community called the "*Gerakan Musi Membaca*".

"*Gerakan Musi Membaca*" is a literacy community that was established on July 16, 2010. This community is located in Musi Banyuasin Regency, South Sumatra. This community stands as a form of responsibility in carrying out social engineering in order to achieve the goal of quality education in the community (Document, 2018).

The author found some problems, among others, the low interest in reading children, the lack of enthusiasm of children in reading, the low facilities and means of reading and the lack of parents' attention to children in reading and the limited time of children outside of school. In addition, the authors obtain information that "*Gerakan Musi Membaca*" has some orientation to social work. Where the most realistic is the

establishment of community reading parks aimed at construction the generation of children of the nation to grow and develop into human beings who are responsible as whole humans, which are beneficial to the religion, country and the nation (Observation, 2018).

This collection of young Musi Banyuasin children is not only concerned, based on observations (2018), made in the library the average area of visitors with the status of children is only around 20 to 30 people per day. This shows that children's reading interest is very low. For that they try to move, motivated by the Indonesian Mobile Library which was initiated by Gus Lien. They launched the "*Gerakan Musi Membaca*" program. Every Saturday they open shanties, spread tarpaulins and lay out a collection of books to be read by residents, children, and adolescents who happen to be visiting or gathering at Taman Merdeka, a square in Musi Banyuasin (Gus Lien & Yati, interview, 2018) . Trying to attract interest in reading the community with free books. While on Sunday they enter villages, picking up readers, especially children, at the mosque where children gather and recite the Koran.

With a minimal collection of books they move to pick up readers to try to spread the hobby of reading to the surrounding community, children, adolescents and youth. They are not tired of teaching and motivating children by picking up readers, re-growing interest in reading which is slowly disappearing due to the development of information and technology media, television and the Internet. The young people in Musi Banyuasin who are members of the "*Gerakan Musi Membaca*" never know tired, move with sincerity.

The literacy community must be able to socialize the importance of reading for the community in order to attract reading interest. The strategy taken is to create innovative activities that are memorable for the surrounding community. This innovative activity began from the first time the inauguration involved residents of the surrounding community. The program was complemented by an attraction and was not forgotten about the importance of reading. The informants were from literacy activists, the majority of whom were students. Based on the description of facts in the field, the problem that arises is how the existence of the literacy community "*Gerakan Musi Membaca*" and the implications of its existence in the development of children's reading interest in Musi Banyuasin.

#### **Method**

This type of research is field research, where researchers are directly involved in the field to obtain real data with the object of research. The approach that researchers used in this study is qualitative approach, that is the data used to explore the meaning and phenomena that exist on the subject of research that is described in full. Qualitative research is used to obtain in-depth data, which actually does not emphasize generalization, examines natural conditions, where researchers are key instruments (Sugiyono, 2016: 9).

The selection of this research approach is based on the consideration that the data to be revealed is data regarding information related to literacy, its role and its gasoline which will be explained in a descriptive manner and tend to use analysis. In addition, the research process also involved elements of the speakers from various parties concerned with the research. In this study the primary data is the Resource Person, the literacy community of the "*Gerakan Musi Membaca*". The data captured, codified and

described are sourced from the informants' answers to the questions held in the interview. In addition, it does not require the possibility of making memos to record ideas, thoughts and ideas that will emerge at any time while researchers are in the field.

In accordance with the type of qualitative research, the analysis also uses qualitative analysis techniques. After the data is collected, an interactive data analysis is performed, as developed by Miles and Huberman. The analysis consists of three analysis paths that interact with each other, namely data reduction, data presentation, and conclusion checking.

## **Result and Discussion**

### ***The Literacy Community***

From the standpoint of sociology, the word Community comes from the Latin word "*munus*", which means the gift (giving), cum and together (together) between one another. Therefore it can be interpreted, that what is meant by the community is a group of people who share and support one another. The main and most important condition so that they can share and support one another is the presence of intensive and closer daily social interactions (Sayuti, 2015).

In general, a community is a group of people who live together in the same location, so that they have developed into a "group of life" bound by a common interest. In a community, two main things are found, namely similarity and identity. In addition, there is always an attitude of sharing, participation, and fellowship. Communities are formed because they have the same interests (common interests) or are called community of interests. It can be said that the meaning of community is a group of people in which there are shared elements between them (Sayuti, 2015).

Communities must have the nature of interaction, that is informal and spontaneous interactions must be more than the interactions that are like in the bureaucracy, and have a clear orientation. The membership of a community is formed more because of a natural structure, more than a hierarchical structure. The main characteristics of a community are harmony, egalitarianism, and the attitude of sharing values and life. An example of a community is life in the literacy community of the "*Gerakan Musi Membaca*".

The purpose of the term literacy is the ability to write and read, literacy culture is intended to carry out the habit of thinking that is followed by a process of reading, writing which in the end what is done in a process of activities will create a work. Cultivating or accustoming even more to metradisikan reading, writing it needs to be a process if indeed in a group of people such habits do not yet exist or have not been formed (Siahaan, 2017).

The literacy community in general grows and develops based on the strong will and love of the management of the book and the desire to share. This voluntary and selfless nature is a hallmark of this movement, so that its emergence and development is not much influenced by the presence or absence of financial support from the government.

Passion, idealism, and the ability to build networks are the keys to the growth and development of the literacy community. The network is now facilitated by the Community Reading Gardens Forum initiated by the government. Mobile Library is also

increasingly excited through their network on social media through the initiation of Nirwan Ahmad Arsuka (Solihin, 2017).

The number of literacy communities may be "insignificant" given the vast area and size of Indonesia's population. However, this movement deserves to be appreciated for its impact, which is introducing interest in reading. For example, a small example, how a scavenger child finally completes his education to tertiary education, a fryer who turns profession to become a journalist, and a farmer's child who transforms into a poet after coming into contact with a book at "*Pustakaloka Rumah Dunia*" in Serang, Banten. This story was recorded in a book of World Volunteers (Yanto, 2016: 73).

In contrast to formal education institutions such as schools, the success of a literacy community is not measured quantitatively, for example from how many people are helped to access it, how big is the collection. The lack of scale was paid for by his enthusiasm, namely the effort to spread the idea of the importance of books and the urgency of sharing book access. Literacy is not just a matter of reading and science, but also about the spirit of volunteerism of literacy activists (Solihin, 2017).

Writing is absolutely necessary in the world of education, textbooks and other reading books are a means of learning for students from elementary to higher education level. Without writing and reading the process of transformation of science will not work. This shows how important the quizzes, reading culture, and writing are among the community and students. However, students' willingness to read is not what we imagined, and Indonesian people's reading interest is still very minimal. Literacy is the ability to read, write, and understand ideas conveyed visually. Very alarming, the causes of the lack of interest in reading are very diverse, ranging from parents who facilitate android to children without control so that children fall asleep playing games and exploring the virtual world, or television shows that attract children to remain seated in front of the television for hours (Siahaan, 2017).

There are many solutions to this problem, including the teacher's role as a motivator who always encourages and motivates students to realize high interest in reading, hold a synopsis contest or require students to enter at least one school organization, because in organizations they will be directed by students the coach to discuss and carry out activities that require broad insights so students will not be able to complete the task other than reading and discussing with friends so that students will naturally have the curiosity about something and have an impact on reading interest.

This education program is a follow-up and implementation of government programs that participate in supporting success in the development of the world of education is the development of *Community Reading Gardens*. The development of this educational program in the form of *Community Reading Garden* Development Program is one of the government programs that refers to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, article 26 paragraph (4), stated that non-formal education units consist of course institutions, training institutions, study groups, community learning centers, majelis taklim, and similar educational units.

With this *Community Reading Gardens* activity it is expected to be able to increase the ability, knowledge, understanding, skills, and broaden scientific insights for those who have been literate, as well as for those who have dropped out of school or graduated from school but are unable to continue back as their provisions to develop

themselves, work or try independently in each of their activities in life in the community (Suwanto, 2015).

Approximately 5,000 *Community Reading Gardens* throughout Indonesia have the potential to develop local literacy programs from local communities. During this time, some reading facilities, such as libraries, are very scary because they seem to only enter school people (Suwanto, 2015). *Community Reading Garden* is able to be at the forefront in eradicating illiteracy and fostering interest in reading because it is easily accessible to the community, not exclusive, and down to earth. At the *Community Reading Garden*, local residents can freely access various reading books and references, as well as a place for the community to move according to the character and potential of the area. So that people who participate in the learning process continue to learn to read, the existence of *Community Reading Garden* is very much needed (Wahyuni, 2009: 13). With the existence of *Community Reading Garden*, people can get the opportunity to learn independently or get information to meet their needs.

The *Community Reading Garden* is organized by the community and for the community which aims to provide easy access to community members to obtain reading material. In addition, *Community Reading Garden* plays a role in increasing interest in reading, fostering a culture of reading and love of books for citizens of learning and society in particular *Community Reading Garden* is intended to support the literacy movement which, among other things, is due to the lack of facilities that enable new literates to maintain and improve their literacy. *Community Reading Garden* is also intended to expand access in providing opportunities for all communities to obtain educational services (Suwanto, 2015).

We certainly want to have strong and intelligent children of the nation so that we can look after ourselves and jointly develop Indonesia more intelligently. For this reason, it requires struggle and sacrifice from the world of education to protect students because only education is able to provide services and understanding even with a little coercion to the children.

#### **The Reading Interest**

Instilling reading interest in children is a necessity that needs to be done in order to build a quality generation for the future. This reading interest must be really instilled in children as early as possible because early age is the golden age in a person's life, where early education is instilled (Sudarsana, 2014: 127). The development of reading interest in children is also very necessary to be encouraged by the reading books that support it on an ongoing basis, because if reading interest has been embedded but available readings are inadequate and not suitable for needs does not rule out the possibility of reading interest will subside (Tampubolon, 2008). Therefore it is necessary to support readings, books that are adequate to meet the needs in a sustainable manner. In the process of habituation and reading comprehension, there should be no coercion, it is sufficient to be accustomed from an early age to read interesting stories that will gradually be motivated by the attraction of books so that until the age where children can read themselves have their habits ingrained.

We all know that interest in reading today is so low, it is not surprising that elementary school, junior high school, and high school students in this era are very dependent on technology because besides there is no naming of children's reading

habits early on, they are also spoiled with increasingly sophisticated technology. Because inculcation of reading habits requires a process that is not fast, parents need to prepare and instill it early on. Many ways to instill reading habits from an early age, including: *First* read the story begins in the womb. Getting used to read from the womb is the first step to provide good stimulation to the baby, because with his mother who likes to read will affect the baby later born to reduce the nature of the mother. *Second*, make it a habit to read a story to a child before going to bed. Here are the steps to start attracting children's attention to the book.

Reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is a thought process for understanding the contents of the text being read. Therefore reading is not just looking at a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse. But more than that that reading is an activity to understand and interpret symbols / signs / writings that are meaningful so that the message delivered can be received by the reader (Dalman, 2014: 5).

According to Crawley and Mountain in Kartika (2014), reading is a complex one that involves many things, not just reciting writing, but also involves visual, thinking, psycholinguistic, and metacognitive activities. As a visual process of reading is the process of translating written symbols (letters) into spoken words. As a thought process, reading includes word recognition activities, literal understanding, interpretation, critical reading, and creative understanding. Word recognition can be in the form of reading words using a dictionary.

Reading activity is active activities that involve a variety of activities, both visual processes, thinking, recognition and understanding with the aim to find out the meaning and purpose of the reading activity. Reading is interactive, the involvement of the reader with the text, depends on the context.

Interest in reading is an activity carried out with full perseverance in order to establish a pattern of communication with oneself to find the meaning of writing and find information to develop intellectuality carried out with full awareness and feelings of pleasure that arise from within him. Interest in reading can also be defined as a form of directed behavior for reading activities as a strong level of pleasure. In other words, interest in reading can be interpreted as a strong desire from someone to read. Therefore the higher one's interest in reading, the stronger the desire to read (Dalman, 2014).

The statistical data released by UNESCO 2012 which states that the reading interest index in Indonesia has only reached 0.001. This means that for every 1,000 residents, only one person has an interest in reading. The UNDP figure is also surprising that the adult literacy rate in Indonesia is only 65.5 percent. While Malaysia has 86.4 percent (Anggraini, 2018).

It is ironic to see the condition of society about the lower interest in reading, so the love of reading this nation needs to be nurtured and developed early on. To develop a reading interest, we certainly hope that children will make it happen. Because changing reading habits in adults has a difficulty level to change it is more easily applied to early childhood. It is not easy to apply a high reading culture to this nation easily. The souls of children who still tend to imitate the behavior of others will follow the behavior of others in their surroundings, large capital for efforts to direct the love of reading must be applied early on.

Indonesian children's interest in reading based on annual research Progress International Reading Literacy Study (PIRLS), which involves elementary school students, Indonesia is in 36 of the 40 countries that are <sup>used</sup> as samples, only more than Qatar, Kuwait, Morocco, and South Africa. There are at least three realities behind, including:

1. The number of elementary libraries is very minimal. Why is that? Because the majority of children know and read books from the school library. In Indonesia, there is a library of around 1% less than the data of the number of schools with poor condition of facilities and infrastructure.
2. There is no real and firm integration between the lessons given and the students' obligation to read. Students are not given the freedom to look for sources of learning outside the teacher's handbook.
3. Pre-reading and reading experience or with regard to books. Books that are directed by children are not fun. If you are reluctant, call it bad. Books are introduced in a way that does not affect, even cause trauma (A Gong and Ikram, 2014).

Please note that, interest in reading in our society began to crawl even though it had not yet reached a significant stage. This interest needs to be continually developed to reach a religiously, intellectually, socially, and economically smart society. Because reading is one of the gateways of information and science and is a supporter of the nation's intelligence. By engaging in reading literature, discussions and attending scientific meetings, someone is able to sharpen the brain, gain insight, and improve knowledge. The reading has a great influence on the formation of the person and the progress of the nation. Presumably there is no history that records the greatness of someone who is not accompanied by his penchant for reading and information literacy in the broadest sense.

Efforts that need to be done to increase interest in reading are so that each family has its own library at home, so that the library can be a pleasant place for family gatherings, while at the school level the low reading interest of children can be overcome by improving the library at school. Teachers, lecturers, and librarians must change the learning process mechanism towards reading as a lifelong learning system (Dahlan, 2010).

Reading interest in Indonesia if based on a study conducted by Central Connecticut State University in March 2016 put Indonesia in 60th place out of 61 countries. The ranking at the Southeast Asian level is still below that of Thailand which ranks 59, below Malaysia which ranks 53, and far from Singapore which ranks 36. Reading interest basically has an important position in measuring the progress of a country. Developed countries tend to have a high interest in reading. The ranking of reading interest is actually not directly proportional to the ranking of supporting infrastructure (Khoiruddin, 2016: 52). Anies Baswedan as quoted by Meilawati (2015) explained that in terms of supporting reading infrastructure, in fact Indonesia was ranked 34th above European countries such as Germany, Portugal and New Zealand.

The statements and descriptions above, it can be seen that the main problem with the low interest in reading comes from the reading habits of the community. Seeing this phenomenon, reading habits need to be developed starting from the smallest environment, namely family, community, and school. Culture is a thought or mind that is reflected in a person's mindset, attitude, speech and actions in his life. The culture begins with something that is often or commonly done so that eventually it becomes a



habit or culture. A person's reading culture is an attitude and an action or act to read that is done regularly and continuously. A person who has a reading culture is that the person has been accustomed and processed for a long time in his life always using part of his time to read (Saepudin, 2015: 37).

The regional governments need to activate mobile libraries. As is known, demographically, our population mostly lives in villages, and villages far from district cities which usually also have their own regional libraries. Therefore, a very strategic way to increase interest in reading is by a mobile library. In this case, the library provides regular services to the community to the villages (Sofyan, 2015: 141). This seems difficult because the multidimensional crisis has not yet been overcome. At the very least, activating the mobile library needs to be a thought and concern of the regional government in the future.

The community also plays a role in increasing interest in reading. Many people who care about reading have formed a foundation or something. Young people should feel called to promote reading by creating a mobile library. The establishment of this mobile library departs from the simple dream of making people happy to read.

Realizing the importance of reading, villages that developed and committed to promoting reading had established a village library. The establishment of a village library that provides a collection of books that fit the needs certainly needs the support of all members of the community and the government, especially the regional government. Thus, the village library can play a role in increasing the reading interest of the local community.

#### ***The Existence of a Literacy "Gerakan Musi Membaca"***

Literacy activities in the "Gerakan Musi Membaca" are two synergistic activities, namely literacy activists and the community. Like this literacy activity is one of the breakthroughs made with the aim of increasing children's interest in learning, one of the learning activities in the literacy community is reading books, writing, storytelling and so forth. This activity also trains children to be active so as to voluntarily with full awareness of willing and happy learning.

With these activities the child will indirectly be lured into active learning, enjoying his world while learning, playing with books, filling in spare time with knowledge, so that unwittingly the days of children continue to be filled with learning activities. Each child must have a different learning style, therefore every child needs guidance and direction in each learning that is different too, so that all children can develop according to their potential and ability levels (Marno & Idris, 2009: 150).

Literacy community in providing guidance is demanded to be precise in reviewing the selection of reading books, the aim is to facilitate and find out the quality of the book, whether or not a book is updated, relevance to the object, depth of information. The ability to choose this book can help to save time, because it does not need to spend a long time to read page after page of material that might not be needed.

Following this, Surya (2013: 109) outlines the procedures for reading activities that must be taken in reading books, including:

a. Set goals to be achieved

To help in the formulation of the purpose of reading that needs to be done is a reading of a cursory search to investigate the description of what topics will be discussed, and must pay attention to the title of the book, the subject and sub-topics,

this needs to be done to fit the object of activity, if it is the object activities are children, so books that must be provided by the literacy community are books that are easily understood by the child's reasoning.

b. Questioning the Purpose Formulated

To stimulate and activate the focus of thought as one of the operational steps of the actual reading activity process. Another reminder of the question is that the intention is an attempt to create an attraction from the subject to be discussed next. A literacy activist must have the ability to entrust the subject matter each time carrying out literacy activities, this needs to be done so that the object of the activity does not feel bored.

c. Active Thinking in the Core Reading Process

In general, some children have a level of difficulty that arises when reading. Difficulties, disturbances and obstacles that are often experienced are sleepy races, boredom, floating thoughts, lack of focus, and difficulty understanding what is read. This happens because there is a gap between the mind and the material being read. As the reading process progresses, the gap widens because the mind goes by itself on other memories. Therefore, a literacy activist must be able to provide a bridge between the mind and the material to be conveyed.

In accordance with the demands of the public library or literacy activists, there are now many libraries that use information technology to provide services. In this case the library needs to establish a network with libraries, information centers, and related institutions throughout the world. Thus the literacy community and literacy activists can utilize the network in access to information to improve their quality of life.

The existence of a community is important to be maintained by the managers of the community. Many communities are not able to survive because they do not have a clear program and definite goals, so that managers also feel bored and unable to maintain their existence (Rahman, 2013).

The programs offered by the literacy manager "*Gerakan Musi Membaca*" are not just routine programs, but to encourage the community to read there are some things that can be done by the community, among others, by providing community skills training, so that people will feel that what is done the community is not just learning to read, but is honing the skills that the community has.

The trainings carried out by the literacy community "*Gerakan Musi Membaca*" are certainly part of the program to provide understanding, insight and knowledge to the community. As is the case with the literacy community above, namely by conducting seminars or writing training. this will be interesting and become a special value for the community, by doing the training as well as sharpening and at the same time finding talented writers who are reliable. By carrying out these activities it means that there is a contribution from the community to the region that is clear and real.

***Implications of Literacy Community in the "Gerakan Musi Membaca"***

One of the qualities of Indonesian society is determined by people's interest in reading (Rahma, 2015). Someone's reading interest is getting higher, the horizon of his knowledge will also increase. Conversely, if someone's reading interest is low then a lot of information that he does not know and could be a nation that is backward in knowledge.

The more advanced the technology, the more human are spoiled by the facilities it provides. The flow of globalization, free trade, and the increasingly open information with other countries make human needs for information technology increasingly unlimited. In this case, related to the decline in reading interest in Indonesian children, caused by among others the symptoms of watching television, playing station play, online games, playing gadgets and so on. So that interest in reading becomes low and tends to make opium for the audience. Not only that, parenting is also very influential on the development of children's reading interest. Likewise with the example of his parents whether they like to read or not.

The reduced reading interest in a person results in low motivation to always learn. There is a tendency in society to assume that the function of educational institutions seems to be only a place to prepare children for tests and assessments, not as a place of learning (Lasa, 2009: 81). That way the attitude that develops in children is only limited to achieving final achievement, not the learning process itself. However, even though such attitudes occur by children, it also needs to be said that the achievement of the final achievement is not just graduating or just going up to class but includes reliable learning achievements.

Reading activities for children is not easy. Without the habit and love to read it will be very difficult to do. Children most like to do activities they enjoy. Bored things will be quickly abandoned. The first thing to note according to Ibrahim (2011) is to grow a sense of reading for children. You do this by offering readings that inspire the soul and pleasure.

The interest is one of the psychological aspects of humans that can drive to achieve goals. Someone who has an interest in an object, tends to give more attention or pleasure to the object. However, if the object does not cause feelings of pleasure then he will not have an interest in the object. Interest is a constant tendency to pay attention to and remember some activities. Activities that are of interest to a person are given constant attention and are accompanied by pleasure. So, in this case interest is very different from attention, because attention is temporary (not for a long time) and has not been followed by feelings of pleasure, whereas interest is always followed by feelings of pleasure and from there also obtained satisfaction (Sudarsana, 2014).

The reading interest does not grow by itself. The home environment is very influential on the growth of reading interest in children. As a small example, for example, parents always read the newspaper in the morning, read the Koran when doing *Maghrib* prayers, or spend an hour a day to take the time to read a book. Before making an habit the child reads, the thing that the child must understand is about letters. Then learn to arrange letters into meaningful words, and in the end the child can understand a sentence as a whole.

The based on the results of research data in the field (2019), the following is a way of the "Musi Reading Movement" to increase children's interest in reading early on:

a. Build reading interest

Increasing reading interest must begin with understanding the importance of reading. For early childhood, letters can be introduced by means of verbal and symbols first and importantly we must use methods that can make children happy to read. Namely the fun learning method, small step system, and individual system. In order to increase reading interest, self-motivation must be strong.

b. Give a comfortable time and place

Often we are lazy to read because the time is not right. Everyone has their own time and place that makes it comfortable, some like to read when class time is empty, when in the library, on a trip, even before going to sleep. Use the free time to read. Because the right time will produce the right.

c. Cultivate curiosity

When curiosity is great, we will find answers to curiosity. Usually curiosity is very effective to move yourself to do something. Just like reading.

Thus, the existence of literacy "*Gerakan Musi Membaca*" is very large in shaping the interest in reading society. It is not only an example for children that they love reading and reading that have great benefits. But also at the same time provide instructions on how to read well. in a brightly lit state, carried out in a sitting position while not lying down, with a reading distance of approximately 30 cm. Then the other role "*Gerakan Musi Membaca*" in helping foster a penchant for reading, can choose books that are worth reading for the child's age. From the book can also transfer values that are not yet known from his parents.

What you need to know, that, the availability of reading books really stimulates reading interest even further by procuring reading books will increase children's reading interest. books are free advisors, books don't reject requests for advice, books are gems, books are best friends. Sukardi (2016: 106) said that there are two factors that cause children to like to read, namely conventional factors and nonconventional factors. The availability of books, reading elements, illustrations, contents, and ways of presentation are the main elements that attract the reading interest of school children. This includes conventional methods. A non-conventional way that can be taken to foster and foster and increase children's reading interest is by promoting books that are collections of school libraries and holding book fairs whenever there are important events.

To support the reading interest of the community the literacy community "*Gerakan Musi Membaca*" provides reading books and openly opens shanties in an effort to provoke public reading interest. the provision of reading books can also be made to be interesting by taking into account children's characteristics based on their age development. divides the stages of development of children's reading interest and attention to three stages namely; early, intermediate, and advanced. Sorting is based on the development of a child's cognitive level. Tracking the details of the developmental stages of children's interest and attention from the initial, intermediate, and advanced stages will give us instructions for the procurement and supply of reading books.

This book reading activity is an effort to increase children's and community's reading interest. This increase in children's reading interest and society is our concern. The community service of the "*Gerakan Musi Membaca*" team aims to:

- a. Providing knowledge, counseling, and explaining the importance of reading and a variety of effective reading methods to the public, so that reading is made as a fun hobby.
- b. Procurement of reading books that can increase interest in reading in the market district of Manna.

- c. People must realize that they are the potential of human resources who will struggle in the era of globalization.
- d. This activity provides awareness and enlightenment that the progress of an education system depends on the existence of reading books. especially developing and increasing reading interest in various forms of reading.

The management services for visitors have not been done to the maximum. This can be seen from the form of services provided. The management services provided to visitors are only in the form of circulation services, while reference and guidance services to visitors have not been performed. It is said to conduct circulation services because it can be seen from the observation that managers only perform services in the process of borrowing and returning collections. Likewise, the manager's effort to provide convenience and guide visitors does not yet exist, this can be seen from the behavior of managers who only sit in their seats without helping or guiding visitors who have difficulty finding collections. To understand more deeply about the services provided by literacy managers to visitors, the authors conducted in-depth interviews with the literacy community managers.

Knowing more deeply about the services provided by the literacy community of the "Gerakan Musi Membaca" manager to visitors. The author gets the following information: 1) the form of services provided is only in the form of circulation services, and 2) in conducting the service of managers being friendly, conducting promotions to visitors if there is a latest collection of books.

### **Conclusion**

Literacy community "Gerakan Musi Membaca" is a community that moves to increase public reading interest, especially school children. To support and attract visitors, the literacy community "Gerakan Musi Membaca" procures a variety of books in collaboration with the literacy community under the auspices of the Indonesian Mobile Library to get donations of reading books as collections to ignite public reading interest. The "Gerakan Musi Membaca" community routinely conducts literacy activities in the square every week.

The existence of the literacy community "Gerakan Musi Membaca" is very helpful to the community in improving reading, by planning the procurement of book collections in the form of activities to formulate the objectives of the program to be held, determining the techniques to be used, and identifying collections to be held through deliberations involving the literacy chair and manager. Considering that the majority of the community members are students, they also actively pick up readers to mosques conducts recitation programs.

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