
Efforts To Increase The Reading Interest Of State Junior High School Students 1 Kotapinang Through Literacy Programs

Nuryulita Putri, S.IP^{1*}, Dr. Muhammad Dalimunthe, S.Ag, S.S, M.Hum¹, Muslih Fathurrahman, M.A¹

¹Program Studi Ilmu Perpustakaan, FIS Universitas Islam Negeri Sumatera Utara

*Corresponding author, e-mail: nuryulitaputri09@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana proses pelaksanaan program literasi di SMP Negeri 1 Kotapinang, kemudian faktor-faktor yang mempengaruhi program literasi di SMP Negeri 1 Kotapinang dan ingin mengetahui bagaimana minat baca siswa SMP Negeri 1 Kotapinang sebelum dan sesudah literasi program diterapkan. Program literasi ini merupakan program yang dibuat oleh pemerintah, dan SMP Negeri 1 Kotapinang telah melaksanakan program tersebut, namun sebelumnya belum pernah melakukan penelitian terkait hal tersebut. Oleh karena itu, perlu adanya penelitian terkait program literasi. Metodologi yang digunakan dalam penelitian ini adalah metodologi penelitian kualitatif dengan pendekatan deskriptif. Hasil penelitian ini menunjukkan bahwa program literasi di SMP Negeri 1 Kotapinang dilaksanakan pada hari Senin dan Kamis. Program literasi ini dilakukan sebelum jam pelajaran pertama dimulai. Dalam pelaksanaannya, siswa akan diminta untuk membaca buku yang digunakan selama program literasi, kemudian mereview buku tersebut dan membacanya. Faktor-faktor yang mempengaruhi program literasi di SMP Negeri 1 Kotapinang adalah kurangnya keterampilan membaca siswa, dukungan perpustakaan, kurangnya kebiasaan membaca siswa, dan dampak kemajuan teknologi. Adanya program literasi di SMP Negeri 1 Kotapinang membuat minat baca siswa meningkat.

Keywords: Literasi, Minat Baca, Perpustakaan



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Introduction

Indonesia is one of the countries that is still relatively low interest in reading. As for the low interest and habit of reading, writing, listening is also explained by the world literacy institution. Based on data from PIRLS Progress International Reading Literacy Study in 2011, as a world literacy test institution that describes the reading literacy test which measures about understanding, using and reflecting reading results in writing form, Indonesia came in 45th out of 48 participating countries, and obtained a score of 428 from an average score of 500.

In this case the government is trying to grow reading interest in students, kemdikbud lowered a movement called the School Literacy Movement. The school literacy movement is a social movement with the support of collaboration of various elements. This activity is done to foster the reading interest of learners in addition to improving reading skills so that they are able to master knowledge better. The material used as reading material can contain about ethical values, local, national, and global wisdom which is delivered in accordance with the stage of development of the student.

As for the form of kemdikbud regulation No. 23 of 2015 which is the basis of the School Literacy Movement, where Article 2 paragraph (c) states that "the growth of ethics aims to make education as a movement involving the government, local governments, communities and families" on the basis of the decree was born the School Literacy Movement with a 15-minute activity to read non-textbooks conducted before the lesson time began. This activity is also carried out with the unity of various parties in the school, which involves school residents (ranging from learners, teachers, principals, personnel, school superintendents, school committees, parents / guardians of students) to support each other and jointly carry out this activity. So that later created a goal that makes this activity important and has benefits.

Based on the results of initial observations that researchers did that in the area of South Labuhanbatu Regency only in SMP Negeri 1 Kotapinang which implemented school literacy programs. The school located at Jl. Ahmad Yani No.35 Kotapinang has carried out 15 minutes of reading textbooks both fiction

and non-fiction before lessons began in 2018. The literacy program at SMP Negeri 1 Kotapinang is held 2 times a week, namely Tuesday and Thursday.

The literacy program implemented by SMP Negeri 1 Kotapinang has not been optimal. This is characterized by found several problems, such as the lack of encouragement of teachers to familiarize students to read so that the lack of understanding of students towards literacy in reading. In addition, the awareness and motivation to read from learners is still very low. Due to the lack of books available in the library of SMP Negeri 1 Kotapinang. Thus, in order for this literacy program to run well, the school needs to provide direction and understanding about the technical literacy activities and how to implement the literacy program.

Method

In this study used a type of qualitative descriptive approach research that will provide an overview of literacy programs to increase the reading interest of students of State Junior High School 1 Kotapinang. Qualitative data is research data collected in the form of words or images.

Descriptive research is a study that leads to providing symptoms, facts or events systematically and accurately, related to the properties of a particular population or area (Riyanto, 2010, p. 23)

The data collected in qualitative research is not in the form of numbers but the data is sourced from interview manuscripts, field records, personal documentation, and other official documents (Sukmadinata, 2013, p. 60). This research method is applied with the aim to describe, elaborate, identify, and describe in detail about the Implementation of Literacy Programs as an Effort to Increase Reading Interest of State Junior High School Students 1 Kotapinang.

In this study, the location chosen by researchers to conduct research was at SMP Negeri 1 Kotapinang Jl. Ahmad Yani No.35, Kotapinang, Kec. Kotapinang, Labuhanbatu Selatan Prov Regency. North Sumatra. With research time starting from March to September. Qualitative research is known as research informants. The research informant in question is a research subject who can provide information about the problems raised in the research. In this case the researcher chooses the purposive sampling method in determining the research informant. Purposive sampling method is a technique of sampling data sources with certain considerations.

The data collection technique used in this study, namely (1) interviews, is a technique used when researchers and informants come face-to-face to get information (Rosaliza, 2015, p. 71). (2) observation, which is a technique of collecting data by observing ongoing activities. (3) documentation, as for the purpose of tracing documentation to obtain information that supports data analysis. In this case the documentation carried out includes photos needed for the completeness of the data.

Results and Discussion

This section will clearly outline the results of research on how the implementation of literacy programs in an effort to increase the reading interest of students in SMP Negeri 1 Kotapinang.

1. Process of Implementation of literacy program in SMP Negeri 1 Kotapinang

Based on the results of research conducted, in the process of implementing literacy programs in SMP Negeri 1 Kotapinang there are 3 stages, namely as follows:

a. Planning

Based on the results of research conducted, that is behind the establishment of literacy programs in SMP Negeri 1 Kota Pinang, which is because this program is a program made by the government. This program is listed in the Regulation of The Ministry of Education No. 23 of 2015 which is the basis of the establishment of the School Literacy Movement. Thus SMP Negeri 1 Kotapinang is one of the schools that try to implement the school literacy movement.

From the results of research conducted, to introduce this literacy program in schools, socialization is carried out. Initially, the principal and one of the teachers Indonesian participated in literacy program implementation training. After the principal and Indonesian teacher had really understood how the implementation of literacy programs, the principal socialized it to all teachers in SMP Negeri 1 Kotapinang especially more emphasized to teachers Indonesian and English. Based on the results of the study, it is known that indeed this literacy program can be said to have been entrusted by the principal to teachers in the field of Indonesian and English studies. Because literacy is closely related to language. However, that doesn't mean other teachers don't participate in it. Other teachers can set a good example for students, motivate and

encourage students to always follow literacy activities held by the school. Thus other teachers will also surely better understand how and what is actually the literacy program.

b. Implementation

Based on the results of the study, the school is very supportive and tries to implement this literacy program. Seen from the role of the principal of SMP Negeri 1 Kotapinang which motivates teachers and students to the importance of literacy. In addition, the principal also provides a good example for teachers and students to see so that they can also begin to be able to apply the importance of literacy and increase reading interest in the 1st State Junior High School environment in Kotapinang. The principal explained that literacy is also not related to reading alone. Many types of literacy must be understood together so that it can be applied in SMP Negeri 1 Kotapinang. So that the principal hopes that the literacy program in SMP Negeri 1 Kotapinang can run in accordance with the government's expected.

This literacy program is a 15-minute reading activity that is done before the first hour of learning begins. At SMP Negeri 1 Kotapinang literacy program is implemented on Monday and Thursday, which starts at 7:30. This activity is carried out in the classroom of each student and accompanied by the teacher who enters in the first hour of learning. The teacher will guide the course of the literacy program. The only thing they do is read the books they have brought from their homes. After that, the students will be asked to dissume from what they have read. Then, the teacher will choose with a random system who some students will read the results of his resume in front of other friends.

Based on the results of the study, researchers found 4 out of 6 students make literacy programs their needs and familiarize students to spend time reading every day. Then, 2 out of 6 students only follow the process of implementing literacy programs implemented by the school, the students do not get used to reading. In addition, this literacy program is a fun program for students. Where they are free to read a preferred book and then can express it in the form of a resume written by the student themselves in a language that they indeed understand. This is also evident from students' understanding of the books they read.

c. Evaluation

The last stage in an activity or event is evaluation. Based on the results of research conducted, the school did not conduct a direct evaluation of how the implementation of this literacy program. If most of the activities carried out may be done once a month evaluation, but not for the program carried out in SMP Negeri 1 Kotapinang.

Based on the results of research conducted, the school held a literacy competition. The form of this literacy competition activity is like a speech competition, the creation of posters related to literacy and so on. The literacy competition is a form of evaluation conducted by the school. Where, with the holding of this literacy competition will certainly look advantages and disadvantages. For its advantages may be seen from students who have undergone many changes before and after literacy programs are applied in schools as seen from more active and brave students to speak in public. As for the shortcomings can be seen from some students who do not dare to participate in the literacy competition.

From the advantages and disadvantages that exist, it can be used as an evaluation material for how in the future this literacy program is run. The managing teacher may be able to carry out a simple evaluation of the work program that has been created. This aims so that literacy programs can be better in the future and have a positive impact on their students.

2. Factors affecting literacy programs in SMP Negeri 1 Kotapinang

From the results of the study showed that, there are several factors that affect literacy programs in SMP Negeri 1 Kotapinang, namely:

a. Lack of reading ability of students

Some of us may think that reading doesn't require ability. However, basically a person's ability to read is very necessary. Where one of the factors that affect low interest in reading is the ability to read that every child has. The ability to read for students is very important, because it is one of the basics for understanding and adding knowledge to other subjects.

The reading ability of students of State Junior High School 1 Kotapinang is still said to be lacking, can be seen from the 15 minutes given by the school at the time of the implementation of the literacy program, where students must make the best use of it. However, according to the

teachers, the time of 15 minutes was less for students to read, understand and disseminate the results of the reading. Where every student must have different abilities. Students only have time to read a few pages of their reading books. Then the rest continued in the literacy program the next day.

b. There is support from the library

A library is a repository of information that students can use to find their information needs. In this case, the library in SMP Negeri 1 Kotapinang supports and participates in trying to increase the reading interest of students in SMP Negeri 1 Kotapinang. Based on the results of the study, students of SMP Negeri 1 Kotapinang still want to visit the library to read and find the information they need. Aside from the library, students usually ask teachers for the information they need. Libraries also have a role in facilitating books that students will use during literacy programs as their reading materials.

c. Lack of students' reading habits

To familiarize students with reading, teachers have given students time to read books before the start of lessons. With the aim that students will be more accustomed to reading. But in this case, there are also students who do not take advantage of the time given, they prefer to mess around or tell stories with other friends and can be said not to be serious. This happens because of the lack of awareness in students of the importance of reading. Based on the results of the study there are several factors that make students less reading, one of which is the association and state of the student environment that affects reading habits.

d. Impact of technological advances

Based on the results of research conducted, most students are now looking for information through gadgets that students have. Students use the internet as a quick and easy source of information. There is no prohibition for anyone to search for information through the internet, but it would be better if you look to a trusted source first, namely by going to the library to read books. Then in addition, it can be searched through the internet.

3. Inhibiting factors and supporting the implementation of literacy programs in SMP Negeri 1 Kotapinang

Based on data from informants there are several inhibitory factors and supporting the implementation of literacy programs in SMP Negeri 1 Kotapinang.

a. Inhibitory Factors

1. Lack of reading material

Reading materials are the main thing that is needed in the implementation of literacy programs. Based on the results of research that has been done, the collection in the library can still be said to be inadequate. This causes not all students to borrow books in the school library to be used as reading material at the time of the implementation of literacy programs. Then to deal with the problem the school gave permission to students to bring their own reading materials.

2. Lack of cooperation from teachers

From the information data obtained, all teachers are actually involved in the implementation of this literacy program. However, the principal assigned to teachers in the field of Indonesian and English studies to be the implementer of literacy programs at SMP Negeri 1 Kotapinang. While other teachers are tasked with helping smooth the process of implementation of literacy programs held.

But from the results of the research conducted, teachers are less participating in the implementation of literacy programs. This happens because of the many bills of teachers that must be met so that the achievement and success of literacy programs is not the only priority of teachers.

3. Lack of interest in reading students

Based on the results of research, the lack of interest in reading students can be seen from there are some students who are deliberate to come long so as not to follow literacy activities. In addition, the school has not implemented other programs that can increase reading interest. Such as the creation of reading gardens or reading corners that students can use to find

information or just read. If there is a reading park, students will not get bored because the activities that exist are just that. That way students can choose one of the programs that students feel are suitable for themselves.

b. Supporting Factors

1. District education office

Based on data from informants, the education office of the southern labuhanbatu district held training for school parties related to the school literacy movement. The informant stated that from the State Junior High School 1 Kotapinang who participated in the training, namely the principal and one teacher Indonesian. Training created by the government aims to make schools understand what a school literacy program is and how it is implementing it. Thus the school will better understand how the process must be done when implementing this school literacy program.

2. Principal

The principal is one of the people who participated in the training of this school literacy program. Then, after this literacy program was run in SMP Negeri 1 Kotapinang, the principal also provided support and contributed in the form of procuring books to be used in literacy programs in SMP Negeri 1 Kotapinang.

3. Accompanying teachers

The managing teacher strongly supports the existence of this literacy program, based on the results of research conducted by the implementing teacher earnestly in carrying out their duties. Starting from guiding and directing. The managing teacher is also very patient in dealing with the different nature of students. Various ways they do so that students are interested and interested in wanting to follow literacy programs. This is one of the factors supporting literacy programs still running in SMP Negeri 1 Kotapinang.

4. Parental support

Based on data from informants, parental support provided is in the form of encouraging their children to arrive on time to school. In addition, parents also buy or provide funds for children to buy reading books that can be used during literacy activities. Thus students will be encouraged and encouraged to follow the literacy program. The attention that parents give is very helpful to foster the spirit of students. Because basically the initial education of students in can be from his family environment.

Conclusion

Based on the results of research conducted in SMP Negeri 1 Kotapinang, the process of implementing literacy programs in SMP Negeri 1 Kotapinang has three stages. The first stage is planning, initially the literacy program was held at SMP Negeri 1 Kotapinang because this literacy program is a government program. Then the principal socialized this literacy program to all teachers of State Junior High School 1 Kotapinang. The second phase of implementation, the literacy program is held on Mondays and Thursdays and starts at 7:30 PM. Literacy programs are held in their respective classes accompanied by teachers who enter during the first lesson hours on Mondays and Thursdays. Then the last is the evaluation stage, the school does not hold an evaluation in writing, but the evaluation conducted by the school is to hold several competitions related to literacy. The factor that affects literacy programs in SMP Negeri 1 Kotapinang is the lack of student habits in reading, although teachers have given students the opportunity to read before the lesson begins but they do not make good use of the time. Then there is a lack of information in the library so students ask the teacher and utilize the gadget to seek the top information from the teacher's orders. The supporting factor in the implementation of literacy programs is due to support from several parties such as district education offices, principals, accompanying teachers and parents. While the inhibiting factors are the lack of reading material, lack of cooperation from teachers and lack of interest in reading students.

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