

Policy Study on Literacy Movement Reading in Southeast Sulawesi

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ABSTRACT

Building a true culture requires a mature approach. Reading culture through the School Literacy Movement in its implementation has not run as expected. Reading 15 minutes of textbooks is not a solution in building a culture of reading and writing, because students are generally interested in reading as they wish, not based on material determined by the teacher. One of the UN's sustainable development agendas is to build quality education, so that with the maximum and effective realization the Literacy Movement Program is able to realize the development agenda for the benefit of people and planet earth. This study aims to create innovations in literacy in schools. The research method is descriptive qualitative with case study design. The results show that the First Availability of books is not able to accommodate the development of reading culture in Southeast Sulawesi, Second Orientation of School Literacy Movement which is fixated on reading books is also an obstacle to building student literacy skills, and Third Emphasis on the portion of time does not build awareness of literacy. Based on the results, it is concluded that the school literacy movement has not gone according to the expected goals.

Keywords: reading culture, literacy, school

1. INTRODUCTION

The current pace of development of science and technology demands quality human resources. Human resources are not competitive due to lack of mastery of science and technology, as a result of weak interest and ability to read and write. Reading and writing are not yet a necessity of life and have not yet become a national culture. The number of libraries and books is far from sufficient to meet the demands of reading as a basis for education. Reading culture problems have not been considered as critical problems, while many other problems are considered more urgent. United Nations Educational, Scientific, and Cultural Organization (UNESCO) shows data, Indonesian children's reading interest is only 0.1%. This means that of 10,000 children of the nation, only one person who likes to read [1]. Literacy is an issue that needs serious attention of the Indonesian people. In the last few decades it has shown an appalling condition especially Indonesian literacy reading. This situation has an impact on the competition of a nation amidst the competition siege that is reflected in the comparison of the Human Development Index (HDI). Suggests that several international studies that illustrate this condition include research conducted by the Program for International Students Assessment (PISA) on the literacy abilities (mathematics, science, and language) of students from various worlds in a row in 2003, 2006, 2009 and 2012. Specifically for language literacy, in 2003 Indonesian students' literacy reading achievement ranked 39th out of 40

countries, 2006 ranked 48th out of 56 countries, 2009 ranked 57th out of 65 countries, and in 2012 ranked 64th out of 65 countries. Further research is research conducted by the Progress in International Reading Literacy Study (PIRLS) in 2006. PIRLS conducted a study of 45 developed and developing countries in the field of reading in fourth grade children of elementary schools around the world under the coordination of The International Association for the Evaluation of Educational Achievement (IEA) and obtained results that ranked Indonesia 41st [2].

With the School Literacy Movement Program (GLS) the minister of education and culture hopes to foster community character. The school literacy movement is also an effort made by the government to establish a culture of maximum community learning. In fact, in building this culture, a comprehensive approach is needed so that the program can run effectively.

According to habit is an act that is carried out repeatedly without any element of coercion. Habits are not natural in human beings but are the result of learning processes and the influence of experience and the environment. Based on the condition of literacy culture of elementary students who are still low, schools as a formal educational institution are required to foster a culture of literacy systematically since the early grades. This is because students spend most of their time in school. Literacy culture in schools requires support from various parties, especially teachers, because teachers interact more with students in the learning process [3].

Seeing the conditions that often occur in schools that implement literacy movements such as reading 15 minutes each time starting a lesson is a step that does not progress. This is because the reading material presented to students is reading material that is chosen directly by the school or librarian assigned to help the teacher who runs the program.

Failure to read 15 minutes before starting the lesson is also influenced by the absence of the final target of the program. This study aims to create innovations in literacy in schools.

2. LITERATURE REVIEW

Building a culture of reading, not just providing a book or reading room, but also building thoughts, behaviours, and culture of a generation that doesn't like to read to a generation who likes to read. One solution to overcome the low interest and reading ability is to provide an interesting book. Pop-up book is one of the interesting books and the right solution in learning literacy for elementary school students in the early grades [4]. The Ministry of Education and Culture through Ministerial Regulation number 23 of 2013 launched a school literacy movement to foster noble character. To children through language. Simply put, every child in elementary school is required to read books reading local stories and folklore that have local wisdom in their reading material before the learning process in class begins. It's just that, when a policy is only a formality and work program, it certainly will not be maximal. The government should also oversee and evaluate, so that the program can run optimally and in accordance with the conditions on the ground. In the success of the school literacy program, there must be exemplary actions from all parties, not only teachers, but also school principals, to school guards. Exemplary is present in order to develop children's low interest in reading. When students see their teacher reading, then naturally in the subconscious, students also want to do the same thing [5]. Information literacy is one of the higher-order thinking skills needed to develop and support academic, professional and personal success [6].

Literacy is the ability to formulate, find, manage, evaluate, and use the information needed. An ability or expertise possessed by someone in determining their information needs, the ability to identify appropriate sources of information and the ability to evaluate information sources as well as the ability to use information appropriately and wisely (Accreditation Based Library Management).

Building a culture of literacy to the community needs to be done early on. There are two main reasons why literacy should be given early: First, children at an early age are still easy to direct. Second, building a culture does not occur in a short time, so that the literacy movement if you want to be cultivated must be done as early as possible.

According to Snow (in Hoff), children aged 2 to 5 years have been able to show their literacy skills quite rapidly. At the age of 0-3 years, children should be able to recognize books through the cover, write letters, listen to stories, pretend to read [7].

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Research on literacy acquisition tends to fall into two general categories: emergent literacy development and formal literacy training. Emergent literacy development is a

process of learning to read and write informally in the family. In general, emergent literacy has characteristics such as literacy demonstrations, interactive collaboration between parents and children, based on daily needs, and taught at a minimum to be direct and contextual. While formal literacy training refers to teaching that occurs in a variety of formal situations and has been specifically designed with specific goals [9].

The factors that cause the low interest in reading Indonesian people are: the educational curriculum and learning methods that are applied have not supported the development of student literacy competencies, television programs that do not educate and are addicted to technology, and there is a habit of people who prefer to talk and listen compared to reading and writing [10].

The stages of implementing the school literacy movement are divided into three stages, the first is the habituation stage. With this stage the steps taken by the school are to discipline students' reading patterns by reading 15 minutes before the lesson. Second, the development stage is the stage where students are required to read with intonation, review books, to discuss reading results. Third. The learning stage, this stage emphasizes students to read books with a heavier information load than the previous stages such as textbooks, reference type books, to the results of research [11].

To train elementary students in critical reading must be adjusted to the level of development. Learning must be linked to previous student experiences so that learning becomes more meaningful. Learning must be gradual ranging from simple to more complex [12].

3. RESEARCH METHODOLOGY

The research method is descriptive qualitative with case study design. This type of research is descriptive research with a qualitative approach. Descriptive research aims to describe, picture or painting systematically, factually and accurately about the facts, the nature of the relationship between the phenomena under investigation. The qualitative method is where it is endeavoured to find a description and explanation of the problem discussed by Sugiyono [13].

Researchers in this case conducted a descriptive study with a qualitative approach to determine the effectiveness of the school literacy movement that is applied to primary schools. This research was conducted in the City of Baubau by sampling the Area, namely by determining the location of schools in four districts namely Wolio, Murhum, Betoambari District, and Kokalukuna. This is because the four sub-districts are classified as densely populated with 12 primary schools.

4. RESEARCH RESULT

Research conducted by taking 12 samples in the elementary school of the city of Baubau shows that the school literacy movement carried out in the City of Baubau has not yet had the maximum effect on the development of a community literacy culture.

In schools in the Wolio sub-district, it is shown that the dual role played by the teacher and library manager is an obstacle in providing quality reading material to students. the same statement was also expressed by one of the school leaders in the Kokalukuna sub-district who saw a boredom in the process of implementing the school literacy movement. Some schools in murhum sub-district have not yet implemented the full school literacy movement. The literacy movement carried out at the school is still not in accordance with the national literacy movement guidelines namely in the habituation, development, and learning sections. While some teachers at schools in Betoambari sub-district have read the school literacy movement guide and the national literacy movement book.

The observations made illustrate the following matters: Firstly, the availability of books is not able to accommodate the development of reading culture in Southeast Sulawesi, Secondly, the Orientation of School Literacy Movements that are fixated on reading books is also an obstacle to building students' literacy abilities, and Thirdly Emphasis on the portion of time does not build awareness of literacy read on.

5. CONCLUSION

Based on the results of these studies illustrate the movement of school literacy has not gone according to the expected goals. From the results of the study, the government should socialize the school literacy movement at each school. The type of book reading given to students by the teacher should consider the element of student interest in the reading material. This situation at the same time requires the government to provide professional library managers as a guard of knowledge.

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