

Silaq Mace: Community Library Activities in Improving Reading Habits of Sasak Adolescents

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ABSTRACT

Silaq mace is a read-through movement carried out by community libraries in Central Lombok district. Community libraries have a very big role in increasing children's reading interest. This study aims to determine the increase in children's interest in reading in Central Lombok Regency through the "silaq mace" activity. The method used in this research is quantitative descriptive. Data collection is done through observation and questionnaire respondents. The research method chosen is quantitative-descriptive. Frequency data obtained from research instruments will be analyzed descriptively. The instruments used in this study were arrival journals, reading activity observation sheets, and book lending journals. Based on the results of the study it can be seen that community library activities can increase children's reading interest with indicators of increasing numbers of children entering, the number of children reading and the number of children borrowing books. This result is reinforced by data from the questionnaire that 19 out of 40 respondents liked borrowing books from community libraries while 21 answered they liked it.

Keywords: *Silaq Mace, Community Library, Interest in Reading, Reading Habits.*

1. INTRODUCTION

Communication is an important aspect that must be possessed by humans in the industrial era 4.0. The development of technology and information actually reduces one's ability to socialize with others[1]. According to the results of Ramdhan Witarso, Hadi, Nurhanik, & Neneng Rini Haerani research, technological development is one of the factors to improve the nature of human individualism[2],[3]. Whereas social interaction is one of human nature as social creatures[4]. Good communication skills will affect one's success in interacting and socializing with others[5]. The main aspect of communication skills is language skills. In language skills are divided into four skills such as listening and reading (receptive language skills), and speaking and writing (productive language skills)[6]. Of these four skills, reading is an important aspect that must be improved. According to Sutarti there are the correlation between people's reading interest and the progress of a nation[7]. Besides reading interest also affects other

aspects, one of which is student achievement in school. learning achievement is strongly influenced by interest in reading, the higher the interest in reading the higher learning achievement is achieved[8]. In addition, in facing the challenges of the 21st century reading activities as one of the basic literacy abilities must be improved[9]. One goal is to prepare students to have high-level thinking skills to deal with all problems[10].

Foster children's interest in reading is very important to do. Interest in reading is the desire that comes from within someone to read[11]. According to Donald interest in reading can only be grown through the awareness of each individual[12]. There are so many benefits that can be obtained by children when they have a high interest in reading. According to Rachmawati [13], the main benefit of reading is to add insight and knowledge. This will have an impact on improving the quality of human resources, so it is logical that according to Radity [14] research results there is a correlation between high reading interest and

the quality of human resources. But unfortunately, Indonesian interest in reading is still very low.

Based on the results of a UNESCO survey (2016), Indonesia is ranked 38th out of 39 countries that were targeted for research[15]. Indonesia only has a reading index value of 0.001 which means that of 1000 people, only 1 person has a high reading interest. This value is very far from the Singapore index value of 0.55 which means that of 100 people, 55 people have high reading interest. According to Statistics Indonesia, in 2018, 75% of Indonesians choose social media as a tool to get new information, 15% choose television, and 10% choose to read books, newspapers, and other reading media as a tool to get new information. The low interest in reading at the national level is not much different in the regions, one of which is the Central Lombok district. The Central Lombok Education Agency confirmed that children's interest in reading is still very low. This data is supported by the results of Ardyawin, Rohana, & Nurwahida's research which shows that children in Central Lombok are less interested in reading activities[16]. Because the program is a literacy movement launched by the government is still not running optimally.

Triatma states that there are several things that cause low interest in reading, namely (1) Government and the private sector with their educational institutions, teachers are less motivating their students to read books other than textbooks; (2) Parents do not encourage children to prioritize buying books over toys, hearing aids. They usually do not know the type of book that is suitable and liked by children, and they usually do not introduce the library to children; (3) Print media publishers provide high-quality book prices so that they are not affordable to the wider community; (4) Writers, adapters and translators are diminishing, due to erratic royalties; (5) Lack of public library facilities in each district; and (6) Mosque library which has not been professionally managed[17].

Seeing this condition literacy activists consisting of a group of youth in Central Lombok Regency established a reading community. To date, there are more than 40 reading communities spread across Central Lombok Regency. One of them is the "Children's Village Literacy" library (LANK). This library was founded by Ahmad Mujtahid, located in Penujak village, Praya Barat District. The library has a program of activities including socialization, establishing reading outlets, book reviews, regular coffee (thought processing / discussion) once a week, community literacy festivals, annual coordination meetings, and social services. To attract children's interest in reading in this area the community library uses a persuasive approach to the community. This

community's invitation to read uses the local Sasak language "Silaq Mace" which means let's read. By using local languages like this, it is expected that the presence of community libraries can be accepted by the local community.

Basically, each movement stands alone, but to bridge the interests between community libraries and local governments an organization was created "Central Lombok District Community Library Forum". Aside from being a mediator, this forum also acts as a place to share knowledge between community libraries. The purpose of this forum is to develop literacy activities in Central Lombok. The big goal is to make Central Lombok Regency a child-friendly district. According to Indraswati, Widodo, Rahmatih, Maulyda, & Erfan, a child-friendly environment can affect the psychological development of children[18].

So that children are interested in literacy activities, every community library is competing to make an activity innovation program. One of them is a literacy roaming program conducted by the reading community "*Literasi Anak Kampung Anak*" (LANK). Literacy exploring activities carried out by using a parade that campaigned for the importance of literacy by carrying posters involving community children around the village. Besides this community also established a Free Bookstore in Taman Tonjeng Praya every Sunday to pick up readers. As an attraction for reading interest, gifts are provided for children who are actively reading in the library. Initially, children's interest in reading in this place was very low, but over time (several visits / activities) children's reading interest began to grow. Seeing the increasing interest in reading the community slowly this community received attention from the village government and local governments who helped smooth the reading community activities. One of the major activities undertaken by this forum is to hold a 2019 Lombok children's literacy festival whose agenda is literacy camps, workshops and various types of reading community competitions.

Besides trying to improve the culture of reading (basic literacy) this community also develops advanced literacy activities, including environmental literacy, cultural literacy, and social literacy. Activities in environmental literacy include reforestation activities, waste recycling, river and beach free garbage programs, and poetry contest with natural nuances. Cultural literacy is carried out by introducing various traditional games to children which are increasingly forgotten by online games, storytelling competitions and museum study tours. This community pays great attention to local wisdom. This is not surprising considering that local wisdom contains a lot of character values[19]. Therefore in

every opportunity must be used to introduce cultural values to each student[20]. Social literacy is done by training children to play a role in their social environment, such as community service and helping people who need help. In addition, the reading community also provides tutoring and reading the Koran. The primary mission of the reading community is to increase children's interest in reading. Especially in reading books, Besides this activity is expected to reduce addiction to playing gadgets that are increasingly worrying[21]. One effort that is being intensified is through "silaq mace" activities. This activity is one of the invitations to read to the community, especially elementary school students. Through this literacy movement. Literacy activists from the community are always eager to spread the literacy virus, with the hope that one day there will be a generation of young people who are intelligent, skilled, creative, innovative, and environmentally sound and supported by noble character.

Based on the background description above, it is necessary to conduct research related to increasing children's reading interest. This research was conducted to find out how much increased interest in children's reading in Central Lombok District through community reading activities. This is important as an indicator of the success of the literacy program carried out by literacy activists. If there is an increase in interest in reading it means the literacy program has been successful. If there is no change then an evaluation is needed so that the literacy program can run optimally.

2. METHOD

This type of research in this research is quantitative research with a descriptive approach. This descriptive approach was chosen so that researchers can more clearly describe the object of research[22]. The object of study in this study is how much increased interest in children's reading. This research was conducted by observing several library communities in Central Lombok. To see an increase in children's reading interest, researchers used the following 3 indicators: (1) An increase in the number of children coming to the community reading park in each activity; (2) Increase the number of children reading books in community reading parks; (3) Increase in the number of books borrowed at each visit[23]. The research instrument used to obtain data was field notes and observation sheets for children's reading activities. Field notes used are in the form of arrival journals and book borrowing journals. While the observation sheet will be used to observe children's activities while in the community library.

The visit was conducted for four weeks. So the research will take one month. At each visit, the

researcher will observe whether there is an increase in the number of each aspect to be studied. To strengthen the results of the study, at the end of the study or in the fourth week the researcher will give a questionnaire. Questionnaires are given to children who are scattered in several reading communities. The aim is to find out how children's reading interests are. This questionnaire will be supporting data to examine children's responses to Literacy community activities.

3. RESULT AND DISCUSSION

The following is an explanation of the results of research conducted, specifically the role of the literacy community in increasing children's reading interest in Central Lombok:

3.1. Arrival Journal Book Results

An increase in the number of children coming from the library will be tracked through a Journal Book containing every child coming from the library provided by the literacy community. The following is an explanation of the results of a journal welcoming children:

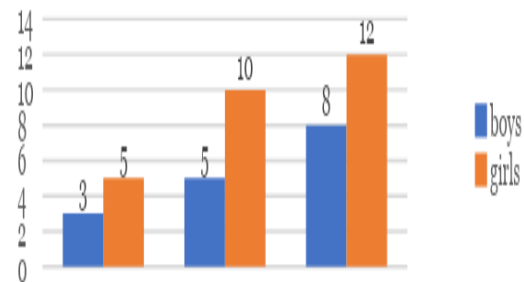


Figure 1. Outlook increase in the number of children coming to the library

Based on Figure 1, it appears that there is an increase in the number of children who come for each activity. In activity I there were a total of 8 children who came, this number increased in activity II, namely 15 children who came. After searching, it turns out 7 out of 8 children who came to activity I returned to activity II.

Then in Activity III, an increase of 20 children came. Arrival journal data shows that all children who came to activity II returned to activity III. So that the total increase in the arrival of children from activity I to activity III was 12 children. Based on statistical calculations, it can be said to be an increase of around 60%. Based on this data it can be said that the activities carried out by literacy activists are in great demand by children, Central Lombok. According to Alhamdu, the arrival of the number of library visitors is one of the most important benchmarks for seeing people's interest in reading[24]. In line with this

statement, it can be said that the existence of a library can increase children's reading interest[25].

To deepen these results, researchers also made observations when activities in the library took place. This is done using a reading observation sheet which will be explained below.

3.2. Observation Results Sheet Reading Activities

Observation sheets are used when the child's reading activities take place. The purpose of this observation sheet is to observe how many children read the books provided. This is because some children come only to play with their friends. The following results are the results of the observation sheet which are read by frequency:

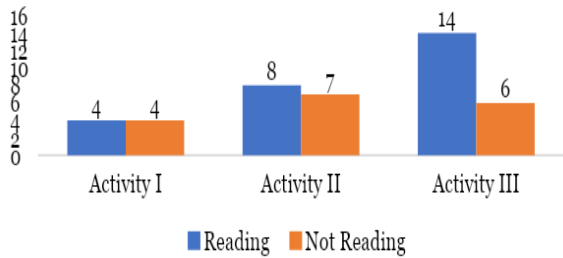


Figure 2. Outlook observation results reading observation sheet

Figure 2 shows that in the first activity only 4 children read and 4 other children did not read books. Children who don't read books only play books and play with their friends. In activity II, there was an increase in the children who read, namely 8 children, but 7 other children did not read. So that activity II is different in children who read and don't read only 1 child dispute (insignificant). Even from the point of view of children reading books, there is an increase of 4 children.

In Activity III, of the 20 children who came, 14 of them did book reading activities while the other 6 did not read. From this data, it can be seen that there are significant differences between children who read and those who are not 8 children. Based on the data on this observation sheet it can be seen that an increase in the number of children who come to read books. So that the reading interest of children who come experience a fairly stable increase from activity I to activity III.

3.3. Book Loan Journal Results

Loan journal books are used to track the number of books borrowed by children. The number of books borrowed shows the number of children who read books in the library. The following are the results of the frequency of borrowing from journal books:

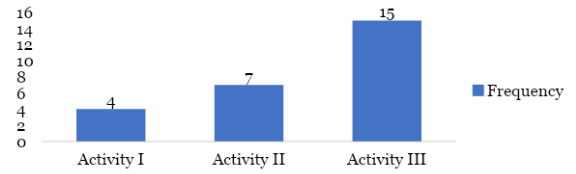


Figure 3. Outlook of the results of a book borrowing journal book

The number of books borrowed by children in each activity always increases so that it can be concluded that the reading interest of children who come to read also increases. Based on the results of Damayanti's research there is a correlation between the number of books borrowed at the library and children's reading motivation[26]. In activity 1 the number of books borrowed was 4 books, the next activity there were 7 books borrowed, then in the last activity, there were 15 books borrowed. So it can be said that children's reading interest can be increased by activities carried out by community libraries.

3.4. Child Response Questionnaire Results

The questionnaire was given to 40 respondents who came from several community libraries in Central Lombok Regency and were randomly drawn. There are seven aspects that must be answered by respondents to measure interest in reading. The following is a recapitulation of the respondent's questionnaire presented in the graph.

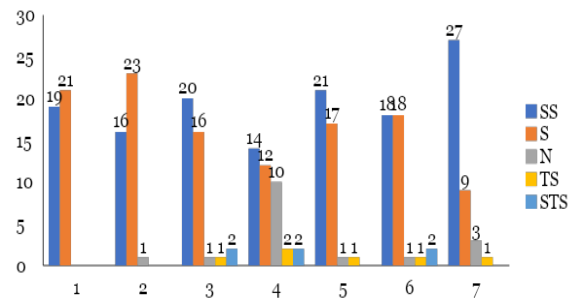


Figure 4. Results of recapitulation of respondent questionnaires

Based on Figure 4, it can be seen that in the first aspect that questions "I like to borrow books in the library to read" as many as 19 respondents answered strongly agree while 21 respondents answered agree. This means that children's interest in reading is high because most children like to borrow books in the library. In the second aspect of the question "I always take the time to read books in the library" as many as 16 respondents answered strongly agree, 23 answered agreed and 1 answered neutral. This shows that the

reading interest of children is high because most respondents are willing to spend time reading in the library.

In the third aspect that questions "I read a lot of books to broaden my insights & knowledge" as many as 20 respondents answered strongly agree, 16 answered agree, 1 answered neutral, 1 answered disagreed and 2 answered many disagreed. This shows that the awareness of the importance of reading to expand knowledge in children has been awakened, but there are some respondents who do not have that awareness. After further observation, it can be seen that they would rather see numbers than read a book. It should be noted that in providing reading books adapted to the level of psychological development of children, for elementary school children do not need too much text but interesting figures[27].

In the fourth aspect which questions "I read the newspaper, article or paper in the bulletin because it contains important information" as many as 14 respondents answered strongly agree, 12 answered agreed, 10 answered neutral, 2 answered disagreed, and 2 answered strongly disagreed. This aspect shows that most children want to read to get good knowledge from newspapers, articles and bulletin boards, but some children do so for a variety of reasons including never having a newspaper, the absence of a school bulletin board and their ignorance of articles on the internet. The cellphones in their hands are only used for playing games and social media.

In the fifth aspect of the question "I often visit the library" 21 respondents answered strongly agree, 17 answered agreed, 1 answered neutral, and 1 answered disagreed. It can be seen that most children often visit the library, which means that children's reading interest has begun to increase, but there are some children who rarely visit the library. There are several reasons for the lack of interest in the library because the book collection is incomplete. According to one library manager book assistance from the public and the government is expected to remember the library activities carried out independently. In addition to the lack of book collections, facilities in the library also do not meet requirements such as inadequate reading rooms, sanitation, electricity, poor book management and others. Therefore the library manager hopes that there are other parties who are willing to help provide library administration training.

In the sixth aspect of the question "I am interested in books in the library". 18 respondents answered strongly agree, 18 answered agreed, 1 answered neutral, 1, answered disagreed, and 2 answered strongly disagreed. Based on this aspect, it can be seen that most children like the collection of books in the library, but some children do not like it. This is because the books in the library do not suit the

interests of children. According to a statement by a library manager, there are several reasons why this collection is not much in demand, including many books that come from outdated communities, such as textbooks that do not follow the current curriculum. Furthermore, it is said that books that are of interest to children are Picture Books. This is consistent with Tarigan's research that picture stories are effective for increasing children's reading interest[28].

In the seventh aspect that questions "I am very happy with the library" as many as 27 respondents answered strongly agree, 9 answered agree, 3 answered neutral, and 1 answered disagreed. Based on this aspect it can be seen that basically the reading interest of Lombok children is already high, it can be seen that most of them like the existence of a library in their place. Interest in reading children can be channeled so that children are greatly helped by the existence of this library. If at first, they had to travel great distances to read in the National Library now they can read in their respective areas through community libraries.

4. CONCLUSION

Based on the results of the analysis of the data obtained it can be concluded as follows: 1). Based on the results of the arrival journal from activities 1, 2, and 3, an increase in the of children coming to the library. The number of children who arrived showed that the reading interest of children who came in the library had increased. 2). Based on the results of reading the observation sheets in activities 1, 2 and 3, an increase in the number of children who read books in a library shows a child's interest in reading. 3). Based on the results of loan journal books in activities 1, 2 and 3, the data obtained an increase in the number of books borrowed by children. In the last activity, the number of books borrowed by children with only 3 children came. So it can be concluded that many children who come to the library also borrow books to read at home.

To strengthen the data above, a questionnaire was given to 40 children as respondents. Questionnaire is used to determine the child's interest in reading. The results of the questionnaire data analysis showed that 19 children liked to borrow books in the library and 21 children liked to borrow books in the library. Thus it can be concluded that children's reading interest can be increased by activities carried out by the literacy community.

Based on the above conclusions can be given several suggestions including 1). There is a need for cooperation in the form of real activities between the local government, schools and the community as three important aspects to increase children's interest in

reading in Central Lombok. 2). Literature and archive training needs to be held for library managers. The aim is that library management is well organized, bearing in mind that there has never been such training. 3) The government needs to formulate programs or policies to maximize the efforts of community libraries to increase children's reading interest in Central Lombok. 4). Further research needs to be done related to the development of methods to increase children's reading interest because the research that has been done is only limited to observation and there is no treatment at all.

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