

IMPLEMENTATION OF SCHOOL LITERACY TO INCREASE STUDENT READING HABITS

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Abstract—Globalization shows many changes in various aspects of human life. Positive and negative attitudes as a global impact can be seen from the attitude of people's behavior. Technology illiterate becomes a severe constraint that gives rise to other effects. Moral degradation, ethical erosion and decadence of behavior become a daily phenomenon. Many positive activities can actually be implemented by the community but are neglected, because their understanding of how the use of global products can not be said to be good. Reading activities for example, have decreased so much, because the tendency of society, especially children today, tend to like the game rather than reading. This paper will talk about the implementation of the School Literacy Movement as part of a government program to increase students' reading interest through the reading habit of ten minutes each day. The literature study is a method used to describe the importance of school literacy movements in order to increase reading interest through habituation that must be continuously carried out every day in the classroom before learning begins. Reading habit is expected to take shape gradually.

Keywords: SLM (School Literacy Movement), reading interest, reading habits

I. Introduction

Children today tend to play with sophisticated media than doing reading. Advanced IT (Information Technology) products that can actually be one of the reading media has not been used optimally. Games (games) often become their daily life, some even until the addiction, then leave school because they prefer in the cafe (internet café), of course this is very unfortunate. Ideally, reading should be a student habit, a reading source that provides a stronger understanding of the moment is not much visible anymore. Their hands seemed to never get out of electronic devices in their daily life. HP (Mobile), gadgets, laptops, computers, etc. Ideally reading activities should be done more as a student, so their insights continue to grow as stock in the future.

The phenomenon of "Rabun Membaca – Pincang Menulisa", as the result of Taufiq Ismail's research in 1996, has found comparisons of reading culture among students in some countries. The average high school graduate in Germany read 32 book titles, in the Netherlands 30 books, 12 Russian books, 15 Japanese

books, 6 Singapore books, 6 Malaysian books, 7 Brunei Books, while Indonesia 0 books.

The study by Vincent Greannary, cited by the World Bank in an education report "Education in Indonesia: From Crisis to Recovery" in 1998, further reveals the reading ability of grade 6 students in Indonesia to get 51.7 points. Far below Hongkong (75.5), Singapore (74.0), Thailand (65.1), and Philippines (52.6). These results indicate that reading in our national education system, factually not yet integrated with the curriculum. This reality indicates that the interest of beca students in Indonesia especially in elementary school is still low, so their thinking ability and reasoning power tend to be low. This is directly proportional to a low learning achievement as well.

This condition certainly does not make Indonesia as a developing country getting better, but it will make it sag. The technological stuttering experienced by Indonesian society can not be felt in a relatively short period of time, but gradually, and chronic, even for decades. The nation's mentality tends to be unhealthy and not ready to face the challenges of the times if this continues. The high competition will be more felt when the free market

comes into force. The readiness of mentality and physical of Indonesia must be bigger and stronger.

II. Study Review

1. School Literacy Movement

UNESCO (1996) has launched four principles of learning in the 21st century, including: (1) Learning to think, (2) Learning to do, (3) Learning to be (learning, Learning to live together) The four pillars of learning principle are based entirely on literacy skills, in line with the national educational goals set forth in Law No. 20 of 2003, article 3, which reads: National education function to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, aims to the development of potential learners to become human beings who believe and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

School Literacy Movement is a literacy awareness movement initiated by educational institutions, whose targets are all parties expected to foster students' reading interest, starting from schools, teachers, students, local government (Dinas Pendidikan), foundations of education providers, library managers, Company, and Mass Media. Forms of movement School literacy is an appropriate literacy literacy intervention program, easy to implement, systematic, comprehensive, and equitable across all school components, sustainable, and professionally managed by a credible institution. Many programs that can be implemented through this GLS program, among them are seminars, workshops, and correct reading techniques with various sub programs in it. Effective Reading Techniques, Basic Writing for Elementary Students, Structured Creative Writing with A Literary Journalism Approach, for Junior High School, Senior High School, and Teacher, as well as workshops for librarians, collectively conducted with other participant schools, book publishing workshops, Presenting expert writing and publishers, journalism workshops, and media management, for the editorial of school magazines, and Reading programs Routinely in School.

2. Reading Interest

Interests can be interpreted as a tendency in the individual to be interested in something object or enjoy something (Suryabrata, S 1988: 109). Crow and Crow explains that interest is a motivator that causes a person

to pay attention to people, things, and certain activities. (Killis, J 1988: 26). When a human has great encouragement and attention about something then he will study it seriously. That's what is called interest.

Characteristics of interest according to Walgito, B: 1 Positive attitudes toward an object, 2) There is something pleasant that arises from something that object, 3). Contains a hope that raises the desire or passion to get something of interest (Walgito, B. 1977); 4) The last aspect, that is, the element of hope raises the desire to get something of interest, should be of more concern, where other experts say that interest as a result of experience that grows on and is valued by the individual is the force that drives a person to do something (Winarno Surachmad, 1980: 90)

Reading is an activity that a person does to gain information and to increase knowledge, but for reading activities is necessary reading interest. Interest in reading is an interest with certain readings. Interest in reading in this study can be interpreted as a tendency to continue to read activities because there is something encouragement in the individual related to the information needed. As Setyono (2013: 119) says in relation to reading interest is "the source of motivation that encourages a person to do what he wants, that is reading." Rahim (2011: 28) also explains the interest in reading is "a strong desire in a person accompanied by attempts to read".

Interest in reading a person will not necessarily arrive at once, but will go through a long process and stages of change that appear regularly and sustainably. Interest in reading this should be trained to be accustomed so that eventually read subject accustomed to do it. Tarigan (2008: 106) describes the factors that affect reading interest, among them are: "The factor of providing time for reading and selection of good reading, viewed from the norms of criticality that includes the norms of aesthetics, literature, and morals" . Masjidi (2007: 103) further explains about the factors that affect reading interest in children, including "family environment and the environment outside the family". Family environment and the environment outside the family play an important role in growing interest in reading someone.

Provision of time to read, family environment factors and the environment outside the family can also affect reading interest of a person. The provision of time to read is related to taking time to read. Family environmental factors are related to parents who do not like to read and do not set an example to their children to get used to reading. Environmental factors outside the family related

to the environment of childhood, schools that do not support, and expensive book prices become an obstacle for the growing interest in reading.

3. Ten Minutes Reading Habit Every day

The Sustained Silent Reading Program (SSR) is a reading intervention strategy that has been used by developed countries to cultivate and improve students' reading skills. This program is a crucial program to ensure the creation of customs and culture of reading to the citizens of the school. Habituation

The Qur'an and As-Sunna as Ideal references of the Islamic Ummah, have one of the educational methods that Allah hinted especially in the Al-Alaq surah that is the method of habituation and repetition. Exercise and repetition are practical methods for memorizing or mastering a subject matter. In the Al-Alaq surah this method is called implicitly, ie from the way of the first revelation (verses 1-5). The angel Gabriel sent Muhammad the Prophet (s) by saying اقرأ (read!) And the Prophet replied: ب قارئ انا ما (I can not read), then the angel Gabriel repeated it again and the Prophet replied with the same word. This is repeated 3 times. Then Gabriel recites verses 1-5 and repeats them until he has memorized and forgot what Gabriel said (Erwita Aziz, 2003: 81).

The command of reciting in Al Alaq is repeated twice, in the first and third verses. This is an indication that the method of habituation in education is needed in order to master a science. Habituation is a practical effort in education and child coaching. The result of habituation by an educator is the creation of a habit for the students. "The habit is a certain behavior that is automatic, unplanned, and just go on without thinking" (Edi Suardi, tt. 123).

Starting from habituation since childhood that, learners get used to doing something better. Growing this good habit is not easy, it will take a long time. But when it becomes a habit, it will be difficult to change from the habit. Reading habit is also so, must be done and strived gradually and continuously, so as to foster interest in reading students reading. The next hope is that with increasing interest in reading, the interest of writing continues to grow.

IV. Conclusion

The national goals listed in the Preamble to the 1945 Constitution are, among other things, the "intellectual life of the nation". This simple sentence is full of meaning, by realizing it, then the direction of the nation in the future will soon be visible. The glory that has become a part of the past, will undoubtedly we get back. One way

to make Indonesian intelligent is to read which of course needs to be encouraged and socialized to the surrounding community, especially the students. Interest in reading should be prioritized so that eventually arises awareness with habituation. Reading habit as a School Literacy Movement by doing the reading activity ten minutes before the lesson starts is expected to awaken the students to continue to love reading.

Through reading, intellectual intelligence (IQ), will form, in addition to emotional intelligence (EQ), and Spiritual Intelligence (SQ), which remains honed, then Indonesians' self-esteem can be saved. The existing nation agenda of the School Literacy Movement can be realized by implementing activities that can foster interest in reading.

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