

Building Culture of Literacy through Child Fun Library

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Abstract—This paper aims to discuss an effort to cultivate culture of literacy through the use of child-friendly reading gardens in order to improve the literacy culture of the nation's children. Therefore, it is necessary to do various efforts. One of it is a pleasant literacy learning model through "Child Fun Library" for elementary school students. The issues discussed are: 1) The nature of Literacy; 2) The benefits of literacy activities; 3) How to build a universal literacy, 4) building culture of literacy since elementary school; 5) Concept of Child fun library for children; 6) Criteria that must exist in Child Fun Library; 7) arrangement of literacy park with the concept of Fun Library, and; 8) Follow-up of Child Fun Library's program. The criteria that must be fulfilled in this Child Fun Library in order to play a role in building the literacy culture are: 1) the garden of literacy place; 2) books appropriate to the child's development; 3) a favorable display; 4) educational games; 5) words of motivation; and 6) art and craft corner. Build a Child fun library with the concept of *Taman Baca Ramah Anak* (TBRA) need to pay attention to several things, namely: 1). Place the bookshelf on the right side of the left corner of the garden of literacy with a height that fits the reach of children; 2). Decorate the center of the corner of the literacy with an interesting decoration that serves to cultivate the interest of children coming to the corner of literacy ; 3). Classify books according to categories (Children's story books, Children magazines, comic books, children's knowledge books, and exiclopedias); 4). Sort the book and make sure the book content matches the child's language development and with good content for the child; 5). Create a display space for children's corner in the garden of literacy to make children feel appreciated when creating works related to literacy; 6). Put educational games around the corner of the garden readings and let if children play in the garden readings for play is one way to be happy doing literacy activities.

Keywords—*Culture of Literacy, child fun library Introduction*

I. INTRODUCTION

An advanced country is a country that has a high quality of Human Resources because quality human resources are the spearhead of the development of a nation [1]. The United Nations Development Program (UNDP) notes that the Indonesian Human Development Index (IPM) 2015 is ranked To-110 from 188 countries with a magnitude of 0.684 or equal to the previous year.[2] This shows that Human Development Index in Indonesia still in the low position .HDI in a country is influenced by several factors, one of which is the literacy rate associated with culture of literacy. Ironically, culture of literacy in Indonesia is still low. Program International student Assessment research that the culture of Indonesian society literacy in 2012 was ranked on the second worst of 65 countries studied in the world.

Indonesia was ranked 64th out of 65 countries.[3] United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2012 mentioned that the reading interest index in Indonesia only reached 0.001%. This means that from 1000 people in Indonesia only one person who has interest in reading activities. [4]

As explained in theory that interest in reading is influenced by several factors, namely motivation, level of legibility, and environment. It is similar to the interest of reading Indonesian society. The low interest in reading Indonesian society is influenced by many factors, not only the low motivation of the community in reading, but also because of lack of adequate facilities and infrastructure of reading resources for the community, especially for elementary school students. The Library should be the center for the development of interest in reading has not played maximally . The libraries in the most schools have not qualified as good libraries. The library looks unattractive the arrangement looks dull, the books available are not updated with the type of reading that is not interesting and not in accordance with the child's development, so the library is empty of visitors. In addition, the library has not been maximally utilized as one of the learning resources. This creates a stigma for students that the library becomes an unpleasant place to add knowledge.

Results Gerald Grow's in Femy states that in literacy activities namely writing and reading there are detailed measurements, there are interpersonal intelligence, language intelligence, logic intelligence and visual-spatial intelligence.[5] States that the development of the Limbic Area in the human brain developed rapidly during elementary school age.[6]

This problems is the foundation the author to discuss the idea of "Child Fun Library" : The Container Building Literacy Culture Of Nation Children Since Primary School" with the concept of a fun literacy corner and can be implemented in accordance with the development of elementary school age children in the hope of creating literacy love in elementary school age . The paper is also structured in the hope that teachers, community and literacy activists can create a fun garden literacy for children so that this paper helps the government that is promoting literacy through the GerakanLiterasiSekolah (GLS) was designed by Ministry of education.

The purpose of this paper are:

1. Discuss ideas or concepts in building a nation's literacy culture through a holistic approach to the concept of "Child Friendly Garden" for primary school-aged children.

2. Encourage Teachers, Literacy Activists and Librarians to design a Child Friendly Reading Garden program as a solution to the massive literacy cultural movement in increasing the interest of reading, writing and discussion for Indonesian children.

II. METHOD

Research methods use the design and development of Richey and Klein which include the stages of needs analysis, front-end analysis, design, development, and evaluation. [7] The main objective of design and development research is to develop approaches to learning and learning problems and at the moment similarly, building a series of design principles that can guide future development efforts.

III. RESULTS & DISCUSSION

The study found that literacy is not just the ability to read and write but adds knowledge, skills and abilities that can make a person have the ability to think critically, able to solve problems in various contexts, able to communicate effectively and able to develop the potential and participate actively in social life.

Literacy is not just the ability to read and write but adds knowledge, skills and abilities that can make a person have the ability to think critically, able to solve problems in various contexts, able to communicate. [8] Effectively and able to develop the potential and participate actively in the life on society.

In order for children to carry out literacy activities not because of compulsion but because of pleasant habits, a means is needed to facilitate this, namely TBRA. Fun Child Library or in Indonesia called *Taman Baca Ramah Anak* (TBRA) is a concept of literacy corner with a garden-like atmosphere in which there are educational games that make children happy to do literacy activities. TBRA was created for children to do literacy activities not because of compulsion but because of pleasant habits

The criteria that must be fulfilled in this Child Friendly Garden of Reading in order to play a role in building the literacy culture are: 1) the place of the garden of literacy; 2) books appropriate to the child's development; 3) a favorable display; 4) educational games; 5) words of motivation; And 6) Art and Craft Corner

Designed literacy with the concept of TBRA need to pay attention to several things, namely: 1). Place the bookshelf on the right side of the left corner of the garden of literacy with a height that fits the reach of children; 2). Decorate the center of the corner of the literacy with an interesting decoration that serves to cultivate the interest of children coming to the corner of literacy ; 3). Classify books according to categories (Children's story books, Children magazines, comic books, children's knowledge books, and encyclopedia); 4). Sort the book and make sure the book content matches the child's language development and with good content for the child; 5). Create a display space for children's corner in the garden of literacy to make children feel appreciated when creating works related to literacy; 6). Put educational games around the corner of the garden

readings and let if children play in the garden readings for play is one way children to do literacy activities.

Children develop as readers and writers when they are often associated with literacy experiences guided by interactions with someone who masters literacy [9] Many of the benefits of reading activities include: children become familiar with written language and the structure of stories or other texts, their vocabulary also increases, and most importantly they learn that books are a fun source of knowledge capable of building their imagination to explore the world and science. National Literacy Forum states that there are four ways that must be done in building universal literacy, namely: improving language skills early on, more effective learning that can grow reading and writing skills, access to reading and programs that make children feel happy to do literacy activities. From this translation, it means that in creating a literacy culture, collaboration between school, environment, family and the community is needed.[10]

Based on the results of research from the Program for International Student Assessment (PISA) which the author described in the previous chapter, it is known that literacy culture in Indonesia is still low. PISA records in detail the details of the scores obtained by Indonesia, namely: the score of Indonesian students' mathematics literacy exam is 375 and is ranked 64. The literacy score reads 396 with rank 61 and the scientific literacy score is 382 at rank 64.[11]

There are several things that underlie why Literacy needs to be developed at elementary school age.

- 1) According to data from center of the developing Child, Harvard University; 200 billion neurons in the human brain develop rapidly at the age of 0 to 12 years
- 2) The development of primary school-age language will be maximized if facilitated properly.
- 3) The analogy of primary school-aged children is the buds that will grow into a sturdy tree, then the culture of literacy applied since elementary school age will be a lifeskill that will continue to be implemented throughout the ages.
- 4) The Limbic Area grows rapidly when the child is in primary school age. Limbic Area is a region in the brain that regulates emotions, cultivate empathy and regulate stress.Limbic Area can be developed with literacy activity that is writing.
- 5) Inculcating the love of literacy since elementary school age is a good movement that.

The Concept of Taman Bacaan Ramah Anak (TBRA)

Concept of Child Fun Library or Taman Bacaan Ramah Anak (TBRA) is the concept of a literacy corner with a garden-like atmosphere in which there are educational games that make children happy to do literacy activities. TBRA was created for children to do literacy activities not because of compulsion but because of pleasant habits. Basically according to Montessori every child has inborn motivation to learn then the existence of TBRA can encourage children to

always be stimulated doing literacy activities. The concept of TBRA can be implemented in a community, in the community and of course in the school environment, especially in elementary school.

Criteria that must exist in the TBRA Concept

In creating a fun literary park using the concept of TBRA, there are several criteria that must be fulfilled in realizing the best literacy atmosphere for children. There are six criteria that must exist in TBRA, among others:

1. A place to park literacy determine where indoors or outdoors feel comfortable for children's literacy activities. Choose the corner of the classroom or garden room so that children feel safe, free and fun and more focused to do literacy activities.
2. Books Appropriate The Development of Primary School Children The books that you want to keep in the garden of literacy should be sorted first in terms of pictures and content and make sure the book will be useful when read by children. The child will prefer to read a book that animates his imagination and has colors and no text too long.
3. The display (Display) is an interesting display is very important in order to create a growing interest in children to perform literacy activities. Decoration will create a stigma that the garden of literacy is not a place of rigid and dull.
4. Educational Games Do not separate the child from the playing world, educational games such as puzzles, towers, cubic, monopoly, congklak, hand puppets etc. must exist in the implementation of the concept of TBRA. Educational games provide an important role to make children interested in coming to TBRA who will eventually be interested in also doing literacy activities.
5. The magical Words of motivation The words of motivation should be prepared in forming the literacy garden according to the concept of TBRA. Motivational words that children often see will be a suggestion for children to keep doing daily literacy activities. Motivation words can be implemented in a banner and pin. Pin is given to the child to be embedded that they are a good generation who loves the reading and literacy activities.
6. Art and Craft Corner Art and Craft Corner is no less important and must exist in the garden of literacy with the concept of TBRA. Corner works can be a container of the exhibition of children's work during the activities of literacy. Corner works will be the motivation of children and children will feel appreciated for his work appreciate

The Design of Child Fun Library with TBRA Concept

In order to make the reading garden designed to play a role in building the literacy culture of students there are

some things that need to be considered in the arrangement. These are criteria to design Child Fun Library:

1. Place the bookshelf on the right side of the left corner of the garden of literacy with a height that fits the reach of children.
2. Decorate the center of the corner of the literacy with an interesting decoration that serves to cultivate the interest of children come to the corner of art and craft can be a series of letters and decorations for the wall.
3. Classify books according to categories (Children's story books, Children's magazines, comics, children's knowledge book.)
4. Sort your books and make sure the book's content matches the child's language development and with good content for children.
5. Create a display space for children's corner in the garden of literacy to make children feel appreciated when making literary works.
6. Put educational games around the corner of literasi and let if children play in the garden literacy because play is oneway children to do literacy activities

How to Store Books in Child Fun Library?

According to the Litara Foundation there are four ways to store books:

1. Save picture books that have attractive colors and pictures with front cover facing forward so that children interested to read the book.
2. Save the book to a place where children can reach for it so they can pick it up themselves.
3. Teach children to open the book pages carefully.
4. Invite them to take care of the books in the child Fun Library. In creating a pleasant literacy park, it takes literacy activities that support the creation of a non-monotonous literacy atmosphere that is through literacy activities involving children with the facilitators who manage the literacy activities.
5. As a facilitator they must facilitate activities in a Child fun library.

The activities of children and facilitators that must exist in the concept of TBRA are:

1. Storytelling Storytelling makes garden literacy more lively. Storytelling can also cultivate the love of literacy and the planting of good character for children. By storytelling there will be emotional closeness between the mentor and the children in the garden of literacy. Storytelling will make children's imagination growing up perfectly. Storytelling has the following a great steps:
 - a. Direct the child to the corner of the literacy
 - b. Greet them well explain that there will be storytelling activities.
 - c. Create an interesting storytelling atmosphere with hand puppets, intriguing intonation or props that make children more fun telling stories.

- d. Begin storytelling and involve children to dissolve in a fairy tale.
2. Rewrite the book you read

Writing back the contents of a book that children have read in their own language is interesting because with this kind of activity, the child is practicing to put his ideas through writing. The steps are as follows:

 - a. Encourage children to read books according to their interests.
 - b. After the children read, have them write the content of the book they read in their language.
 - c. Give appreciation by displaying their work in the corner of the work in the garden of literacy
3. Discussing a book

Discussing a book can train children's discussion skills as well as knowledge-sharing activities between one child and another. Discussing a book makes the mentor observe the development of a child's vocabulary so that the children's literacy activities grow rapidly. Ways to discuss a book:

 - a. Invite the children to gather with the reading books they read
 - b. Ask the child to retell the book they read.
 - c. Direct them to the atmosphere of the discussion by giving some questions to the other child about the story his friend is describing
 - d. Let children express their opinions
 - e. Close the discussion by giving appreciation of verbal compliments to the child who dared to expose the book read and also to all the children to make children happy and motivated then to love the literacy activities.
4. Stage stories

Stage Stories are activities where children can tell what they want to tell stories about stories they read or personal experiences. They can tell stories by facilitating hand puppets, books, knickknacks that make them seem to be a reliable story teller for every story they tell.
5. Role Playing

Role Playing is an interesting thing held in the Child fun library Playing the role with the stories contained in reading books to train children to dare to communicate, socialize, increase insight and play an active role in literacy activities. Role Playing also includes activities to instill character in children in a fun way. How to create role playing activities include:

 - a. Choose stories that are appropriate and familiar with children such as malinkundang stories, red under garlic, turtles and rabbits, and so on.
 - b. Make the text play a role for them according to the characters in the story.
 - c. Invite the children to play the character.
 - d. Give the text and train them.
- e. The next meeting ask them to appear in front of their friends.
 - f. Make an attribute that matches the story shown so that role playing activities are more interesting.
 - g. Do it in turns to the children so that all have the opportunity to play a role.
6. Reading and Writing Poetry

Reading and writing poetry is a literacy activity that must be honed from an early age. By reading and writing poetry the child will learn a lot of diction and train emotions. Reading and writing poetry can be an activity that also practices writing and literature skills for children. The child will try to write using his feelings and imagination. The more children read and write poetry it will be more honed

How to hone the ability to read and write poetry are:

 - a. Direct the child to observe an object, such as flowers, sky, trees, friends and so forth around it.
 - b. Have them write down what they observe.
 - c. Guide them to write in poetic format.
 - d. Ask them to read it.
 - e. Showcase their work so they are more eager to write and read poetry

TBRA realizes that a good program is a sustainable program, so TBRA try to develop a sustainability program so that TBRA can survive in nurturing the culture of literacy in Indonesia.

TBRA Sustainability Program

1. Child Fun Library Festival

The children's festival-friendly reading is a race that deals with literary cultural activities, poetry competitions, story writing, storytelling, drama arts performances to be held every year to motivate the nation's children, especially elementary school students, to continue to cultivate literacy in life. In the TBRA program this festival will also have the assessment and reward for the best garden literasi who have run the program for one year.

2. Ambassador of Literacy

Literacy Ambassadors is a reward program as well as the process of cadre of literacy activists who are considered capable of becoming Role Model in the creation of TBRA. This Literacy Ambassador is comprised of two categories, the first Little Ambassador called (Ducil) of literacy to be given to a child who often comes to TBRA and implements a culture of literacy in everyday life. Then the second category of Brother Literacy is the title for literacy ambassador for someone in a community or school that has done the best during the idea of TBRA.

3. Book For TBRA

Book For TBRA is a monthly donation program conducted for two months and involves the active participation of the community and at the same time socializing the importance of culture of literacy for the nation's children.

IV. THE CONCLUSIONS AND SUGGESTIONS

The results of the study concluded that literacy learning through literacy playgrounds had not been widely implemented by teachers and was still conventional. Literacy learning through the literary playground has not been carried out by the teacher. Learning models through literacy playgrounds are developed based on stages: planning, development. Furthermore, the draft of a playground-based literacy learning international journal article. Produce draft literary literacy learning textbooks

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