



The influence of the library and the school literacy movement on students' learning interest in the Gangsa primary school

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ABSTRACT

Background: The library is a supporting tool in increasing students' interest in learning.

Purpose: This study describes the influence of the library and the implementation of the school literacy movement at SDN Gangsa on students' interest in learning, which consists of habituation, development and learning and the obstacles at Gangsa State Elementary School.

Design and methods: The research method applied in this research is a quantitative research method. The research was carried out by observing data on the number of library visitors at the school.

Results: The research results show that the implementation of the school literacy movement has been running. However, there are still obstacles to its implementation, such as problems with the time for implementing literacy activities, lack of reading collections, lack of teacher commitment in carrying out habitual reading activities in the library and the classroom, and changes in policy from the school principal. The importance of literacy habits for students. The presence of a library and literacy movement at Gangsa State Elementary School greatly influences students' interest in learning. This can be seen from the increasing interest of students in visiting the library to read. Data on library visitors after the literacy movement was implemented at the Gangsa State Elementary School, increased by 60% from before the literacy movement was implemented at the school, and it is hoped that the presence of the library and the literacy movement implemented can increase students' interest in learning on an ongoing basis.

Keywords: Library, Literacy Movement, and Interest in Learning

Introduction

Interest in learning is important in creating outstanding students. Students will achieve achievements through the gate of learning interest. The library is a supporting tool in increasing students' interest in learning.

A library is a room, part of a building or the building itself that is used to store books and other publications, which are usually stored according to a certain arrangement for use by readers, not for sale. In terms of books and other publications, this includes all printed materials, books, magazines, reports, pamphlets, proceedings, manuscripts, sheet music, various musical works, various works of audio-visual media such as films, slides, cassettes, black discs, microforms such as microfilm, microfiche, and micro opaque. Webster states that a library is a collection of books, manuscripts and other library materials used for study or reading purposes, comfort or pleasure (Sulistyo Basuki, 2011). Furthermore (Sulistyo Basuki, 2019) states that a school library is a library located in a formal educational

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institution in the Primary and Secondary Education environment, which is an integral part of the activities of the school concerned and is a learning resource center to support the achievement of the educational goals of the school concerned.

According to the Ministry of Education and Culture (2016:3), the school literacy movement is a social movement with collaborative support from various elements. Efforts taken to make this happen are in the form of getting students into the habit of reading. The School Literacy Program is essential in order to increase students' interest in reading. Increasing interest in reading can have an impact on increasing student achievement. The benefits of literacy for students and teaching are that they can master lessons in the teaching and learning process, and students will not depend on teachers. They can learn independently with their information literacy skills (Tri Sptianto: 2014).

The National Literacy Movement Guidebook (Kemendikbud, 2017) states that there are 6 (six) dimensions of literacy, namely: a. Reading and Writing Literacy, namely the knowledge and skills to read, write, search, search, process and understand information to analyze, respond to and use written texts to achieve goals, develop understanding and potential, and participate in the social environment. b. Numeracy Literacy is the knowledge and skills to (a) be able to obtain, interpret, use and communicate various kinds of numbers and mathematical symbols to solve practical problems in various contexts of daily life; (b) analyze information displayed in various forms (graphs, tables, charts, and so on) to make decisions. c. Scientific Literacy is scientific knowledge and skills to be able to identify questions, obtain new knowledge, explain scientific phenomena, and draw conclusions based on facts, understand the characteristics of science, build awareness of how science and technology shape the natural, intellectual and cultural environment, and increase the willingness to be involved and care about science-related issues. d. Digital Literacy is the knowledge and skills to use digital media, communication tools, or networks in finding, evaluating, using, creating information, and utilizing it in a healthy, wise, intelligent, careful, precise and law-abiding manner in order to foster communication and interaction. In everyday life. e. Financial Literacy is the knowledge and skills to apply (a) understanding of concepts and risks, (b) skills, and (c) motivation and understanding in order to make effective decisions in a financial context to improve financial well-being, both individual and social, and can participate in the community environment. f. Cultural and Civic Literacy, namely knowledge and skills in understanding and behaving towards Indonesian culture as a national identity.

Interest in learning is one of the factors that determines student learning outcomes. Whether or not student learning outcomes improve can be influenced by how interested students are in learning. Gangsa State School (SDN Gangsa) is one of the elementary schools in the Tangerang Regency area. Gangsa State Elementary School (SDN Gangsa) implements a literacy movement program at school through habituation, development and learning as well as the use of library facilities, which are supported by the commitment of teaching staff and educational staff to realize the literacy movement in schools. The literacy movement was implemented at SDN Gangsa considering the lack of interest in reading among 267 students; only 25% had an interest in reading at school. This was obtained from data on student visits to the school library.

Methods

The research method applied in this research is a quantitative research method. The research was carried out by observing data on the number of library visitors at the school. The initial data is the main reference used as a benchmark for increasing students' interest in learning.

Data on the number of library visitors after implementing the literacy program in schools is data from research conducted.

Findings & Discussion

From research conducted through observation and implementation of school literacy programs, the presence of libraries and school literacy programs greatly influences students' interest in learning. This can be seen from the distribution of library visitor data, where almost all classes visit the library in a significant number, reaching 60% of all students at Gangsa Elementary School (SDN Gangsa). From these data, it can also be concluded that students' interest in learning increases at the beginning of their interest in reading.

Implementation of literacy program at SDN Gangsa

1. Habituation Program

The habituation stage is the growth of interest in reading through 15-minute reading activities (Permendikbud No. 23 of 2015). This habituation aims to grow interest in reading and reading activities in the school community. To determine the priority of activities in the literacy habituation stage that have been implemented at school if all the indicators in the habituation stage have been implemented. Indicators of achievement at the habituation stage are:

1. There is a 15-minute reading activity, and
2. The 15-minute reading activity is carried out every day (at the beginning, middle, or towards the end of the lesson).
3. Books read or read by students record the title and author's name in a diary.
4. Teachers, school principals and other educational staff are involved in 15-minute activities by reading books or silently
5. There is a school library or room for storing non-learning books/
6. Each class has a class reading corner with a collection of non-study books
7. There are campaign posters being read in classrooms, corridors, and other school areas.
8. There are text-rich materials in each class.
9. School gardens, canteens and UKS are environments rich in literacy. There are posters about healthy living habits, cleanliness and beauty in the school garden, canteen and UKS. Food in the school canteen is prepared cleanly and healthily.
10. The school seeks to involve the public (parents, alums, and other elements of society) in developing school literacy activities.
 - a. Educators also carry out the reading habit program and make reading schedules for students in class
 - b. The library staff makes a library visit schedule for all students.
 - c. Implementing educational sanctions for students not participating in the school literacy program.

2. Development

Literacy activities at this stage aim to develop the ability to understand reading and relate it to personal experience, think critically, and process communication skills creatively through activities responding to enrichment reading.

1. Read aloud Interactive: The process of reading this book is interactive because the teacher demonstrates how to think in response to the reading, voices it, and invites them to do the same.

2. Guided reading: The teacher guides students in small groups (4-6 children) in reading activities to improve their understanding.
3. Teachers can read together with students, then ask students to take turns reading
4. Independent reading: Students choose the reading they like and read it independently. One form of independent reading activity is reading silently.

Indicators of achievement in the development stage, namely:

- a. There is a 15-minute reading activity before class.
- b. There are activities to respond to enrichment books during literacy lessons, activity hours in the school library/class reading corner, or relevant lesson hours.
- c. There is a varied collection of enrichment books.
- d. There are activities to respond to reading through interactive reading-aloud activities, guided reading, shared reading, and independent reading.
- e. There are activities to appreciate students' literacy achievements.
- f. There is a school literacy team

3. Learning

Literacy activities at the learning stage aim to develop the ability to understand texts and relate them to personal experiences, think critically, and process communication skills creatively through activities responding to the texts of enrichment reading books and textbooks. Activities that can be carried out at the learning stage include:

- a. Teachers look for effective teaching methods in developing students' literacy skills. To support this, teachers can conduct classroom action research.
- b. Teachers develop their learning plans using various media and teaching materials.
- c. Teachers learn by maximizing literacy facilities and infrastructure to facilitate learning.
- d. Teachers apply various reading strategies (reading books aloud, guided reading, reading together) to improve students' understanding of the learning material.

Indicators of achievement at the learning stage, namely:

- a. enrichment books are used in learning all subjects.
- b. Reading strategies improve students' understanding of reading in all subjects.
- c. There are activities to respond to reading in the form of oral, written, arts, and crafts., according to the students' literacy skills.
- d. Learning activities occur in the school library, class reading corner, and reading area.
- e. There are academic awards that take into account students' literacy skills.
- f. A school literacy team, in collaboration with public elements, organizes literacy activities at school on a regular and routine basis.

Data on student visits from the school literacy program implemented can be obtained through the following table:

Table 1. School Library Visitor Data

		Month		Total Visitors
		October	November	
Number of Library Visitors	Man	20	57	77 29%
	Woman	46	103	149 56%
Total		66	160	226
		25	60%	85%

Conclusion

From the results of research using quantitative methods, it can be concluded that the literacy program implemented at Gangsa Elementary School, Tangerang Regency, has a significant influence on students' interest in learning. This can be seen from the increasing number of students visiting the library. Before the implementation of the school literacy program, the number of students who visited the school library was only 25% of the total students at Gangsa Elementary School, Tangerang Regency. After implementing the school literacy program, the number of students visiting increased by 60%, so the total number of students visiting the school library became 85% of the entire population of students at Gangsa Elementary School, Tangerang Regency.

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