The Influence of Literacy Movement Programs and Library Facilities on Literacy Culture in Primary Schools

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ABSTRACT: *This study aims to determine the effect of literacy programs and library facilities on literacy culture in primary schools in North Sumatra Province, Indonesia.The population in this study amounted to 2.477 primary school teachers and the research sample was 247 people.Data collection techniques were conducted through surveys. The results showed that literacy programs have a positive effect on literacy culture in primary schools and library facilities have a positive effect on literacy culture in primary schools and simultaneously literacy programs and library facilities have a positive effect on literacy culture. Literacy programs and library facilities contribute 54.6% to literacy in primary schools in North Sumatra Province, Indonesia.*

KEYWORDS -*Literacy program, library facilities, literacy culture*

I. INTRODUCTION

In essence, most of the learning process is through reading. The transfer of student knowledge is not possible only through the process of hearing or transition from a teacher alone but must also be through reading. By being fond of reading, of course, students will become a generation that is eager to learn.Unfortunately, the reading interest of elementary school students in Indonesia is still very low (Fauziah & Lestari, 2018). Literacy culture in Indonesia is not considered as an important thing, even though from reading, other language skills such as writing and speaking will improve. The reading interest index in Indonesia issued by UNESCO in 2019 reached 0.001.That means, for every 1000 people, there is only one person who has an interest in reading. Indonesians read an average of 0-1 new books every year. Educational practices implemented in schools have not shown the function of schools as learning organizations that strive to make all citizens become skilled readers to support them as lifelong learners (Irawan & Prasetia, 2020).Indonesia is experiencing a literacy crisis, Indonesian people seem reluctant and do not care about the importance of literacy culture amid the swift flow of globalization. Even though literacy plays an important role in the life of a society with character (Surwanto, 2018).

In essence, the reading habituation movement or literacy culture program has been programmed for a long time by the government, in this case the Indonesian Ministry of Education, but its implementation in various regional education offices has not been fully implemented.The new literacy movement program was intensified simultaneously in Indonesia through various pilot schools under the Education Office starting in 2017.Some of the aspects that the school is very keen on to support the implementation of the literacy movement are intensifying the literacy culture program and the availability of adequate books in the school library.A work unit of a particular agency or institution that manages library materials, both libraries in the form of books and non-book materials that are organized systematically according to certain rules so that they can be used as a source of information by each user.However, literacy programs in primary schools have not been

running optimally. Supporting facilities for school literacy programs and culture are still constrained, such as school library facilities that are still not optimal, the library is still very minimal in terms of reading book sources.Many schools still implement literacy activities by requiring each student to bring 1 free book, which can be a short story, novel or something else.Many schools still implement literacy activities by requiring each student to bring 1 free book, which can be a short story, novel or something else. However, not all students have reading books at home and can afford to buy varied books. Therefore, the reading program at school does not run well and the results are not effective.

To achieve the expected results, the literacy movement program in schools must involve all stakeholders in the education sector, starting from the central, provincial, district/city levels, to the education units. In addition, the involvement of external elements and public elements, namely parents of students, alumni, communities, business and industry are also important components in the school literacy movement.The school literacy movement is a participatory effort or activity involving school community members, namely students, teachers, principals, education personnel, school supervisors, school committees, parents or guardians of students, academics, publishers, mass media, communities and stakeholders under the coordination of theDirektorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan(Darmono, 2009).

The school literacy movement is the ability to process and understand information through various activities, including reading, viewing, listening, and writing or speaking.In this case, formal educational institutions including primary schools need to take responsibility for improving the literacy culture. Because elementary schools can be used as a place to improve literacy culture and are the initial foundation for school education levels above.Where a culture of literacy can be pursued with activities to familiarize reading books before starting lessons in elementary school.The purpose of the school literacy movement is to foster a culture of literacy in schools, increase the capacity of citizens and the school environment to be literate, make schools a fun and child-friendly learning garden so that school members are able to manage knowledge, and maintain the sustainability of learning by presenting a variety of reading books and accommodating various reading strategies (Herlina, 2012).As a follow-up to the government program, many schools have implemented efforts to improve the culture of literacy in students. With the increase in literacy culture, it will also improve students' reading and writing skills and play a role in improving the quality of education (Iriantara, 2009).

The school literacy movement requires full awareness of the importance of activating a reading culture for students and the availability of complete library facilities at school.Because it is expected that by reading, students can obtain more information and broader knowledge. with the increase in literacy culture, the level of intelligence possessed by these students will increase.Likewise, the availability of complete library facilities will certainly motivate students to read more. Conceptually, the library carries the vision of education, namely as a source of teaching and learning and improving the quality of life of its readers or in other words, it can educate the nation's life. School library programs provide a very important contribution in supporting learning and teaching activities (Zweizig and Hopkins, 2016).According to Permendiknas No. 24/2007 on facilities and infrastructure standards, school libraries are required to have textbooks, teachers' guides, enrichment books, reference books (70% non-fiction, 30% fiction) and other source materials.These materials are needed to support an organized and sustainable learning process. The fulfillment and utilization of these learning materials can work to support the literacy program that has been programmed by the government.

One of the factors that influence literacy culture is the school library.Libraries organized in schools are called school libraries. In order for the school library to truly function as the main support in improving the quality of education, the school library must be well managed.School library managers must master library management techniques in addition to having skills and loving the profession in carrying out their duties. This needs to be emphasized because there are many schools that have adequate library collections, but are not well managed so that the benefits do not appear.Bafadal (2009) states that the organization of a school library is not only to collect and store library materials, but with the organization of a school library is expected to help students and teachers complete tasks in the teaching and learning process. Yusuf and Suhendar (2007) state that the purpose of establishing a library is inseparable from the purpose of organizing school education as a whole,

which is to provide basic skills to students, and prepare them for secondary education.Therefore, library services are a major element in achieving a school's success in supporting a culture of literacy at school.

The library is the most important part that is directly related to users in the dissemination of information and the utilization of services and facilities in the library. Service is the most important thing in a library.It can be defined as such because every service provided to users must go through services so that their information needs can be met.Based on law (UU No. 43 of 2007 pasal 14) on library services states (1) Library services are carried out in an excellent manner and oriented to the interests of users, (2) Each library applies library service procedures based on national library standards.

The school literacy movement is essentially expected to provide motivation to improve reading skills or for students who are not yet fluent readers, so that they are always motivated to continue to try hard to read. Literacy programs should encourage students' interest in reading and make reading a passion.Literacy programs should encourage students' interest in reading and make reading a passion. Reading is the most important factor in improving students' literacy skills.

II.   RESEARCH METHODS

This research is quantitative research with statistical data analysis. Qualitative research is research with a numerical approach that is tested statistically (Creswell, 2015).The population of this study was 2,477 teachers from primary schools in five cities in Sumatra Province Indonesia, namely Binjai, Medan, Deli Serdang, Tebing Tinggi, and Pematang Siantar, while the research sample was taken as many as 247 teachers.The data collection tool in this research is a questionnaire. The research questionnaire refers to theories that are revelant and support the variables studied.Data analysis used a statistical approach including data normality test, ANOVA and regression test.

III.   RESULTS AND DISCUSSION

The research data was collected through a survey of 247 elementary school teachers in five cities in North Sumatra Province, Indonesia. The profile of the research respondents is 120 male teachers and 127 female teachers.The results of the data analysis explain the level of tendency of respondents' answers to the literacy program variables as follows:

Table 1 Data Tendency of Literacy Program Variables

Category	Interval	Percentage (%)
High	$X \geq 66{,}50$	36,73
Medium	$66{,}50 > X \geq 63$	10,20
Less	$63 > X \geq 59{,}5$	10,20
Low	$X < 59{,}5$	42,86
Total		100%

Based on Table 1 above, it can be concluded that the determination of the data trend of the literacy program is:

1. Respondents who have a score of $X \geq 66.50$ are 36.73% in the high category.
2. Respondents who have a score of $66.50 > X \geq 63$ are 10.20% in the medium category.
3. Respondents who have a score of $63 > X \geq 59.5$ are 10.20% in the low category.
4. Respondents who have a score of $X < 59.5$ are 42.86% in the low category.

Furthermore, the data on the level of tendency of respondents' answers to the library facilities variable are as follows:

Table 2 Tendency of Library Facilities Data

Category	Interval	Percentage (%)
High	$X \geq 83{,}5$	38,78
Medium	$83{,}5 > X \geq 80$	24,49

Less	80 > X ≥ 75,005	18,37
Low	X < 75,005	18,37
Total		100%

Based on the data in Table 2 above, it can be concluded that the trend of library facilities data is as follows:
1. Respondents who have a score of X ≥ 83.5 are 38.78% in the high category.
2. Respondents who have a score of 83.5> X ≥ 80 are 24.49% in the medium category.
3. Respondents who have a score of 80> X ≥ 75.005 are 18.37% in the category of Less
4. Respondents who have a score of X < 75.005 are 18.37% in the Low category.

The level of tendency of respondents' answers to the literacy culture variable is as follows:

Table 3 Trends in Literacy Culture Data

Category	Interval	Percentage (%)
High	X ≥ 70,5	24,49
Medium	70,5 > X ≥ 66	22,49
Less	66 > X ≥ 61,5	18,37
Low	X < 61,5	34,68
Total		100%

Based on the data in Table 3 above, it can be concluded that the determination of the tendency of literacy culture data is:
1. Respondents who have a score of X ≥ 70.5 are 24.49% in the high category.
2. Respondents who have a score of 70.5> X ≥ 66 are 22.49% in the medium category.
3. Respondents who have a score of 66> X ≥ 61.5 are 18.37% in the less category.
4. Respondents who have a score of X < 61.5 are 34.68% in the low category.

As the purpose of this study is to determine the effect of literacy programs and library facilities on literacy culture in Binjai elementary schools. The results of testing the research hypothesis are statistically significant. The F-table result is 2.73. and the F-count value is 20.221 with a significant value of 1%. Based on the results of the F-table 2.73 which has been obtained, the result is smaller than the F-count 20.221 (F-count 20.221> F-table 2.73). So Ho is rejected and accepts Ha, namely the literacy program and library facilities simultaneously affect literacy culture.

The result of the influence analysis or the Adjusted R^2 (R square) value is 0.546, which means that the literacy program and library facilities together contribute 54.6% to the literacy buadaya in Binjai elementary schools. While the remaining 45.4% is influenced by other variables thatresearchers did not include in this study.The findings of this study show that literacy programs and library facilities affect literacy culture. Other findings explain that there is a significant relationship between school library utilization and the success of social studies learning (Ribowo, 2017).School library utilization, interest in reading, has an impact on student success. Thus, literacy culture and reading ability have an impact on student learning success (Zakaria & Achmad, 2017).Other research also explains literacy programs, students will be able to enrich texts by reading books and courses, thus developing the ability to understand texts and relate them to personal experiences, think critically and handle communication skills creatively (Yakid, et al., 2019).Kemampuan memahami dan merespon buku teks, siswa akan dapat memperkaya kosakata, memperoleh pengetahuan dan meningkatkan kecerdasannya. Tingkat penguasaan pengetahuan atau keterampilan yang dikembangkan dalam mata pelajaran tersebut umumnya dibuktikan dalam bentuk hasil tes atau penilaian yang diberikan oleh guru (Anjani,2019).

Reading cultures need strategies for teaching reading and writing. Through these and other methods, they can effectively plan courses, diversify the teaching process, promote literacy, motivation, and knowledge acquisition and contribute to the formation of various abilities (Bergbauer& Staden, 2018).The goal of the

school literacy campaign is to make the school a community with a high level of commitment, a high reading culture and comprehensive writing skills (Teguh, 2017).To achieve this goal, a literacy campaign action plan can be carried out in schools (Kurniawan, 2017). The literacy culture is carried out through two systems, namely, (1) reading books for 15 minutes, before class, (2) doing literacy activities at the beginning of learning, for 15 minutes.

Previous research findings explain that there is a significant influence between the implementation of the school literacy movement and increasing students' interest in reading, the better the implementation of the school literacy movement, the more positive the increase in students' interest in reading (Ridwan & Santoso, 2019; Berchah Pitoewas, 2017; Yunisca Nurmalisa, 2018).The school literacy movement is a social movement with collaborative support from various elements. The efforts taken to realize it are in the form of habituation of students' reading. This habituation is carried out with the 15-minute reading activity (teachers read books and school members read silently, which is adjusted to the school context or target (Yuswanto, 2020).When the habit of reading is established, it will then be directed to the development and learning stages. The advantages of the school literacy movement are that it can: 1) increase students' vocabulary, 2) optimize students' brain performance because it is often used for reading and writing activities, 3) students get a variety of new insights and information, 4) students' interpersonal skills will improve, and 5) students' ability to understand the meaning of information will increase (Ruslan & Aswita, 2019).

The habit of reading students every day, of course, will have a positive impact on increasing students' interest in reading. Reading interest is the desire and strong will to always read every opportunity or always look for opportunities to read with the aim of increasing knowledge (Hinde, 2004).The characteristics of people who have a high interest in reading include always utilizing free time to read, and doing reading activities happily. The maintenance of reading interest needs to be done continuously by always trying to improve reading skills adequately. For this reason, it is necessary to make efforts that are able to encourage student motivation to read the school literacy movement in this study. Since the implementation of the school literacy movement, students have become enthusiastic in reading, the reading they read is very diverse. Students often read in the reading corner Students look happy and do not feel burdened in reading activities, from the reading they read, students can explain the contents of the reading to their friends and have even dared to tell stories in front of the class to entertain their friends. This shows that students' interest in reading has increased since the implementation of the school literacy movement.

IV.   CONCLUSIONS

The results of this study provide a conclusion that the simultaneous test shows that literacy programs and library facilities affect literacy culture by 54.6%, while the remaining 45.4% is influenced by other variables that researchers did not include in this study. The coefficient value of 0.470 for the literacy program variable shows that every increase in the literacy program variable will increase the literacy culture by 0.470. The coefficient value of 0.354 for the library facilities variable shows that every increase in the library facilities variable will increase the literacy culture by 0.354.

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