

Children's Literacy Activities as a Realization of the School Library Revitalization Program at SDN 1 Moyoketen, Tulungagung Regency

***Dyah Puspitasari Srirahayu¹, Esti Putri Anugrah², Rizky Dyah Puspa Wardani³, Dwi Safira Aprilia Zahra Maulidya Mayasi⁴**

¹²³⁴Universitas Airlangga Surabaya, Indonesia

Jl. Dharmawangsa Dalam Selatan No.28 - 30, Airlangga, Kec. Gubeng, Surabaya, Jawa Timur 60286

Email: [*dyah.srirahayu@vokasi.unair.ac.id](mailto:dyah.srirahayu@vokasi.unair.ac.id)

Abstract

Currently, the use of devices in children is increasing, accompanied by a decrease in literacy rates. From the results of the study, the level of literacy in children is quite low. To increase interest in reading in children not only requires the role of parents, but the place where they go to school also takes an important role in improving children's literacy. Low literacy of children can be overcome by carrying out various activities regarding literacy itself. Another alternative that can be done is to hold a literacy program in the school library. It aims to assist children in improving and growing their reading literacy as well as the realization of revitalization. This activity took place from July to August at SDN 1 Moyoketen. With the literacy program and library revitalization, it is hoped that it can make students more interested in visiting the library and reading the collections contained in the school library.

Keywords: Child Literacy; Literacy Program; Library Revitalization.

Abstrak

Saat ini, penggunaan gawai pada anak-anak semakin meningkat, diiringi dengan penurunan tingkat literasi. Dari hasil penelitian, tingkat literasi pada anak-anak terbilang cukup rendah. Untuk meningkatkan minat membaca pada anak tidak hanya memerlukan peran dari orang tua saja, namun tempat dimana mereka bersekolah juga mengambil peran penting dalam peningkatan literasi anak. Rendahnya literasi anak bisa diatasi dengan cara melakukan berbagai kegiatan mengenai literasi itu sendiri. Alternatif lain yang bisa dilakukan adalah dengan mengadakan program literasi di perpustakaan sekolah. Hal ini bertujuan untuk membantu anak-anak dalam meningkatkan dan menumbuhkan literasi membaca mereka serta sebagai salah satu sarana revitalisasi perpustakaan. Kegiatan ini berlangsung dari bulan Juli hingga Agustus yang bertempat di SDN 1 Moyoketen. Dengan adanya program literasi dan revitalisasi perpustakaan ini diharapkan bisa membuat siswa-siswi lebih tertarik berkunjung ke perpustakaan serta membaca koleksi yang terdapat pada perpustakaan sekolah.

Kata kunci: Literasi Anak; Program Literasi; Revitalisasi Perpustakaan.

A. Introduction

A library is a place that contains a collection of books arranged according to their classification code (Walia and Momeni, 2011; Warraich, Malik, and Ameen, 2018). Libraries were built with the aim of maintaining collection materials to make them more secure and orderly. Libraries are also used for reading, consulting, learning, research, and recreation facilities (Johnston et. al., 2021; Kawamoto and Koizumi, 2022). In addition, the library plays an important role in increasing public interest in reading (Tanacković, Bajić, and Ivanović, 2021).

The current generation is always fixated on using gadgets because the convenience offered is quite promising (Adyana, 2020). This certainly has several positive and negative impacts. The use of gadgets, especially among children, needs to be given further attention. Today's excessive use of gadgets causes children to become lazy about reading or even just visiting the library. From the research results, Indonesia has experienced a literacy emergency, public literacy, especially children, is very low (Ilham, 2023). The low literacy of these children also does not escape the role of parents, children who are fussy and don't bother with their parents always give them gadgets as entertainment (Ilham, 2023), so this habit is what causes children's literacy levels to decrease.

According to the head of Research and Development and Books at the Ministry of Education and Culture, Totok Suprayitno, revealed that the literacy level of Indonesian students is based on PISA (Program for International Student Assessment) (Fahdi, 2021). Totok revealed that in 2018 around 70 percent of children were below the minimum competency level in reading (Fahdi, 2021). This could happen because the number of children visiting is low and there is a lack of reading material appropriate to their age (Fahdi, 2021). Totok also mentioned that Indonesia is at level 2 of PISA for children's literacy levels (Fahdi, 2021). At this level, children are only able to understand what is written in the text. Apart from that, if you look at the research results, Indonesia's literacy level is at number 62 out of 70 countries (Utami, 2021).

Early literacy requires special attention from parents and teachers. Early childhood literacy can be developed and acquired at home or in social environments. Early childhood education can be successful if it gets support from the family and actively participates in various activities at school (Sjafiatal, Hotman, & Tuti, 2020). Law Number 20 of 2003 concerning the National Education System Article 1 number 14 states that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through providing educational stimulation to help physical and spiritual growth and development. so that children are ready to enter further education (La Hewi, 2020).

In order to improve students' literacy skills, there needs to be literacy activities or programs. However, literacy activities proposed by the government tend to be unsuccessful. If we investigate further, this literacy program has already been implemented in several ministries and institutions. Apart from that, the government also held joint programs, but these programs also could not run as they should (Riduan, 2022).

Literacy programs, especially for children, need to continue to be improved. The low level of literacy in children does not only require the role of parents, but the place where they go to school also has an important role in cultivating and

improving children's reading habits. Libraries also have an important role in realizing literacy programs. However, in reality there are still many school library rooms that look neglected and poorly maintained. There are also many book collections that have not been updated, causing limited literacy resources in libraries to become a problem in implementing school literacy programs (Hermawan, Wahyu, & Ilham, 2020)

Literacy activities, especially for elementary school children, can be packaged in a fun way without losing the essence of learning in them. Literacy programs can be carried out in libraries. A library is an institution that manages collections of written works, printed works and recorded works professionally with a formal system to meet the educational, research, information conservation and entertainment needs of its users. A library is defined as a room or building used to store books and other publications which are usually stored and intended for use by readers, not for sale (Dermanta & Dwi, 2019).

Libraries as providers of information services include activities of collecting, changing, serving, distributing, preserving and preserving information (Sri, 2022). Libraries are developing and useful as information hubs, sources of knowledge, research, entertainment, preserving national cultural treasures, and providing many other services (Sri, 2022). A library includes a separate room or building which has a collection of books in it which are arranged so that they are easy to find and use by readers (Ridwan & Wahyudi, 2019).

Meanwhile, for a specific explanation regarding the school library, it is an educational institution that supports student learning activities and has a very important role in achieving school education goals (Huda, 2020). A school library is a library that is integrated with a school to support the school's specific goals and general education goals (Suryanto, 2021). The school library provides a collection of printed and non-printed materials for information. Libraries must also encourage, stimulate, develop and instill in students an interest in reading and learning (Suryanto, 2021)

Providing literacy programs or activities in the library can be a means of increasing children's interest in visiting and to support the school library revitalization program. Library revitalization is an effort to return the library to its original role. This aims to restore the library and increase students' interest in reading.

From the description above, it can be seen that the problem of low child literacy and the importance of revitalizing school libraries has an urgency that can be resolved through community service programs. In this regard, community service activities in the form of a literacy improvement program and library revitalization at SDN 1 Moyoketen were carried out with the aim of increasing the literacy of elementary school children in a fun way and to restore the library's function as it should. In the future, it is hoped that all students who take part in the program will gradually increase their insight into literacy, apart from that, it is hoped that more and more children will visit the library.

B. Research Method

This community service goes through several stages, namely preparation, then implementation stage, and monitoring stage (Kusuma, 2021). This activity was carried out for 1 month, starting from July to August, with several stages as follows:

Preparation phase

At this stage, we held a meeting with the Principal of SDN 1 Moyoketen and conveyed the aims and objectives of holding a community service program at SDN 1 Moyoketen. After getting approval from the Principal of SDN 1 Moyoketen, we conducted observations and a few interviews with the Head of the Library at SDN 1 Moyoketen to find out more about the situation of the Library at SDN 1 Moyoketen.

Implementation Stage

After going through the preparation stage, then proceed to the implementation stage. At this stage, the first thing to do is revitalize the library by rearranging the library collection at SDN 1 Moyoketen, the process time is 1 week. After reorganizing the library collection, we held a literacy program which was implemented in the library. This literacy program is carried out once a week, every Saturday.

Monitoring Stage

In the final stage, namely monitoring, we monitor and evaluate the activities and programs that have been carried out. We evaluated several items, namely (1) The effectiveness of the program carried out to increase children's literacy, (2) Increase in children's visits to the library after the library revitalization was carried out.

C. Result

The SD Negeri 1 Moyoketen library is located in the SDN 1 Moyoketen area. The location of this library is in Moyoketen Village, Boyolangu District, Tulungagung Regency. This library is a supporting facility for SDN 1 Moyoketen which is open from 07.00-12.00. Generally, students will visit the library during break times, but at SDN 1 Moyoketen the library has implemented a visit schedule starting from grade 1 to grade 6 students. Outside of the designated visiting hours, students are still allowed to visit the library. Usually they come to the library to do assignments given by the teacher, read, borrow and return books. Each student is allowed to borrow 3 copies of books with a borrowing period of 1 week and can be extended.

Based on several problems explained in the introduction related to the low level of children's literacy. Therefore, the D3 Library Study Program, Faculty of Vocational Studies, Airlangga University is holding a 2023 Village Development Community Service activity, this time with a program with the theme "Revitalization of School Libraries". Holding various children's literacy activities every week is one form of realization of the theme raised. This Community Service will be held for 1 month in July-August 2023, offline at SDN 1 Moyoketen,

Tulungagung. The village assisted by this year's community service is no different from the implementation of the community service that was held in 2022, namely Tulungagung village, but with a different focus area, this year, the community service focuses on the school library sector. The community service team holds literacy activities with a different number of activities each week, and activities are held with different class targets. During the preparation of children's literacy activities at SDN 1 Moyoketen, they also adjusted to the potential and problems regarding reading and writing literacy at each target grade level. Activities carried out in the first week of community service implementation were rearranging collections in the library in order to facilitate the continuity of literacy activities and provide appropriate reading information for students.

Before information literacy activities begin, the library space is first organized, namely helping to shelve the collection in the SDN 1 Moyoketen library. Collection shelving starts from the collection with the smallest call number. Shelving is an activity of aligning collections onto shelves and adhering to a certain system (Perpuskp, 2019). The process of placing collections on the available shelves is adjusted based on the numbering that has been done, namely the classification number, so that users find it easy to find the books they want (Fadlurrahman et.al., 2021). Shelving the collection is done by taking the books down from the shelves and then cleaning them of any dust that is stuck to them. After all the books are taken down, the bookshelves must also be cleaned considering that there is a lot of dust stuck to them. After cleaning, the collection is not immediately placed on the shelf, because there is concern that the shelf will still be wet, a wet shelf could damage the collection. While waiting for the shelves to dry, the author grouped the collections according to the appropriate numbers.



Figure 1. Arranging Books

To find out the potential and problems that exist among students, an approach is taken by serving them when they visit the library. This program can be categorized as one of the School Literacy Movements. Kartikasari (2022) states that GLS can function well if it is carried out according to the criteria. Reading in school can be improved by having teachers who actively and effectively teach literacy skills, a whole library, students who work closely with the library, etc. This literacy program involves grade 1 students. This program is called Literation Snake and Ladder. The author collaborated on the game with the hope of being able to foster interest in reading in young children in a fun way. The author hopes that this educational game can be used by teaching staff as a fun learning alternative. The Snake and Ladder Literacy Program is implemented in the SDN 1 Moyoketen Library.

It was found that their main literacy problem was difficulty in reading, especially for grade 1 students, because they had just entered elementary school and were still in the learning stage to recognize letters to be able to read. Before implementing the program, a short briefing was carried out the day before the literacy program was carried out for grade 3 students. Briefing is the most effective

communication to strengthen joint commitment and increase ethos for the best achievements (Krishnan and Nurdyansyah, 2022). Before coming to class 3, the author first coordinated with the class 3 teacher regarding asking for a little time to conduct a short briefing related to the literacy program that would be implemented the following day. After receiving permission, the author immediately entered the classroom to begin the briefing. Grade 3 students were given a brief explanation about the literacy program they would carry out. The



author gave each student a piece of colored HVS paper. The paper is used to write their short stories during the holidays. The author also asked the students to decorate the sheet of paper as best as possible. Therefore, appropriate literacy activities for grade 1 students are introducing letters and vocabulary with educational games, namely the snakes and ladders game. The name of the children's literacy activity for grade 1 students is "Literation Snake and Ladder".



Figure 2. Implementation of the "Literation Snake and Ladder" activity

The "Literation Snake and Ladder" activity was held on July 29 2023, the activity location was at the SDN 1 Moyoketen School Library. The activity method "Literation Snake and Ladder" is an educational game for grade 1 students to hone Indonesian vocabulary. The implementation technique is that students must reach the finish of the snakes and ladders game by passing a snakes and ladders board containing 26 letters, and are given the challenge to name the vocabulary of several of these letters.

The next children's literacy activity is "Storytelling" targeting grade 3 students. This literacy program uses one medium, namely story telling. Story Telling is an art of telling stories that is used with children without the element of patronizing the child (Lisnawaty, 2020). Lisnawaty (2020) stated that storytelling activities can provide entertainment and stimulate children's imagination. Storytelling activities can also enrich children's language skills and help them internalize story characters. Literacy activities are still carried out in the library, the same as the literacy program implemented in the previous week. Grade 3 students were invited to come to the library bringing the HVS papers that had been distributed the day before. The program system this time is that the author holds a lottery containing the names of the 3rd grade students, then the names selected will come forward and read the story they have written. After they have finished reading, the author will provide feedback on the student's work, for feedback to the audience the author will summarize the story of the advanced student, then the author will ask questions to the audience regarding the story that has been sung. This activity will be held on August 5 2023, the location of the activity is at the SDN 1 Moyoketen School Library. Literacy activity technique "Storytelling" writing and reading. Each grade 3 student wrote about their experiences or activities during

the semester holidays using colored paper provided by the community service team. They are also trained to be confident in telling the results of their writing in front of their classmates.



Figure 3. Implementation of "Storytelling" Activities

From observations of students at SDN 1 Moyoketen during the literacy activity process, they were enthusiastic about coming to the library to take part in literacy activities. The results obtained were that the library became busier with visits compared to before the literacy activities were held at the SDN 1 Moyoketen School Library. This shows that by holding literacy activities in school libraries, it can support the success of the School Library Revitalization program, which means reviving and re-functioning libraries for educational and recreational needs, as regulated in Law of the Republic of Indonesia Number 43 of 2007 concerning Libraries. The educational function means that literacy activities help in the learning process in accordance with the targets of SDN 1 Moyoketen students. The recreational function means that literacy activities based on educational games can show that the library is a place for play and entertainment while learning for students (Sri, 2022).

D. Conclusion

From the discussion, it can be concluded that the existence of revitalization activities and literacy programs can make students more interested in visiting the library and reading the collections in the school library. Revitalization activities include rearranging the collections in the school library, giving students more freedom to find the reading sources they want to read and the literacy programs carried out also support revitalization activities, such as creating programs according to the potential and level of each class. It is hoped that in the future, after carrying out revitalization activities and literacy programs, students will be able to carry out many activities that can build interest in reading.

The School Literacy Movement or GLS program really needs to continue to be developed and improved, so that it can increase student literacy. Next, there

needs to be an evaluation of the literacy program, so that parts that are less effective can be removed and replaced with a new program design.

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