

Bulding a Student Literacy Culture at SMP Negeri 1 Stabat

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ABSTRACT

The inability of students at SMP Negeri Stabat to write, especially those related to organizing opinions, expressing thoughts and feelings, describing observations, and other writing activities that develop students' creativity and reasoning power is very poorly practiced at school. The school considers it necessary to find solutions to these problems. The efforts made to build students' literacy culture at SMP Negeri 1 Stabat are: 1) Providing facilities that support literacy activities, 2) Organizing literacy activities at SMP Negeri 1 Stabat, 3) Providing role models, 4) Making habituation, 5) Providing time limits. Cultivating school literacy has an impact on making students dare to tell stories in front of the public, students' knowledge increases, students' writing skills increase, optimal use of time, students fill empty time with reading and writing. In addition, by cultivating school literacy, students become more motivated to win in various competitions, such as environmental knowledge competitions, scientific writing competitions, book resume competitions, etc.

Keywords: Building, Culture, Literacy

A. INTRODUCTION

According to the Big Indonesian Dictionary (KBBI) culture is something that has become a habit that is difficult to change, while literacy is defined as something

related to reading and writing activities. Literacy culture is familiarizing students with reading and writing activities so that it becomes an activity that is difficult to change.

SMP Negeri 1 Stabat is located in Langkat district, North Sumatra province. Students in this school totaled 1056 people. In a public school like this we find a wide range of students. There are students who are fast in learning, there are students who are slow in learning in almost all subjects, there are students who have difficulty learning for certain subjects, there are students whose basic potential is actually good but their learning achievement is always low, and of course there are those whose learning development is mediocre. Students whose learning achievement is low is not necessarily caused by their low potential base, but can also be caused by other factors. Other factors can arise from within the student, such as physical condition and health, motivation to learn, and from outside such as school conditions, home environment, and society (Yusuf et al, 2003). Nowadays, the government is aggressively making efforts to improve the quality of education (Bagiarta et al, 2015). Therefore, the school is also trying to increase student interest and learning outcomes, one of which is by cultivating literacy in schools. Therefore, the school also strives to improve student interest and learning outcomes, one of which is by cultivating literacy at school.

Some students have problems in learning, they obviously experience difficulties in academic tasks, so that their learning achievement is low and can cause the risk of staying in class. The characteristics of students with potential learning problems are as follows: writing difficulties, reading difficulties, and communication disorders (Yusuf et al, 2003).

Based on research results in developed countries, 80% of the student population in secondary schools cannot write well and 50% dislike the writing process. In Indonesia the problem may be even greater, as the teaching and learning process at all levels of education does not require children to write much.

The inability of students at SMP Negeri Stabat to write, especially those related to organizing opinions, expressing thoughts and feelings, describing observations, and

other writing activities that develop students' creativity and reasoning power is very poorly practiced at school. All of these writing activities should have been practiced continuously since elementary school. However, what happens until now is that students in elementary school, junior high school, and even at the university level are unable to express their ideas in written form. This can be overcome if all teachers understand that writing skills can only be possessed by all students if they get writing practice (in the sense of expressing their ideas and opinions) continuously since elementary school (Yusuf et al., 2003). Therefore, it is necessary for the school to find a solution to this problem.

B. METHODS

According to Republic of Indonesia Government Regulation Number 17 of 2010 concerning Management and Implementation of Education, learning is the process of interaction between students and educators or learning resources in a learning environment. The learning environment is not only in the classroom, but wherever students are can become a place of learning. Efforts made to build a culture of student literacy at SMP Negeri 1 Stabat are:

a. Provide facilities that support literacy activities

Recently, students' interest in reading in the library has decreased slightly over time, therefore the school is looking for various kinds of supporting components that are in harmony with the library but are more popular with students, including providing reading carts in several parts of the school yard, reading corners in each class, reading huts, reading trees, and reading gardens which contain various types of books, fiction and non-fiction, because now is the time to study not only indoors, but wherever students are, it can be a pleasant place for them to study.

The books that fill the reading carts, reading corners, reading huts, reading trees, and reading gardens come from the school library, donations from students,

alumni, from spending special allocation funds, and spending from school operational assistance funds.



FIGURE 1. Reading carts



FIGURE 2. Reading garden



FIGURE 3. Reading hut



FIGURE 4. Reading tree

b. Hold literacy activities at SMP Negeri 1 Stabat

The literacy culture at SMP Negeri 1 Stabat in the form of silent reading activities, retelling what they have read, and writing resumes from the books they have read has accommodated all students' learning styles, both visual, auditory and kinesthetic. Therefore, it seems that literacy culture has a positive influence in increasing student interest and learning outcomes.



FIGURE 5. Gerbaning



FIGURE 6. Literacy in the classroom



FIGURE 7. Student written work



FIGURE 8. Literacy in the reading tree

c. Provide an example

Not only students but all school members are involved. The exemplary method is a more effective and efficient method, because students generally imitate (imitate) their teachers or educators. This is because psychologically students like to imitate, not only the good things, sometimes they even imitate the bad things. All parents' behavior is imitated by their children, therefore parents need to set a good example for their children (Winarti, 2012).



Figures 9. Teachers set an example in literacy activities

d. Make it a habit

Habit is something that is deliberately done repeatedly so that something can become a habit. This habituation method is based on experience, because what is used is something that is practiced. The essence of habits is repetition. Habit will become

something that is inherent and spontaneous (Winarti, 2012). According to (Porter and Hernacki, 2005) expertise requires practice and repetition. Therefore, school literacy activities such as silent reading activities, retelling what they have read, and writing resumes from the books they have read must be carried out continuously at SMP Negeri 1 Stabat until they become a habit and become a culture.

e. Provide a deadline

To achieve certain learning goals, time limits are a characteristic that cannot be abandoned. Each goal is given a certain time, when the goal must be achieved. (Djamarah, 2000).

The time limit given to students at SMP Negeri 1 Stabat when carrying out silent reading activities is 15 minutes. The silent reading activity begins when the bell is heard and the announcement signals the start of the silent reading activity. Habituation is carried out every Wednesday fifteen minutes before resting and on Saturday morning before starting the morning assembly activities. Every morning students are also advised to read before the teaching and learning process begins.

The literacy activity at SMP Negeri 1 Stabat is called Ratu Gerbaning, an abbreviation for Wednesday and Saturday silent reading movement. Wednesday's reading activity was enriched by making a resume, while Saturday's reading activity was enriched by retelling the students' reading results on the podium in front of all the students.

C. FINDINGS AND DISCUSSION

By cultivating school literacy, it has the impact of making:

1. students dare to tell stories in public,
2. students' knowledge increases,
3. students' writing skills increase,
4. Optimal use of time, students fill free time by reading and writing.

Apart from that, by cultivating school literacy, students become more motivated to win in various competitions, such as environmental knowledge competitions, scientific writing competitions, book resume competitions, etc.

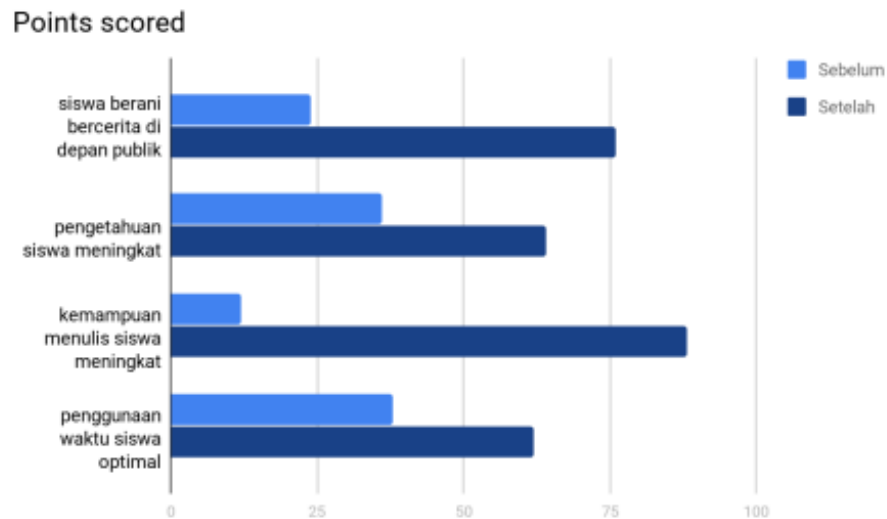


FIGURE 10. Bar diagram of sample data: students become more motivated to win in various competitions before and after cultivating literacy in school.

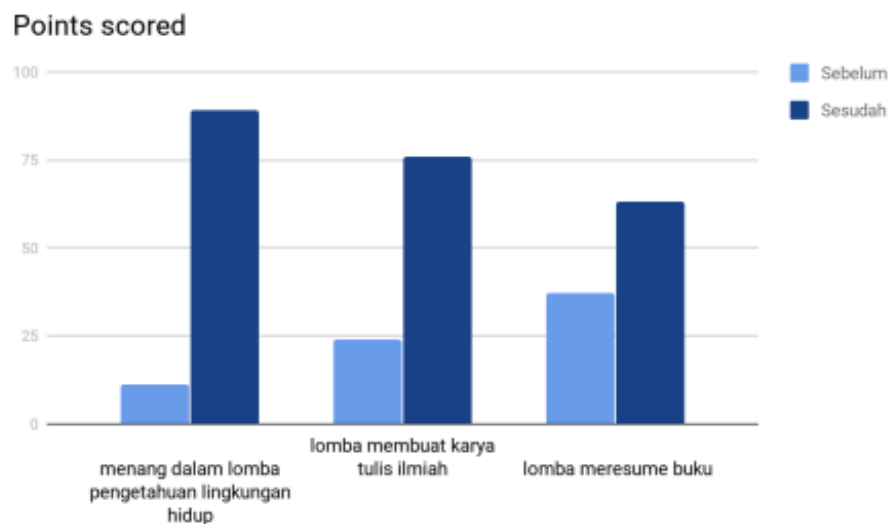


FIGURE 11. Column diagram of sample data of students who felt changes before and after cultivating literacy at school.

Table 1. showing sample data of students with their favorite choices of supporting facilities for literacy activities at school.

No	Facilities supporting literacy activities	Number of students
1	reading cart	24
2	reading angle	36
3	reading hut	12
4	reading tree / reading garden	28

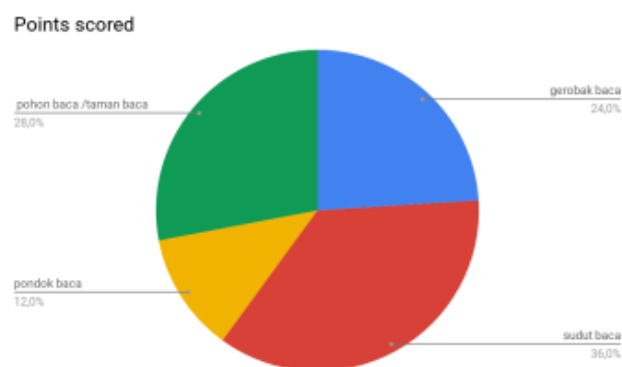


FIGURE 12. Pie chart showing sample data of students with a choice of facilities to support literacy activities at school.

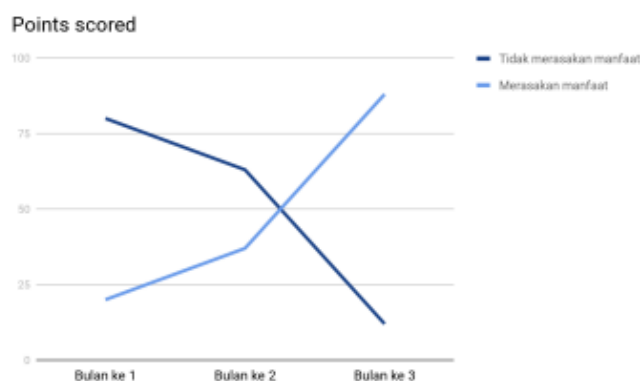


FIGURE 13. Line diagram showing sample data of students who feel the benefits of literacy activities at school.

Discussion

A literacy culture in schools has a significant impact on student development, both in terms of speaking skills, increased knowledge, writing skills, and optimal utilization of time. When a literacy culture is well implemented, students become more confident in public speaking. Their reading and writing habits make it easier for them to organize ideas and express opinions in a structured manner. This also increases their courage to tell stories or argue more confidently on various occasions.

In addition, a culture of literacy also enriches students' insights. The more reading material they consume, the broader their knowledge becomes. They not only understand various concepts in subjects, but also gain a broader insight into the world around them. That way, students' critical and analytical thinking skills are honed, helping them to better understand and connect various information.

Not only in terms of speaking and understanding information, literacy culture also plays a role in improving students' writing skills. Reading regularly enriches their vocabulary and improves their language structure. By writing continuously, they become more skillful in organizing their ideas into a more systematic and interesting form of writing. These skills are not only useful in the academic world, but also in their future lives.

Furthermore, a culture of literacy also affects the productive use of students' time. Students who are accustomed to reading and writing tend to fill their free time with useful activities, rather than doing less valuable activities. This habit helps them manage their time better and build self-discipline in learning and developing their skills.

Thus, cultivating literacy in schools provides many benefits for student development. Therefore, support is needed from various parties, including teachers, schools and parents, to continue to encourage and form reading and writing habits

from an early age. With a supportive environment, literacy culture can become part of students' lives and have a sustainable positive impact on their future.

D. CONCLUSION

The conclusions that can be drawn from building a school literacy culture can increase student learning motivation, can improve student learning outcomes, and can increase student motivation to like reading and writing activities. The author suggests that school literacy activities at SMP Negeri 1 Stabat can continue to be cultivated in the daily lives of all school members.

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