

Successful School Literacy Movement through Angkringan Baca

by Perpustakaan IIK Bhakti Wiyata

Submission date: 13-Mar-2025 09:26AM (UTC+0700)

Submission ID: 2426060939

File name: sfull_School_Literacy_Movement_-_Arshy_Prodyanatasari_Kediri.pdf (534.08K)

Word count: 2842

Character count: 15775



Successful School Literacy Movement through Angkringan Baca

Arshy Prodyanatasari^{1*}, Refki Marsida², Anita Maharani³, Dahniar Widya Kharisma³, Lea Tarissha Primanda³

¹Institut Ilmu Kesehatan Bhakti Wiyata¹⁴ Kediri, Kediri, Indonesia

²Universitas Negeri Malang, Malang, Indonesia

³Universitas Nusantara PGRI Kediri, Kediri, Indonesia

*Correspondence: arshy.prodyanatasari@iik.ac.id

ABSTRACT

¹³ This study emphasizes the importance of cultivating reading habits from an early age to support the success of the School Literacy Movement (Gerakan Literasi Sekolah or GLS) through the Angkringan Baca Program. The program revitalizes the school library to create a more inviting space that encourages student engagement with books. Conducted as part of the Collaborative Action Plan (RAK) of Teaching Campus 7, this community service project employed the Participatory Action Research (PAR) method. The project, implemented from February to June 2024 at SDN Bujel 3 in Kediri, targeted students from grades I to VI. The intervention was carried out in four stages, each designed to progressively increase student involvement. The results demonstrated a consistent rise in library visits each month, correlating with heightened interest in reading. This increased interest significantly enhanced students' literacy skills, contributing to the broader goals of GLS by fostering critical thinking and academic success.

Keywords: Angkringan Baca; School Literacy Movement; Literacy; Library; Reading Interest.

³ Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution ShareAlike 4.0 International (CC BY-SA 4.0)

1. Introduction

⁶ The issuance of Permendikbud No 23 of 2015 marked a change in the orientation of teaching and learning activities from eradicating illiteracy to improving the literacy skills of the population (Antoro, 2017; Sari, 2018). The birth of the Permendikbud led to the National Literacy Movement with the orientation of fostering and increasing interest in reading and lifelong reading habits (Nudiati, 2020). In the National Literacy Movement Roadmap book, literacy has four definitions, namely: (1) a series of reading, writing, and speaking skills, numeracy skills, and skills in accessing and using information; (2) a social practice whose application is influenced by context; (3) a learning process with reading and writing activities as a medium for contemplating, investigating, questioning, and criticizing the knowledge and ideas learned; and (4) texts that vary by subject, gender, and level of language complexity. Literacy in the Community Service activities carried out is focused on reading, writing, and arithmetic skills which are skills needed throughout life (Ibrahim, 2017; Muhammad, 2017; Prodyanatasari, 2024).

At the 2015 World Economic Forum, 6 basic literacies of 21st century life skills that must be owned and mastered, namely: (1) reading, (2) writing, (3) numeracy, (4) digital science, (5) finance, and (6) culture and citizenship. At the primary school education level, children need to have minimum basic literacy skills that include 3 (three) literacies, namely: reading, writing

and numeracy. One of the efforts to improve student literacy, the government created the Teaching Campus Program, which is one of the Merdeka Learning Campus Merdeka (MBKM) Programs. This program is supported by the Education Fund Management Institution (LPDP) (Shabrina, 2022). In the Teaching Campus (KM) Program, the main priority is to improve literacy, numeracy, and AKM (Minimum Competency Assessment). Efforts to improve student literacy are carried out through the "Angkringan Baca" Collaborative Action Plan (RAK).

Students have diverse literacy skills. The development of students' literacy skills can be achieved and known based on the level of learning success (Budiana et al., 2022). Success in developing literacy and numeracy skills is influenced by the accuracy of the methods used. In addition, positive habituation by inviting students to read books in the library can also provide a stimulus to students in developing literacy and numeracy (Lilawati, 2020; Perdana & Suswandari, 2021; Diana, 2022, Ramadhan, 2023). Schools have an important task and role in improving student literacy. Providing reading materials and increasing students' interest in reading are the basis of the nation's literacy culture (Kemdikbud, 2017). Every school needs to implement and develop GLS through strategies to build a school literacy culture by: (1) conditioning a literacy-friendly physical environment and (2) striving for a social and affective environment as a model of literate communication and interaction (Sulaimah, 2023).

A library is a place where library materials or reading materials are stored. The library is a school infrastructure facility that can be utilized to succeed the School Literacy Movement (GLS). Libraries can fulfill the information needs of students, school community members, and the community environment, as well as supporting KBM. Given the important role of the library in improving and developing school literacy, it is necessary to have good library management. Good library management can include library cleanliness, book collection management, room comfort, and so on (Novrilliam, 2022). However, the term library is often a scourge for students, where students consider the library a boring place because it only contains uninteresting books. Based on this condition, the activity team revitalized the library into an angkringan baca.

Angkringan baca as an extension of the school library aims to increase students' interest in learning supported by a comfortable and fun atmosphere. Through reading angkringan activities, students' literacy skills can be developed. The development of literacy skills in students aims to improve reading skills, increase knowledge, increase self-understanding, and critical and analytical development, develop problem-solving skills, and increase thinking power and creativity (Manurung, 2023; Prodyanasari, 2023). Reading is the window to the world. By reading, information and knowledge will be obtained that can improve critical thinking skills and power (Budiarto, et al, 2023; Deprizon, 2023).

2. Method

This activity was carried out using the Participatory Action Research (PAR) method where the target of the activity was all students in grades I to VI of SDN Bujel 3, Kediri City, totaling 129 people. The implementation of activities from March 04 to June 07, 2024, during break time in the school library. Angkringan Baca activities, starting with cleaning, organizing and designing the library space to make it comfortable for visitors, then classifying books according to their groups for easy arrangement and search.

3. Result and Discussion

The angkringan baca program is conducted through four stages, namely:

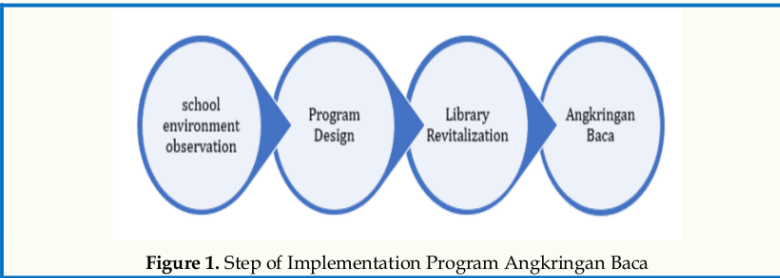


Figure 1. Step of Implementation Program Angkringan Baca

In the implementation of angkringan baca, the number of visitors in the first week was still small, which was around 15% of the total number of students of SDN Bujel Kota Kediri. Visitors to the reading angkringan are increasing over time. The following is the average number of visits to the reading angkringan in April - June 2024:

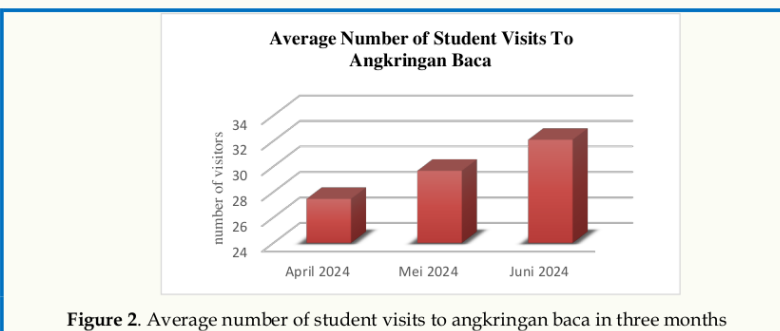


Figure 2. Average number of student visits to angkringan baca in three months

Reading is a very important activity for everyone. Interest in reading needs to be cultivated early on in students. Reading habituation is supported by interest and good reading skills to obtain optimal results. A positive attitude in fostering students' interest in reading can be known from a sense of interest in students towards reading activities, both fiction and non-fiction books. Aspects that support high reading interest include: (1) pleasure and interest in reading, awareness of the importance of reading, (3) understanding of the benefits of reading, (4) frequency of reading, (5) number of reading books, and (6) diversity of types of reading books. To foster students' interest in reading, library facilities are needed. The library serves to foster interest in reading, develop creativity, and student character.

SDN Bujel 3 Kota Kediri has a complete library facility with reading books both fiction, non-fiction, magazines, and so on. However, library management is not yet optimal because the library management officer doubles as an administrative staff. In addition, the library conditions are less clean, the books are not organized, and the lack of student motivation makes the school library quiet. Even if there are students who visit the library, it is only to play. This attracted Teaching Campus 7 students to create the Angkringan Baca Program.

The Angkringan Baca program is one of the implementations of the Collaborative Action Plan (RAK) of the Campus Teaching 7 program at SDN Bujel 3, Kediri City. This activity aims to increase interest in reading, literacy and numeracy, and support the achievement of good AKM scores. Angkringan baca was carried out for 4 (four) months with the target students of grades I to VI SDN Bujel 3 Kediri City. This activity is divided into several 4 (four) stages as shown in Figure 1.

In the first stage, the team observed the school environment. Observation of the school environment aims to know the condition of the school, especially the condition of the library. The results obtained in the library observation activities include: (1) the condition of the building is new, sturdy, and spacious, (2) there are reading books, both textbooks, fiction books, and non-fiction, (3) there are tables and chairs, (4) there are adequate bookshelves, (5) good lighting, and (6) there are library staff. However, the management and utilization of library space is not optimal such as: (1) the arrangement of the library space is less structured, making it less enthusiastic for students to come to the library, (2) the change in the function of the library to become a place for students to play during recess or empty lesson hours, (3) library managers who double as administrative staff (TU) so that they are not optimal in managing the library, (4) the arrangement of books on unstructured shelves, (5) the absence of book grouping (labeling) which makes it easier for students to find the desired book, (6) the absence of a book catalog, and (7) the lack of ornaments that motivate and attract students' interest in reading.

In the second stage, the team planned the Angkringan Baca Program based on the results of the observations that had been made. The plan prepared by the team in implementing the Angkringan Baca Program includes: (1) cleaning the library room, (2) recording all books in the library, (3) classifying the collection of books available in the library, (4) labeling books according to their classification, (5) rearranging the room, (6) cataloging books to facilitate archiving and searching, (7) rearranging and displaying books to make them more attractive and easy to find, and (8) making and installing wall ornaments. After the planning stage was completed, the team proceeded to the third stage, which was library revitalization.

In the third stage, the revitalization of the library began with cleaning the library room and collecting data on the books in the library.

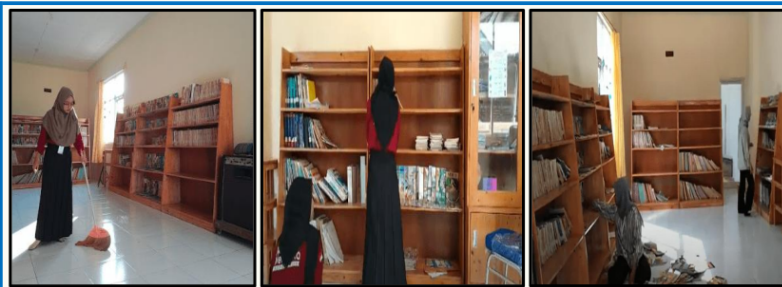


Figure 3. Cleaning the library room and data collection of books

After cleaning the library and recording the books in the library, the team then grouped the books into categories. The book classification includes: (1) Fiction Books, (2) Non-Fiction Books, (3) Maps/Atlas, (4) Preferences, (5) Encyclopedia, (6) Biography, (7) Dictionary, and (8) Magazines. After the grouping of books is completed, then labeling is done as well as making

a book catalog. Each book classification is labeled with a different label color. This aims to facilitate the rearrangement and retrieval of books. Then the team continued to rearrange the library space so that students are more motivated and comfortable to visit and read books in the library.

In reorganizing the library, it is done by: (1) rearranging the bookshelves to make them neater and more systematic, (2) arranging the books on the shelves according to their classification, (3) arranging the library tables like the Angkringan Model, (4) making ornaments (wall hangings) so that the room becomes more aesthetic and attractive.



Figure 4. Organizing books into shelves according to their classification

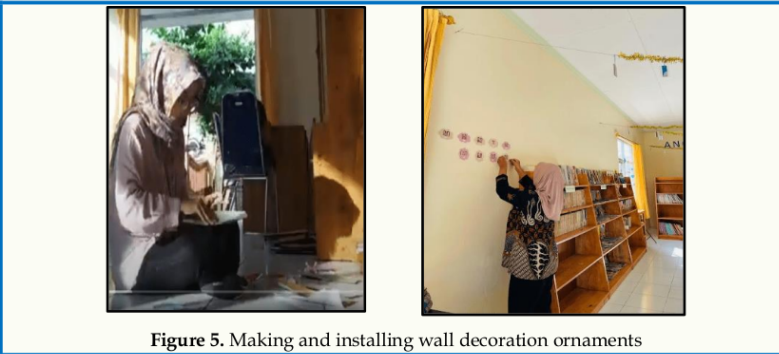


Figure 5. Making and installing wall decoration ornaments

In the fourth stage, the implementation of the reading angkringan. The implementation of the reading angkringan was carried out after all the planning implementation in the third stage was completed in March 2024. The reading booths began operating in April 2024, starting with inviting, providing stimulus and motivation for students to visit the library. The team provided education that the library is not a boring place to visit. There are many books in the library, not only textbooks, but also non-fiction books that are interesting to read. Angkringan Baca can be visited by all students of SDN Bujel Kota Kediri from grades I to VI. Angkringan Baca is open during school hours on Monday-Thursday at 07.30-13.00 and Friday at 07.30-

11.00 WIB. Students will visit Angkringan Baca during break time and/or empty lesson hours. In the first week of the implementation of Angkringan Baca, the number of students who visited was still small, which was around 15% of the total number of students of SDN Bujel Kota Kediri.



Figure 6. Student visit to reading angkringan

In Figure 2, the average student's visit to the reading angkringan has increased. Angkringan baca can increase students' enthusiasm to visit the library and read the books available there. The angkringan baca program needs to be maintained and managed properly to provide a positive stimulus and benefit for students to improve their literacy skills.

4. Conclusion

The angkringan baca program applied to elementary school students at SDN Bujel 3 Kediri City can attract students to visit the library. The enthusiasm of students to visit the library can increase students' interest in reading. Increased student interest in reading can support the development of student literacy skills, thus achieving the National Literacy Movement Program (GLS). In this PkM, it is important to implement a similar program such as Angkringan Baca to increase students' interest in reading. In this activity, it is necessary to add a variety of types of reading sources for students that support literacy skills. In the future, similar activities need to be carried out with a more varied number and type of readings and collaborated with other programs, such as watching films with educational themes.

5. Acknowledgments

Thank you to the Principal, Teachers, Students, all school residents of SDN Bujel 3 Kediri City who have helped and collaborated in the Angkringan Baca Program, so that this program can be carried out well and smoothly and provide benefits for students to improve literacy skills.

References

- Antoro, B. (2017). Gerakan literasi sekolah dari pucuk hingga akar: Sebuah refleksi. Direktorat Jenderal Pendidikan Dasar dan Menengah.
- Budiarso, I., Rusandi, H., Sintesa, N., Tarmon, G., Kania, N., Nurlaeli, A., & Nurhikmayati, I. (2023). Ilmu pendidikan. CV Edupedia Publisher.
- Deprizon, D., Arif, I., & Supriadi, S. (2023). Pengelolaan pendidikan. CV Future Science.

- Diana, H. (2022). Game-based learning berbantuan media board game klaster untuk meningkatkan kemampuan literasi siswa. *Jurnal Didaktika Pendidikan Dasar*, 6(2), 661-676.
- Ibrahim, G. A., Ismadi, H. D., Zabadi, F., Ali, N. B. V., Alipi, M., Antoro, B., & Aziz, M. (2017). Peta jalan gerakan literasi nasional. Kemendikbud.
- Kemendikbud. (2017). *Panduan gerakan literasi nasional. Kementerian Pendidikan dan Kebudayaan.
- Lilawati, A. (2020). Peran orang tua dalam mendukung kegiatan pembelajaran di rumah pada masa pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 549-558.
- Manurung, H. M., Oktavia, N., Ubaidillah, A., Nurjain, A., Janna, I. M., Prodyanatasari, A., & Prayogi, A. (2023). Pengembangan sumber dan media pembelajaran PAI. *Pustaka Peradaban*.
- Muhammad, H. (2017). Panduan praktis gerakan literasi sekolah. Kemendikbud.
- Novrilian, R., & Yunaldi, Y. (2022). Pemanfaatan perpustakaan sekolah sebagai pusat sumber belajar di Sekolah Dasar Negeri 23 Painan Utara. *Ilmu Informasi Perpustakaan dan Kearsipan*, 1(1), 141-150.
- Nudiati, D., & Sudiapernama, E. (2020). Literasi sebagai kecakapan hidup abad 21 pada mahasiswa. *Indonesian Journal of Learning Education and Counseling*, 3(1), 34-40.
- Perdana, R., & Suswandari, M. (2021). Literasi numerasi dalam pembelajaran tematik siswa kelas atas sekolah dasar. *Absis: Mathematics Education Journal*, 3(1), 9-15.
- Prodyanatasari, A. (2024). Improvement of literacy and numeracy abilities with calistung learning using card media. *PUSAKA: Journal of Educational Review*, 1(2), 1-15.
- Prodyanatasari, A., Azwar, I., Badian, M. S. R., Yani, R., Hadi, A., Iman, A., & Abdi, W. T. (2023). Landasan pendidikan. CV Edupedia Publisher.
- Ramadhan, D. N., Hermawan, H. D., & Septiyanti, N. D. (2023). Implementasi dan pengembangan media pembelajaran game calistung untuk meningkatkan literasi dan numerasi di SD N 04 Kemuning. *Jurnal Ilmiah Kampus Mengajar*, 13-25.
- Sari, I. F. R. (2018). Konsep dasar gerakan literasi sekolah pada Permendikbud Nomor 23 Tahun 2015 tentang penumbuhan budi pekerti. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 10(1), 89-100.
- Shabrina, L. M. (2022). Kegiatan Kampus Mengajar dalam meningkatkan keterampilan literasi dan numerasi siswa sekolah dasar. *Jurnal Basicedu*, 6(1), 916-924. <https://doi.org/10.31004/basicedu.v6i1.2041>
- Sulaimah, E., Irmawati, E., Dewi, R. K., & Khosiyono, B. H. C. (2023, August). Gerakan literasi sekolah di sekolah dasar dengan pemanfaatan pojok baca. In *Prosiding Seminar Nasional Pendidikan Dasar* (Vol. 1, No. 1, pp. 505-514).

Successful School Literacy Movement through Angkringan Baca

ORIGINALITY REPORT

12%	8%	8%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	journal2.unusa.ac.id Internet Source	2%
2	Arshy Prodyanatasari, Krisnita Dwi Jayanti, Mely Purnadianti, Mardiana Prasetyani Putri, Jerhi Wahyu Fernanda. "COMMUNITY-BASED ECO-ENZYMES PRODUCTION: A STEP TOWARD A CLEAN AND SUSTAINABLE ENVIRONMENT", Darmabakti Cendekia: Journal of Community Service and Engagements, 2024 Publication	1%
3	Arditya Prayogi. "Application of Video Games as Part of Learning Islamic History", EDUTREND: Journal of Emerging Issues and Trends in Education, 2024 Publication	1%
4	www.atlantis-press.com Internet Source	1%
5	Vanira Rima Shinta, Riche Cynthia Johan, Lien Halimah. "Literacy Class: Instructional Design at High School", Record and Library Journal, 2023 Publication	1%
6	Pangoloan Soleman Ritonga, Arif Yasthophi, Paijan Rambe, Wimbi Apriwanda Nursiwan et al. "Reading in the Digital Age: An Empirical Examination of Digital Literacy's Significance	1%

for UIN Suska Riau Students Using SEM Path Analysis", Indonesian Journal on Learning and Advanced Education (IJOLAE), 2024

Publication

7	doaj.org Internet Source	1 %
8	journal.untar.ac.id Internet Source	1 %
9	Nasikhotun Nadiroh, Mikyal Hardiyati, Najihah Abd Wahid. "Strengthening Reading and Writing Literacy to Foster Creative Writing Skills at Madrasah Ibtidaiyah", MUDARRISA: Jurnal Kajian Pendidikan Islam, 2024 Publication	<1 %
10	blogs.blogosphere.ca Internet Source	<1 %
11	Ginari Almar Atus Ghaniy. "KAMPUS MENGAJAR PROGRAM IMPLEMENTATION IN TECHNOLOGY ADAPTATION THROUGH THE QUIZZZ APPLICATION AT SD NEGERI 1 PARAS", Open Science Framework, 2023 Publication	<1 %
12	dinastipub.org Internet Source	<1 %
13	digitalcommons.unl.edu Internet Source	<1 %
14	Ika Santia, Purwanto, Subanji, Sudirman, Akbar Sutawidjadja. "Characteristics of Prospective Student Teacher's Representation in Solving Ill-Well Algebraic Problems", Journal of Physics: Conference Series, 2021 Publication	<1 %

15

Zunidar Zunidar. "Implications of the School Literacy Movement with Picture Storybook Media", EDUKATIF : JURNAL ILMU PENDIDIKAN, 2022

Publication

<1 %

16

ejournal.bumipublikasinusantara.id

Internet Source

<1 %

17

journal.uniku.ac.id

Internet Source

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On

Successful School Literacy Movement through Angkringan Baca

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

/100

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7