



THE DEVELOPMENT OF SCHOOL LIBRARIES TO ENCOURAGE THE LITERACY CULTURE OF THE YOUNGER GENERATION IN KOPENG VILLAGE GETASAN DISTRICT SEMARANG REGENCY

¹ Diva Riza Fahlefi, ² Prasetyo Ari Bowo

¹Universitas Wahid Hasyim

²Universitas Negeri Semarang

ARTICLE INFO

Article History:

Received Feb 04, 2021

Accepted Dec 15, 2021

Available Dec 15, 2021

Keywords:

Library,
Smart Home,
Literacy,
Kopeng

ABSTRACT

The quality of basic education in remote areas, especially in Kopeng Village, is far from expected. This can be seen from the low participation of access to education, limited educational facilities and infrastructure, lack of educational social media, low social relations and communication, low motivation of educational participation, lack of utilization of educational resources, lack of availability of tutoring, low educational entertainment, the variety of educational games that are still very limited and the lack of increased learning with nature. This condition will also definitely give birth to a very conventional learning nuance. Departing from the empirical facts above, it is necessary to design a comprehensive program to advance basic education in Kopeng Village by developing school libraries to encourage the literacy culture of the younger generation in the village through the socialization of literacy movements for students, the establishment of smart houses to strengthen the function of regional libraries and conduct diligent reading movements for the people in the village. The role of libraries in education is very important, namely to help the implementation of education well. School libraries will be useful if it facilitates the achievement of the goals of the teaching and learning process in schools. Indications of these benefits are not only in the form of high achievement of students, but furthermore, among others, students can find, filter and assess information, students are accustomed to self-study, students are trained towards responsibility, students are always following the development of science and technology, and so on.

Kualitas pendidikan dasar di daerah terpencil khususnya di Desa Kopeng masih jauh dari harapan. Hal ini dapat dilihat dari rendahnya partisipasi akses pendidikan, keterbatasan sarana dan prasarana edukasi, kurangnya media sosial edukasi, rendahnya hubungan sosial dan komunikasi, rendahnya motivasi partisipasi pendidikan, kurangnya pemanfaatan sumber pendidikan, belum tersedianya bimbingan belajar, rendahnya hiburan edukasi, ragam permainan edukasi yang masih sangat terbatas dan kurang adanya peningkatan belajar dengan alam. Kondisi tersebut juga pasti akan melahirkan nuansa belajar yang sangat konvensional. Berangkat dari fakta empiris di atas maka perlu untuk merancang sebuah program yang komprehensif dalam rangka memajukan pendidikan dasar di Desa Kopeng dengan melakukan pengembangan perpustakaan sekolah untuk mendorong budaya literasi generasi muda di desa tersebut melalui sosialisasi gerakan literasi untuk siswa, pembentukan rumah pintar untuk memperkuat fungsi perpustakaan daerah serta melakukan gerakan rajin membaca untuk masyarakat di desa tersebut. Peranan perpustakaan di dalam pendidikan amatlah penting, yaitu untuk membantu terselenggaranya pendidikan dengan baik. Perpustakaan sekolah akan bermanfaat apabila benar-benar memperlancar pencapaian tujuan proses belajar mengajar di sekolah. Indikasi manfaat tersebut tidak hanya berupa tingginya prestasi murid-murid, tetapi lebih jauh lagi, antara lain adalah murid-murid mampu mencari, menemukan, menyaring dan menilai informasi, murid-murid terbiasa belajar mandiri, murid-murid terlatih ke arah tanggung jawab, murid-murid selalu mengikuti perkembangan ilmu pengetahuan dan teknologi, dan sebagainya.

Address: L Building, Campus Sekaran, Gunungpati, Semarang,
Indonesia, 50229

Correspondent Address:
Universitas Wahid Hasyim
Email: divarizafahlefi@gmail.com

INTRODUCTION

Education is an important factor in human life, as a benchmark for the quality of life of society, education is used as a basis for calculations for the quality of human resources. Therefore, children who are of school age are required to pursue education following their level.

The equalization of educational facilities and infrastructure is one of the efforts to realize the noble ideals of this country, educating the life of the nation. The commitment to promoting education from the government must always be controlled. The government has set an allocation of 20% of the state budget for education. In the era of globalization, the mobility of human resources is very high. A country will become advanced when it can develop its human resources optimally. While the upstream of quality human resources in education.

However, the equalization of quality and educational infrastructure facilities is a basic problem in the world of national education, especially primary education. Primary education is the first vehicle for children to start the learning process. However, many facts show that remote areas in the corners of mother earth have not received adequate educational facilities. The limitations of these facilities and infrastructure are not only caused by budget constraints from local governments. The remoteness of the location and weak network of physical infrastructure is considered to be one of the main obstacles. In addition, the condition of Indonesia's landscape also causes the accessibility of educational facilities to be hampered.

One of the problems of education in addition to accessibility and lack of equitable access and quality of education is the culture of literacy. According to statistics from UNESCO, out of a total of 61 countries, Indonesia is ranked 60th with a low literacy level. Ranked 59th is filled by Thailand and the last rank is filled by Botswana. While Finland ranked first with a high level of literacy, almost reaching 100%.

This data clearly shows that Indonesia's high interest in reading still lags far behind Singapore and Malaysia. Reporting from research data conducted by the United Nations Development Programme (UNDP), the level of education based on the Human Development Index (HDI) in Indonesia is still relatively low, which is 14.6%. This percentage is much lower than Malaysia which reached 28% and Singapore which reached 33%. (CNN Indonesia: September 10-2017)

Several factors cause reading interest is still relatively low. First, no reading habit is instilled early on. Role models of children in the family are parents and children usually follow parental habits. Therefore, the role of parents in teaching reading habits becomes important to improve children's literacy skills.

Furthermore, access to educational facilities has not been evenly distributed and the lack of quality of educational facilities. There are still many educational facilities that do not support teaching and learning activities, and the length of bureaucratic chains in the world of education. This is what indirectly hinders the development of literacy quality in Indonesia. In addition, the low number and variety of books in the library is also still an obstacle.

Kopeng village consists of 9 hamlets and 54 RT which includes Cuntel Hamlet, Tayeman Hamlet, Kopeng Krajan Hamlet, Dukuh Hamlet, Sleker Hamlet, Plalar Hamlet, Sidomukti Hamlet, Blancir Hamlet, and Kasiran Hamlet. Of the 9 hamlets in Kopeng Village, of course, it has sectors that have the potential to include agriculture, livestock and tourism. In addition, the taking of this study area is intended that Kopeng Village is one of the villages in Getasan Subdistrict called Vocational Village. As a Vocational Village, of course, many things need to be excavated from the village. Starting from the pattern of activities of the village community, diverse natural resources, potentials and problems, and other characteristics.

The quality of basic education in remote areas, especially in Kopeng Village, is also far from expectations. The absence of adequate educational facilities, a limited number of teachers and competence also make things worse. This condition will also definitely give birth to a very conventional learning nuance. There is hardly any new science and skills acquired by students apart from textbooks as well as from the teacher itself.

There is a lot of potential in Kopeng village that can be utilized and support the empowerment of the local community. Interesting natural scenery and lush nature make the agricultural sector a mainstay. In kopeng village, there are also several schools and teaching centres for local children. Here is an excerpt of the results of an interview with youth movers in kopeng village on January 15th, 2018:

"In Kopeng Village there are three public elementary schools. Kopeng Elementary School 1,2 and 3. Indeed, we have admitted together that the culture of community literacy is still very low, even among students. Therefore, we consider the reading campaign and the development of the village library to be important to recall and civilize reading."

Primary education is very important as a provision for the younger generation, especially in remote areas. Therefore, attention to basic education is a great obligation for all parties concerned. The younger generation needs to get a decent basic education, both in terms of quality, accessibility and other supporting aspects. Departing from the empirical facts above, it is

necessary to design a comprehensive program to advance basic education in Kopeng Village.

The role of libraries in education is very important, namely to help the implementation of education well. Thus the objectives and operational objectives of the school library are to enrich, support, provide strength and strive for the implementation of educational programs that meet every student's needs, in addition to encouraging and enabling each student to optimize their potential as students.

School libraries will be useful if it facilitates the achievement of the goals of the teaching and learning process in schools. Indications of these benefits are not only in the form of high achievement of students, but furthermore, among others, students can find, filter and assess information, students are accustomed to independent learning, students are trained in the direction of responsibility, students always follow the development of science and technology, and so on.

As a village that has tourism potential and the agricultural sector is very potential to be developed, there needs to be a generation in the village who have knowledge and skills that can manage and develop potential sectors in the village. However, this is not supported by the good quality of education in the village. The level of quality of education in Kopeng village is still far from expectations. This can be seen from the low participation of access to education, limited educational facilities and infrastructure, lack of educational social media, low social relations and communication, low motivation of educational participation, lack of utilization of educational resources, lack of availability of tutoring, low educational entertainment, the variety of educational games that are still very limited and the lack of increased learning with nature. This condition will also definitely give birth to a very conventional learning nuance.

METHOD

As a village that has tourism potential and a potential economic sector to develop, this certainly needs to be balanced with good quality education so that the next generation can have the knowledge, skills and ability to process and develop potential sectors in the village well. So there need to be efforts to improve the quality of education one of them through improving the reading culture of the people in the village. The devotional activities are divided into three stages, namely the preparatory stage (two months), the implementation stage (three months) and the reporting stage (one month). A total of six months of implementation is planned for May 2018. Form of mentoring activities using *the Participatory Rural Appraisal (PRA) method*. While the operational steps

carried out are by conducting *Exploratory, Topical, Project and Management, and Evaluation and Monitoring*.

RESULTS AND DISCUSSIONS

Form of mentoring activities using the Participatory Rural Appraisal (PRA) method. Etymologically PRA means the participatory study of the region. In theory, pra is a set of approaches and methods that encourage villagers to actively participate in improving and analyzing their knowledge of their living conditions so that they can make action plans following the problems in their region.

Outsiders such as facilitators, escorts or field officers only analyze living conditions that include potential and problems in the village, while decision making is in the community itself. Then they are facilitated to make an activity plan by the potential and problems that exist in the village and outside the environment.

Operational measures needed to address the problems described in the background include three things: (1) Exploratory is knowing everything about a particular area's location according to the local community. Exploratory is used when going to start exploring the location to create an activity or program plan, (2) Topical, used to obtain certain information in-depth tailored to the objectives of the PRA team, (3) Project and Management, information in the PRA used to plan and run the program together with the community, (4) Evaluation and Monitoring, PRA to evaluate and monitor the development of the program with related agencies. In the implementation of PRA, the community service team will pay attention to the main elements contained in the PRA, namely the learning process by exchanging knowledge and experience, learning tools in the form of PRA techniques and expected learning outcomes.

This devotional activity has been completed and successfully carried out without any significant obstacles. The result of this devotional activity is that the community understands the importance of reading literature. The existence of this activity strengthens the function of school libraries, helps the completeness of educational infrastructure facilities, the creation of physical infrastructure of smart homes as a centre for primary education outside schools, the creation of playground education infrastructure and children's playgroups in Kopeng Village. This devotional activity will further be able to help improve the quality of education and encourage literacy reading culture among the community in Kopeng Village.

This devotional activity was held in Kopeng Village which was carried out for 6 months. Devotional activities begin by providing an understanding of the importance of reading literacy and the benefits obtained

by reading literacy and further establishing a smart home to strengthen the function of the school library and increase the collection of books in the library.

The peak of this devotional activity is the creation of a village library located in the Kopeng village hall office. The village library is a donation from the devotional team of the Department of Development Economics of Semarang State University. The form of cooperation between institutions is seen from the involvement of the local village government by providing its own space as a village library room.

The village library contains one bookshelf, about 200 reading books consisting of reference books on agriculture, livestock, environment, reading for children and various other references.

The inauguration of the village library as a smart house was attended directly by the head of Kopeng village and the service team from the Department of Development Economics UNNES. Hopefully, the village library that serves as a smart house can provide space for the community, especially the younger generation to improve the culture of literacy. High reading interest with the support of books and this good place should be increased. In addition, the collection of books that are diverse not only limited to textbooks is expected to increase the interest of the general public to help enliven the reading movement. Moreover, the location of the smart house or library is in the village hall office which is certainly a lot of people move there.

CONCLUSION

1. People in Kopeng Village already understand and understand that reading literacy is important and useful both in the short and long term.
2. The movement of reading literacy and the formation of smart houses began to be done massively and did not seem sporadic. Because previously it has done mapping about problems and proper problem-solving.
3. The activity of establishing a smart house as a village library is expected to help improve the quality of community education in Kopeng Village, especially in transmitting the spirit of reading.

REFERENCES

- Apriwan. 2011. Teori Hijau: Alternatif dalam Perkembangan Teori Hubungan Internasional. *Multiversa Journal of International Studies* UGM Yogyakarta
- Bacaan, B., & Arikunto, S. (2011). *Prosedur Penelitian Suatu Pendekatan Praktek*.

BPS Provinsi Jawa Tengah. 2011. *Jawa Tengah Dalam Angka: Jawa Tengah*.

BPS Kabupaten Temanggung 2011. *Temanggung Dalam Angka: Temanggung*

Dinas Pertanian dan Perkebunan Kabupaten Temanggung. 2011, *Petunjuk Pelaksanaan Program intensifikasi Tanaman pangan dan perkebunan*. Temanggung.

Jalal. 2012. *Pembangunan Berkelanjutan, Ekonomi Hijau, dan CSR*. Jakarta. Lingkar Studi CSR

LPM Equator. 2011. *Tahap Awal Strategi dan Desain Untuk Strategi Ekonomi Hijau*. Bogor. Environmental Support Program

Mason, R.D.,1996, *Teknik Statistika untuk Bisnis dan Ekonomi*, Jakarta: Erlangga

Mosher, A.T., 1978, *An Introduction to Agricultural Extension*, New York. Agricultural Development Council

Paterson, M., 2000. *Understanding Global Environmental Politics: Domination, Accumulation, Resistance*. London: Palgrave

WWF, Indonesia. 2010. *Penyelamatan Ekosistem Kalimantan dalam Penerapan MP3EI*. Indonesia

www.kompas.com

www.temanggungkab.go.id