

Best Practice Literacy Culture on Teachers' and Students' Reading Interest in Kindergartens, Sukorejo District, Kendal Regency

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Abstrak

Budaya literasi membaca dan menulis merupakan hal sangat penting dalam dunia pendidikan, sebagai *leadership* dapat menggerakkan seluruh warga sekolah menerapkan budaya literasi. Kegiatan seperti apa yang dapat meningkatkan minat baca bagi guru dan siswa terkait dengan pelaksanaan budaya literasi serta factor-faktor pendukung apa saja agar budaya literasi dapat terlaksana dan pengaruh budaya literasi seperti apa yang dapat meningkatkan minat baca dan menulis bagi siswa. Metode penelitian fenomenologi, teknik pengumpulan data dilakukan melalui wawancara individual, observasi dan dokumentasi, Proses analisis data dilakukan dengan menggunakan analisis fenomenologi dengan aplikasi atlas. ti 8. Menerapkan suatu kebiasaan yang baik dengan membaca buku sebanyak 5 halaman di setiap harinya, memberikan dampak positif yaitu minat baca guru meningkat dan melalui kegiatan pembiasaan membacakan buku cerita 5 menit setiap harinya sebelum masuk inti pembelajaran di mulai, adanya fasilitas pojok baca dan gerakan baca buku bersama dapat mempengaruhi minat baca siswa. dan adanya kegiatan literasi menulis yang dilakukan siswa dan hasilnya ditempel di mading.

Abstract

A literacy culture of reading and writing is critical in education, as leadership can move all school members to implement a literacy culture. What kinds of activities can increase interest in reading for teachers and students related to the implementation of a literacy culture and what are the supporting factors so that a literacy culture can be implemented, and what kind of influence of a literacy culture can increase interest in reading and writing for students? The phenomenological research method and data collection techniques were done through individual interviews, observation, and documentation. The data analysis process used phenomenological analysis with the Atlas application—Ti 8. Implementing a good habit of reading books as many as five pages every day has a positive impact. Namely, the teacher's interest in reading increases, and through habituation activities, reading story books 5 minutes every day before entering the core of learning begins, there are reading corner facilities and movement reading books together can affect students' reading interest. And there are writing literacy activities carried out by students, and the results are posted on bulletin boards.

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1. INTRODUCTION

The progress of this educational institution has been tremendously influenced by how a school principal manages, strives for, and can create a school environment with a positive culture (Miasih & Hasanah, 2021). The positive culture in educational institutions is currently decreasing and is not of interest to school members, namely literacy culture. It is very important for teachers and students to get used to this literacy in schools, because it really supports a person's success in dealing with the various problems they face. This literacy culture will provide many benefits, including improving verbal abilities, increasing vocabulary, and understanding optimize brain work, add insight and new information, improve interpersonal skills, sharpen yourself in capturing the meaning of the information you are reading (April et al., 2023). Literacy is defined as consuming and producing

culture, which means that the practice of literacy is not just the ability to read, but understanding what has been read and liking culture.(Nabila et al., 2023).

Meanwhile, the culture of reading is directly proportional to the level of educational progress of a nation(Rohman, 2017). Reading itself is also a command of Allah SWT which was first commanded by Him, namely in the Qur'an Surah Al 'Alaq verse 1 which reads as follows:



Allah ordering humans to read (study, research, etc.) in order to obtain results, namely knowledge or something that is useful for humans(Hasanudin & Setiawati, 2022).

To carry out God's commands regarding reading and to increase educational progress and produce quality and quality graduates, to get quality graduates it is necessary to have quality teachers too, because teachers are figures who are always imitated and whose words are admired, as a professional teacher you must have insight. broad, knowledge always increases according to developments over time, this can be obtained when the teacher is diligent in increasing his knowledge, because knowledge is always developing. To increase his knowledge, a teacher must be diligent in reading so that his insight increases. If teachers have little insight it will have an impact on their students, so the quality of graduates will be low. While teachers are role models for their students, if the teacher is not interested in reading then it is likely that the students will also follow what the teacher does.

Most of the information is conveyed through print and electronic media which requires reading skills. Meanwhile, based on data from UNESCO, it is stated that children's interest in reading in Indonesia is at 0.01 percent, which means that out of 10,000 children, only 1 child likes to read. This shows the low interest in reading among children in Indonesia and teachers too. still have deficiencies in their understanding of literacy(Nabilla & Meiske, 2022) (Nabila et al., 2023).

The development of learning activities to improve literacy skills, especially in developing interest in reading, is currently not developing optimally in schools, this is because there are several teachers who have a different or inadequate understanding of literacy.(Hani, 2019). The definition of reading and writing literacy is knowledge of reading and writing, the ability to understand reading and writing and the ability to use written language to understand information as well as the ability to use language to communicate in a social environment which is carried out through the habituation stage, development stage and learning stage to read and write.(Abidin et al., 2018).

From the facts obtained, the condition is that the library at this school is a small room measuring 6 M2, the books are still the old ones, there are no new books, the library atmosphere is not pleasant, it is rare for children to read books, the wall magazines still contain the same contents as before. From year to year there is no change in the content, teachers' activities when they are not teaching are more like taking selfies, uploading statuses, watching Korean dramas and talking about other people's shortcomings, they are not used to reading books, during breaks the children prefer to huddle together discussing films, and tells about exciting games, sometimes children are found fighting, and data on book loans in the school library has very few visitors, the data obtained at school is as follows:

Table 1. Book loans at the library

Information	Amount	Month	Amount
Teacher	18 people	July – December	18
Protege	186 people	July – December	50

Source: data obtained (2022)

If this continues, it will result in the quality of graduates being low and the quality of education also being low.

From the problems that exist, the author, as the head of the school, feels moved to try to find ways to improve educational progress and the quality of graduates in the school that the author leads. Researchers as school principals as leaders need to create good (positive) habits in the school environment. Good habits that can be implemented are creating a literacy culture for all school members so that they can increase interest in reading for teachers and students at school.

In this research, the school principal manages the situation, controls school activities and can direct and mobilize all school members to move towards realizing a literacy culture in the school so that teachers' and students' interest in reading can increase. The research was carried out with the aim of describing activities related to the implementation of a literacy culture which have an impact on increasing teachers' and students' reading interest in schools and the factors supporting the implementation of a literacy culture. The researcher's question refers to how the implementation of literacy culture and its supporting factors is implemented and how can the influence of this literacy culture increase teachers' and students' reading interest in schools?

2. RESEARCH METHOD

This research is phenomenological research (Enung; Hasanah, 2021) which explores the application of a literacy culture that can increase teachers' and students' interest in reading in schools. Phenomenology is a method that attempts to reveal the meaning of a person's experience and how the individual understands and experiences reality, the meaning of something that a person experiences. The phenomenological approach seeks to allow reality expresses itself naturally. Through "provoking questions", research subjects are allowed to tell all kinds of dimensions of their experiences related to a phenomenon/event (Kanusta, 2021). The researcher experienced this directly at the research site and the participants were deputy principals and teachers who directly implemented literacy culture in the school. Data collection methods are carried out through individual interviews, observation and documentation (Arikuntoro, 2006). The data analysis process was carried out using the phenomenological analysis method using the atlas.ti 8 application (Mahmudah, 2021).

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

Based on the results of interviews, observations and documentation obtained, as a school principal, he strives to be able to influence, control activities, direct and mobilize all active school members to build a culture of literacy. In implementing the literacy program in schools, the first thing in this implementation is that the principal needs to give direction or direct the teachers to implement the movement to read a 5 page book every day, it is necessary to provide books in the school, then provide encouragement to the teachers. Activities carried out by teachers include: discussions among teachers, exchanging information, searching Google for good books, and exchanging information. The support provided includes: giving praise and giving rewards.

Supporting factors include: the completeness of the facilities and the teacher's own personality, the influence of the literacy culture program: the mindset of teachers and students changes for the better, the impact is an increase in competence.

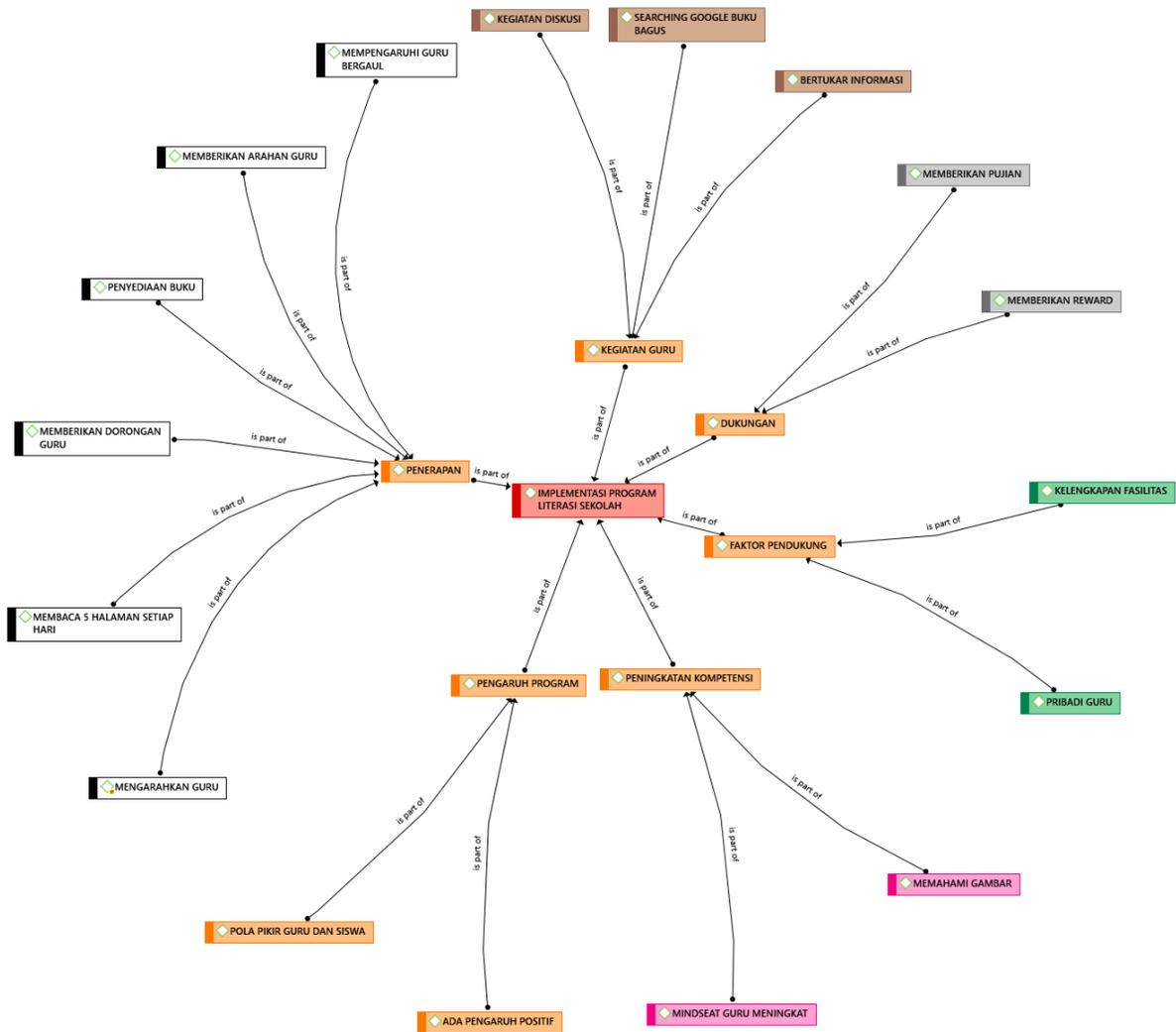


Figure 1. Results of interviews using the atlas. ti 8

3.2. Discussion

Implementation of Literacy Culture

The implementation of the literacy culture program implemented by school principals in kindergartens in its implementation provides guidance to teachers to be able to make the best use of free time so that teachers' insight and understanding develops well, directs teachers to implement a good habit by reading 5 books. page every day. This program of reading a 5 page book every day can run well supported by the provision of reading books, from this activity the teachers discuss together among the teachers, it doesn't stop there, the teachers also exchange information with each other and if necessary, the information needed by the teacher also looking for information through searching Google books.

In this context, the school's ability to provide a variety of reading books is the key to the success of this program (Tahmidaten & Krismanto, 2020). The principal must ensure that the school library is equipped with various types of books that suit the interests and needs of teachers (Ash, 2014). With easy access to quality books, teachers can enthusiastically explore various topics and get the latest information relevant to their field of teaching, so that this literacy culture can help teachers achieve their job satisfaction. (E Hasanah et al., 2020).

One of the positive results of this literacy culture program is the formation of positive interactions between teachers (Stollman et al., 2021). This discussion allows them to share

understanding, experiences and views about the books they have read. Collaboration like this can create a more dynamic and creative learning environment among teaching staff. Teachers can also inspire and encourage each other to continue to innovate in teaching methods.

Supporting Factors of Literacy Culture

To support the implementation of a literacy culture in this school, it is necessary to have complete book facilities, but the most important thing is that the teacher has an interest in himself and enjoys reading. Reading habits and enjoyment are influenced by genetic determinism, namely parental inheritance. Someone who likes reading is raised in an environment that loves reading (Gustini et al., 2016). The principal provides support to his teachers by giving rewards in the form of praise, even if it's just saying great things and staying enthusiastic. This program influences the mindset of teachers and students in kindergarten schools and produces a positive influence, namely getting them used to reading books every day, even though the library is still simple, they show comfort in reading.

Table 2. Book loans in teacher libraries in 2023

Month	Number of books borrowed
January	30
February	25
March	32
April	47
May	50

Source: data obtained (2023)

Based on the table above, with the number of teachers in Kindergarten being only 18 people, in the five months from January to May there has been an increase in interest in reading among the teachers.

Through the activity of reading 5 pages a day every day, it has an impact on increasing the competence of teachers, namely the mindset of the teachers improves and this also has an impact on the abilities of the students. Consistent reading also helps increase creativity and innovation in their teaching methods (Fitriyani et al., 2021).

Apart from that, increasing teacher competence also has an impact on student abilities. Students from the classes of teachers who participated in this reading program demonstrated improvements in understanding of the material, higher motivation to learn, and better academic achievement. (Arends & Visser, 2019). Teachers who have a growth mindset tend to be better able to create positive and supportive learning environments, which directly influence student learning progress (Kaya & Yuksel, 2022).

The results of this research provide an important contribution to understanding the importance of reading activities for teachers in improving their competence. Provides empirical evidence of the correlation between regular reading and positive changes in the way teaching and influence on student achievement. Therefore, it is recommended that this reading activity be introduced as part of professional development programs for teachers at all levels of education.

The influence of literacy programs on students' reading interest.

Based on the research results, there are several things that can influence students' interest in reading, including the existence of reading corner facilities in the classroom, collaboration with mobile libraries, the presence of media in the classroom, the application of literacy culture in the

classroom, learning activities that can influence interest in reading, these activities have an impact on children's interest and interest in reading books. Interest in reading is a strong desire from within a person to carry out reading activities, someone who has a strong interest in reading will be implemented in a willingness to get various reading book materials and be happy to read them. (Y. Irma, 2008) (Princess, 2020). Reading interest can also be interpreted as an interest that a person has in reading, studying and understanding something that can influence the reader's knowledge and attitudes. (Anggidesialamia, 2020). This interest in reading is very important for a person, because this interest in reading can provide benefits for himself and others, the benefits include adding information, expanding knowledge, developing reasoning power, having a broad view and having good abilities in literacy. (Mahmur et al., 2021)

Implementation of literacy culture in the classroom through the habitual activity of reading story books for 5 minutes every day before the main learning begins. This statement is in line with several participants including P1: Ririk Irmawati, P4: Nurul Indah Septina and P2: Rokhayati, this is all in line with what was said. recommended by the school principal. Below are the opinions of the participants.

"So far, I have implemented a culture of literacy in the classroom by reading stories for 5 minutes at the beginning of the lesson, where the story book has a picture story while the children pay attention to the story and pictures in the book, then asking one of the children to come to the front of the class and ask to read it. picture story books according to his understanding in front of his friends. Ask children to tell their ideas about their experiences on vacation, watching their favorite films, imagining stories in the form of series of pictures or narratives that suit the child's abilities. Asking children to tell about the process of activities carried out, such as telling how to make sweet tea, and telling the sequence of activities during holidays in the form of pictures or writing" (P2 Rokhayati)

"By providing a reading corner, providing various fairy tale books interesting bar. Read stories and discuss the contents of the stories read, the characters, storyline and others.

"Besides that, what I do is every morning, before praying, I do activities to invite the children to communicate, saying hello and asking for news, after that, telling a story book for 5 minutes before getting to the core of the learning" (P1 Ririk Irmawati)

"In implementing a culture of literacy in the classroom, I implement the habit of reading 5 minutes before learning starts every day. Apart from that, every time you start a new topic, the main learning source in finding information related to the topic is books." (P4: Nurul Indah Septina)

The habitual activity of reading story books for 5 minutes every day can go well. There is a need to provide various kinds of reading books and all of this It is placed in the reading corner in every class. The influence of the reading corner on students' interest in reading in this class requires facilities that are comfortable and beautiful, children are actively involved in decorating and creating a comfortable and pleasant atmosphere in the reading corner, with this reading corner the students know a lot of vocabulary and positive discussions between children in the class and make children have a high interest in reading so as to support effective children's reading activities (MZ Sari et al., 2020).

The teacher as a driving force in the classroom has a very important role in influencing students' interest in reading. Things that can influence students' interest in reading in class include store activities. *telling* At the beginning of the lesson for 5 minutes, the teacher is able to encourage children to express their ideas, arouse children's curiosity, invite children to tell stories about books in their own language, review the contents of the book with the children, to cultivate literacy you can start from what the students say. like not having to be forced by students to just read, 3 children are given 5 minutes each to speak in front of the class, and students are allowed to bring media, then the teacher reflects together with the students at the beginning of the

activity(Hani, 2019)activevThis activity can influence children's interest in reading in class. As for my teacher's methodngaencourage students to have an interest in reading by replacing the books in the reading corner, this will stimulate children's enthusiasm for reading because there are new books provided for students to read, each child is advised to bring a reading book they like, invite children to choose story books that he liked and invited students to decorate the reading corner. Below are opinions from participants.

"Children are involved in decorating the class library or reading corner with bead decorations according to the child's interests, changing the books in the class library or reading corner periodically so that the children don't get bored and asking the children to bring their favorite books later. asked him to tell him the contents of the book he brought" (P2: Rokhayati).

The principal is able to direct his teachers to increase their students' interest in reading through reading activities together with all students (Together Reading Movement). This reading together movement activity is carried out once a month by inviting pusling (library keeling). The school principal entered into an MoU with the mobile library, so that this activity ran smoothlyar. This reading together movement has had an impact on students' interest in reading, including: children become enthusiastic about reading with the various types of books provided, children become more interested in reading books available in the mobile library.



Figure 1. Children's activities following the movement of reading books together

Writing literacy activities for children/students in the form of comics, illustrated stories, children's drawings pasted on wall-mounted media. The positive influence that children get from learning new vocabulary, the process of learning to spell letters, writing is the activity of arranging words and sentences in such a way as to express and convey written information and ideas to the reading public so that they are understood, this activity is also very much needed in student development. to provide quality education. Writing and reading activities are closely related, where in principle we write to be read(Gustini et al., 2016).The definition of reading-writing literacy is reading-writing knowledge, ability understanding reading and writing and the ability to use written language in understanding information and the ability to use language to communicate in a social environment which is done through habituation stage, development stage and learning stage reading and writing(Abidin et al., 2018).



Figure 2. Children's work in the form of comics

The principal directs the use and mobilization of all teachers and students to be actively involved in implementing literacy culture, the results of documentation in kindergarten institutions



Figure 3. Children reading in the reading corner



Figure 4. Children's activities when the keeling library arrives

4. CONCLUSION

The results of this research show that the school principal is able to direct and mobilize all school members in implementing a literacy culture in the school and explains that there are factors supporting the implementation of a literacy culture and that this literacy culture can influence the reading interest of teachers and students. ImplementThe literacy culture program implemented by the principal in kindergarten in its implementation provides guidance to teachers to make the best use of free time so that teachers' insight and understanding develops well, directs teachers to implement a good habit by reading 5 books. pages every day, has a positive impact, namely increasing teacher reading interest. FakTo support the implementation of a literacy culture in this school, it is necessary to have complete book facilities, but the most important thing is that the teacher has an interest in himself and enjoys reading.

Implementing a culture of literacy in the classroom that can increase students' interest in reading includes the habit of reading story books for 5 minutes every day before the main learning begins, the existence of comfortable and enjoyable reading corner facilities and the existence of reading book regulations. Movement activities to read books together when the library tours the dataang to schools, and there were writing literacy activities carried out by students and the results were posted on the wall boards.

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