



ENCOUNTER “THE DISAPPEARANCE OF CHILDREN” THROUGH SCHOOL LITERACY MOVEMENT

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Abstract

The disappearance of children be the main major problem face nowadays, mass media consumption, games, and adulthood life style always no one in social media such as Youtube and Instagram. Games as new alternative entertainment for children post Corona Virus 2019 even uncounterable and addicted. In the future, technology becomes a king for other discipline, culture, local wisdom, and many more. We already surrender towards technology. Its impossible to kill technology, but School Literacy Movement has small alternate portion to save our future generation. The function of this movement is to build up our mind to be more critical and ethical. By means of implementation of this movement we are trying to use Qualitative approach with interviews, field observations, and documentation as our Instrument. The rommate area in the Elementary School of Sumber Jati Village was chosen to be our community engagement. And there are five result focuses; Reactivating the School Library, Inviting Moving Library from Mojokerto District, Literacy Movement and its guidance from Islamic University of Majapahit and Librarian from Mojokerto, Applicable scientific updates related to models and reading techniques, and Habitual action within 15 minutes to listen a story of local wisdom in Indonesia.

1. Introduction

In 2018, education in Indonesia ranks 62 with a PISA score of 395.3, which is far below that of neighboring countries such as Singapore with a score of 556, Thailand with a score of 415 and Vietnam with a score of 495. This is supported by Sri Mulyani as Minister of Finance in his opinion "Indonesia is still behind some Asian countries in terms of education, even though we have issued a budget of 20 percent of the budget for education for the last 10 years. This is still not satisfactory; maybe even we are disappointed because Indonesian education graduates have not reached the desired level ". And even, this year, education in Indonesia was getting worse, Student ability survey released by the Program for International Student Assessment (PISA), on Tuesday (3/19) in Paris, ranked Indonesia 72nd out of 77 countries. As for one of the causes of this problem according to education observers from the Center of Education, Regulation, and Development Analysis (CERDAS) Indra Charismadji is the absence of a blueprint regarding the output of education system in Indonesia (Welle, 2019).

Moreover, the research pioneered by Neil Postman in his book with the title "The Disappearance of Childhood" suggests that the age of children 1-9 years is the age of children that must be fulfilled, but the age of children in the present age began to disappear replaced by technology (Postman, 1994). This is proven that children's games have been replaced with gadgets, games in the Android application. Children's songs are massive towards adult songs and dances such as Korean pop and other viral songs that are adapted by children. It's How to dress children who are similar and no different from adults who refer to trends in social media such as Instagram You Tube and others. The communication access that is virtual Habit tends to makes the children personality wilder because it is not directly affected by children. Premature creativity is like a professional game player from an early age to addict to gadgets. And in the end because this popular instant culture lasts a long time, it also impacts on the way or the process of thinking that they are completely instant. Instant here is there is no critical thinking process in digesting information and responding to that information. Technology in the form of television and YouTube media makes it easier for children to become addicted to children because it is more easily understood than processes such as literary activity. This ease makes the process of thinking instantaneous, and the results can be seen and can be seen clearly in the phenomena of bullying at social media, Negative comment straight forward without thinking, and the ease with which perpetrators of fraud cheat via social media. This has also been proven in applied villages; devotees find a similarity in the style of instant thinking in the village community. As an example of corn that can be increased in selling value by making it an effective product difficult to be

accepted by the public. They prefer to sell the product instantly, said one of farmers in sumberjati village.

Based on those problems, we are trying to improve our future resources in Literacy in through the school of literacy movement or Gerakan Literasi Sekolah (GLS) to maximize Human Resources from an early age. To make those dream quickly applied, the government give a large contribution to build up this cemetery in several ways: one of them was the strategies to Build a Culture of Literacy in Schools, because, school has an important role in instilling literal culture in students. That's why; every school without exception must provide full support for the development of literacy. The following are some strategies for creating a culture of literacy in schools (Kemendikbud, 2019).

1. Conditioning the physical environment to be friendly.
2. Strive for an affective social environment as a literal communication model.
3. Strive for schools as literal academic environments.

In addition, there are several Stages of the School Literacy Movement to carry out in stages by considering the readiness of schools throughout Indonesia. This readiness includes school capacity (availability of facilities, reading material, facilities, and infrastructure), readiness of school residents, and readiness of other support systems (public participation, institutional support, and relevant policy tools). To ensure the long-term sustainability of the School Literacy Movement, the following 3 (three) stages can be carried out (Kemendikbud, 2019).

1. Habituation; foster interest in reading through 15-minute reading activities (Permendikbud Number 23 Year 2015).
2. Development; improve literacy skills through activities responding to enrichment books.
3. Learning; improve literacy skills in all subjects and use enrichment books and reading strategies in all subjects.

2. Methods

The method in terms of the implementation of this program is to use a descriptive qualitative approach, as said by Bogdan and Taylor "it's an approach that is used to get descriptive data observable written and spoken words from people and the action or behavior (Taylor, 1984). Because the data received is the result of the Interview of teachers, students and parents, so we as a team in this case we are assisted by our partners Librarian at Mojokerto and The student of Community Service At Islamic University of Majapahit to observe, analyze data

in written form, of course in this case is the result from the process of school literacy activities in the village of Sumber Jati jatirejo Mojokerto. The Method is accompanied by assistance accompanied by a period of approximately 90 minutes per meeting on Saturdays in a period of one week for one month which half of the previous month we have analyzed SWOT related to strengths, weaknesses, opportunity, and threats at the school.

Data collection as the instruments used are interviews, field observations, and documentation. Analysis of data in this research uses a model Miles and Huberman, namely: reduction of data, data presentation and withdrawal conclusion (Sugiyono, 2014). Technique Data validity check is performed with: credibility, transferability, dependability, and conformability (Prof. DR. Lexy J. Moleong, 2014). It means that the data in this study were taken from a survey taken randomly from one teacher, several elementary school students, and one parent who had received a brief outreach and workshop on how to read and appreciate a literary work or book. Which teacher is the teacher recommended by the school principal as a teacher who can represent the whole teacher at SDN Sumber Jati.

3. Result and Discussion

Based on the results of field observations, interviews and some activities that support the results of this activity is the implementation of the activities in the form of technical guidance related to how to read and tell stories to children from an early age while synchronize with the librarian of Mojokerto regency and the collaboration of the KKN UNM 2019 committee team. We are also trying to revitalize library collections through the central library of Indonesia and some used books from donation collected. In addition we are also trying to motivate the students and their parents to build literary activities within the school and their home. Socialization from Librarian and me myself as lecturer from Islamic University of Majapahit and supported with game and its appreciation from KKN UNIM 2019 also became our main activities. The more specific explanation related to the activities we carried out at SDN Sumber Jati Jatirejo Mojokerto is as follows;

a. Reactivating the school library

Based on the results of interviews with the school principal of SDN Sumberjati Mr. Mohammad Irfan S.Pd. which at the same time was in charge of the school library, it was obtained information that SDN Sumber Jati consisted of 6 groups with more than 1000 books collections. If seen, of course, this number is classified as an ideal standard of Elementary School libraries in the good category of 1000 titles for 6 study groups and 1500 titles for 12 study groups (Bramasta, 2017) But the problem is the books contained in the library are out of date in terms of

renewal resources, and it is worsen found that some textbooks having more than 30 copies of the same book.

The types of books available at SDN Sumber Jati consist of textbooks, references, and reading books. In this case, the percentage of non-fiction enrichment books in schools has not reached 30% as stipulated in the elementary school library. Of course this condition makes the student's interest in reading in the library are low, and it's also worsen by the power of technology such as games, scial media and other less useful things in their mobile phone.

The principal of Sumber Jati Elementary School revealed that in 2012 they had received the assistance to improve library facilities from the Indonesian National Army which was spearheaded by BABINSA Sumber Jati village. However, because the schools lack of human resources in managing and maintaining libraries, the library is not maintained and has never been opened years after that. Here is a picture of a library that is still tightly closed.



Picture 1. Reactivating School

In accordance with the picture above, SDN Sumber Jati has already a library, so of course for the collection of books has already exists, but as has been explained above, the lack of new books becomes our main obstacle, therefore there are several steps and efforts from the researchers and KKN UNIM 2019 to overcome the problem above. The efforts that undertaken by the school and the KKN Islamic University of Majapahit to reactivate and at the same time reanalyze old books especially enrichment books at school are: *First*, Make a proposal to the Central Library of Indonesia and Mojokerto district to get grants for literacy facilities or books. This is the most efficient way for schools that located in remote areas to be active in making proposals via email as a means of increasing library collections as part of book facilities. *Second*, inviting KKN UNIM to give their contribution as well as inviting through their social media to donate books to schools. *Third*, provide a brief briefing for the identification and labeling of books in the library to inventories, classifies and minimize the old book which in this case was pioneered by KKN UNIM from Indonesian language students, in this case as KKN participants in Sumber Jati Village.

b. Inviting Moving Library from Mojokerto District

As a stimulation and motivation for the students to actively read to be their habit, we made several efforts, one of which brought a mobile library. This mobile library service is also supported by the Library of Mojokerto district because this kind activity also becomes their duty to increase public interest in reading.



Picture 2. Moving Library of Mojokerto District

This mobile or moving library immediately received a positive response from the student's parent and the students themselves. This can be seen from the number of participants who attended the event that morning. Besides that we also give story telling competition for students and its guardians. And this has become even more enthusiastic for students and parents who at that time picked up their children to read and take part in storytelling competitions.



Picture 3. The winner of the story telling competition and the atmosphere of students reading books

Not only allowing the students to read freely the books from moving library, we also create a literacy culture by creating posts in which there are one trainer that have already trainees using TOT model (Training of Trainers) as a guidance and a means of asking questions from the students who are confused about which book to read. This is consistent with the aim of our activities to create a friendly atmosphere of literacy while creating an academic literal atmosphere as mentioned in GLS.

c. The Socialization of Literacy Movement and its guidance from Islamic University of Majapahit and Librarian from Mojokerto

The socialization of the School Literacy Movement or GLS (Gerkan Literasi Sekolah) is important to introduce the objectives, benefits as well as their realization. Of course this movement must be supported by various elements of society, because the future our nation certainly starts from the younger generation. This was welcomed positively by the Invited Librarian of Mojokerto. Actually, from the statement of librarian, they have the same problem with us as the community services and Engagement or known as Kuliah Kerja Nyata (KKN) UNIM. They need more supporting energy and collaboratively build up reading habit. As can be seen in the following picture



Picture 4. Socialization and accompaniment of the importance of moral and ethic in education and the way to tell a story using media

This socialization that synergized with Mojokerto Library, which is in this case was represented by Mrs. Juli Kushertin SH. she explained some material which essentially provided an alternative solution for utilizing family waste to be a media for telling a story such as hand puppets to pop up story books. She practically explained the technique of storytelling using these media.

As for us as a community engagement and services from Islamic University of Majapahit, carried out the socialization about the form, the purpose, and the benefits as well as the realization of the Village Literacy Movement Activities. The other activity provides a discourse related to the creation of an affective atmosphere listening to the teacher to tell a story at least 15 minutes for cluster one (first until third grade). Meanwhile for cluster two (forth until sixth grade) with the guidance from the teacher of course we have accompanied for story telling techniques will guide their students to tell stories in front of the class, where the story has high moral and affective content.

Not only that, we also provide questions regarding intensive and extensive reading that contain LOT (low order Thinking) and HOT (High Order Thinking) elements. LOT although it seems simple, but it is very applicable for student's level 1 to 3. It is used to simplify their ideas and imaginations to be applicable or can be directly executed. While High Order Thinking or HOT is used to increase students' critical thinking to reject things that are negatively consumptive in their mobile phone such as mass media HOAX or addicted to the game. With the HOT reading method they are automatically triggered to always ask questions and dare to say no if it is not in accordance with their respective morality and ethic. The point is they can sort out which information is fact and fake.

We also provide a number of applicable techniques to build the atmosphere of reading and listening to the more active, non-passive ones, such as the classical method that is still being applied by teachers at Sumber Jati Elementary School, which is to dictate the children to read aloud, we modify it to Running Dictation. Running dictation is our applied modification as a Within laboratories of Islamic University of Majapahit in the form of an attractive game that makes the process of dictation or reading aloud which students then imitate become more active and attractive.

Moreover, there are some problems that are asked by the teachers as the participant of this even, one of the questions is how to overcome reading non-fiction books which are rather having thick pages. And directly from KKN UNIM gave a solution to the technique of reading using Extensive Reading, which is has been applied before and in previous studies in my article with the title "Extensive Reading Dalam Upaya Meningkatkan Minat Baca Santri Al-Adhim Dalam Menghadapi SBMPTN" in relation with speed reading techniques to gather detailed information in seconds and other six more ways within extensive reading that mention in that article (Ahmad Iklil Saifulloh, 2019). This speed reading technique received a very extraordinary response for the participants of the socialization because this method can be applied to all subjects and even easily applied to the guardians who want to guide their children at home to do the work. Not only formal socialization that we do, in the picture above we also provide direct guidance to filter out problems that are not understood by the participants personally.

4. Conclusions

From the various stages of Literacy Movement activities above, it can be concluded that 1. Habitual action within 15 minutes to listen a story of local wisdom in Indonesia for the first cluster and for advanced clusters is very important to create an academic atmosphere before the subjects are implemented by telling a story loudly in front of the class before the class begins

2. The stimulation in the form of a mobile library is one of solution alternative to arouse students' interest in reading where books are perceived as incomplete by schools. 3. Local wisdom contained in fiction books becomes a simple role for students to be proud of our nation's culture and noble character. 4. Applicable scientific updates related to models and reading techniques need to be frequently done in accordance with the request of the Principal of the relevant Teachers and students' guardians. 5. The passion of storytelling that is the duty of parents to children becomes a tradition that must be activated again as a filter for technological development so that students are not misused. 6. Appreciative activities also need to be carried out to increase students' motivation in reading, because the culture that exists in the social media if we fight by relying solely on reading literally, it will be very difficult even this reading culture will be increasingly abandoned.

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