



Guidance of The Literacy Culture Improvement Movement in State Elementary School 091700 Hubuan

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Abstract— This community service activity aims to foster a literacy culture for SDN 091700 Hubuan students through assistance in making reading corners, getting used to reading 15 minutes before learning takes place, creating a text-rich environment so that students get used to reading. The stages of implementing this community service activity are as follows: (1) Field observation stage, (2) Activities socialization stage, (3) Mentoring stage. The results and reports of these community service activities will be published in local journals. This community service activity in the form of assistance in making a reading corner aims to provide knowledge in increasing interest and literacy culture at SDN 091700 Hubuan school in Simalungun Regency, North Sumatra, where based on observations the reading interest of students at SD Negeri 091700 is still very low. For this reason, socialization is needed to increase students' interest in reading. Increasing literacy culture can be started from schools through books in the library. To support a literacy culture, schools must have adequate facilities and infrastructure, especially the procurement of books in the library. The problems at SDN Negeri 091700 Hubuan include the absence of a library and a lack of books so that students rarely read at school. Students only read the textbook lessons when learning takes place. So that literacy activities become taboo.

Keywords: Culture Literacy, Reading, Reading Cornerz



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INTRODUCTION

The spread sophistication technology cause ability literacy among participant educate in various area become very low like This is the case at SD Negeri 091700 Hubuan. Besides the widespread use of technology, this is also due to the lack of books available at the school (Numertayasa et al., 2020). This situation is a problem that requires a solution so that students can improve their literacy skills by enjoying reading books (Suryawati et al., 2020). Reading corners, also often called "reading corners," are one tool that can improve students' literacy skills. read is A a room located in the corner equipped class with collection books and roles as extension function library (Dewantara et al., 2015).

The purpose of the reading corner program is to foster a culture of literacy among students, starting at school. The reading corner program is a form of community service at the 091700 Hubuan Public Elementary School in Simalungun Regency. Observations revealed that students' reading interest at this school is very low, and the reading corner program will help raise students' awareness of the importance of literacy skills (Syawaluddin & Haedah, 2018).

The implementation of the reading corner movement at SD Negeri 091 700 Hubuan is seen in several forms of activities (HC & Gusaptono, 2020). Activities to familiarize students with reading for the first fifteen minutes before the start of the lesson. This is as explained in the school-based literacy guidebook issued by the Minister of Education and Culture Number 23 of 2015 concerning the Development of Character, one of which is the activity of reading non-textbooks for fifteen minutes before the start of the lesson. This activity is the first step in fostering a love of reading, a sense of interest in books, and inviting students to start loving books and being interested in reading (Sari et al., 2024). Another form of literacy activity is "singing regional songs" before the start of the lesson on Mondays in the first and third weeks (Hardhienata et al., 2021). This activity can be categorized as cultural literacy through musical arts. Meanwhile, literacy that fosters religious character is carried out through the activity of reading religious books (Fathullah et al., 2023).

Based on the description above, the community service team will implement a community service program entitled "Mentoring the School Literacy Culture Development Movement at SD Negeri 091700 Hubuan".

THEORETICAL BASIS

In Constitution Number 20 of 2003 concerning National Education System Article 4 paragraph 5 states that "the principle organization education is with develop culture literacy and numeracy for all inhabitant society ", Literacy can interpreted as A ability Reading and writing. In Indonesia, this term is often known as literacy. Reading here means not only spelling words individually, but also reading comprehension (by the lines and beyond the lines) and critical reading. Similarly, writing is not simply about writing one letter at a time, but rather writing to express ideas and thoughts in various life contexts (Miller, 2022).

Tompkins (Rusmansyah et al., 2023) that literacy is ability use read And write in carry out tasks Which related with world Work And life in outside school. With say

other, read And write used as tool For reach skills other Which more tall. On basically of course core from activity literacy is reading-writing-thinking (Suyono, 2009: 204). Reading is very important, as Faradina (Wardani & Siregar, 2023) argues, as one of the most crucial aspects of the learning process. By reading, we can discover new information, knowledge, and news. As a bridge between knowledge and understanding, reading has a tremendous impact when applied to everyday life. Those who enjoy reading will gain access to information, science and technology, entertainment, and more. Reading translates and interprets signs and symbols into a language the reader understands (Kharismawati et al., 2024).

Interest read need built since beginning started from family, environment school And more carry on in public in surrounding area (Adiputra et al., 2023). Stage development focus on effort increase ability literacy through activity responding to enrichment books. As for stage learning focuses on effort increase ability literacy in all eye lesson through use book enrichment And strategy reading in all subjects.

According to Sutarno (Tabroni et al., 2022) the low reading interest among Indonesians is partly influenced by the lack of supporting facilities, such as the lack of libraries in schools. Literacy skills are crucial for development. This aligns with Hasan (Kharizmi, 2015) who argued that literacy skills play a crucial role in a person's life and contribute to academic success. Literacy skills are the primary weapon for the next generation of the Indonesian nation and must be taught from an early age.

Based on the results of initial observations conducted at SDN 091700 Hubuan, it shows that students' interest in reading is still very low. This is due to limited reading facilities and infrastructure, such as the availability of libraries and varied reading books so that the implementation of literacy cannot be carried out optimally. In addition, teachers still rely on the availability of textbooks only for learning activities in the classroom, even though the availability of interesting and quality supporting reading books will greatly motivate students to expand their knowledge (Lestari et al., 2024). The learning situation does not motivate students to study certain books outside the textbooks (Hermawati & Sugito, 2021). Learning in the classroom is more often still teacher-centered or merely transferring knowledge where students are only exposed to information/knowledge from the teacher and are rarely invited to discuss or given problems about the material discussed to be solved together so that students are motivated to seek information from other sources and are not trained to increase knowledge through reading (Wendy, 2024). So it is necessary to have new innovations to improve the culture of reading literacy at SDN 091700 Hubuan, namely by providing assistance in creating a reading corner and getting used to reading for 15 minutes before learning takes place.

RESULT AND DISCUSSION

With existence activity mentoring this, has produce corner read in every class at SDN 091700 Hubuan as support from library school. In addition to participants educate reading, borrowing and browsing source knowledge from library school, participants education can also utilise corner read in class they Each. The books on the reading corner bookshelves are from the students' own collections, allowing them to exchange and borrow books with their friends. The Community Partnership Program (PKM) uses the

following method:

Observation Stage Observation is the initial step in determining what students are facing, especially in reading and writing (Pambudi & Sabandi, 2024). Therefore, at this stage, the Team conducted observations at SDN 091700 Hubuan while also observing the school's condition and establishing communication with the Principal. Thus, the Team was able to map the problems faced by partners in the Community Partnership Program (PKM).

The proposal preparation stage is based on the results of the im observations at SDN 091700 Hubuan so that the Team can prepare a proposal based on the problems that exist in partner schools, namely those related to low interest in reading and the unavailability of school libraries, while also providing solutions to various problems faced by partners by building a reading corner (Ningtyas & Siskawati, 2022).

Socialization Stage At the activity socialization stage, the Team together with the Principal carried out the activity socialization to teachers by explaining the plan, intent and purpose of the PKM activity to prospective activity participants, namely the mentoring activity for creating *a reading corner* to foster interest and a culture of reading.

The results of community service activities at SD Negeri 091700 Hubuan have had a positive impact on bringing about change at the school. For example, participants educate more Lots use up class time For read Books (Yalız Solmaz, 2017). They are very interested in completing the contents of the reading/books that are still limited in number. Students are given the responsibility of managing tidiness, book regulations and security, and being creative in designing the reading corner (Rahmawati et al., 2023).. Thus, each class competes to design and fill the PLK with books and various educational information, such as Mading, Literacy Trees and others (McBride et al., 2013). In addition, the success and tidiness of the class also impact the cleanliness they demonstrate (Eriyanti et al., 2022). The attitude and culture of cleanliness that begins in the classroom, eventually spreads to the surrounding environment of their class. Indirectly, character education is also built from these literacy activities (Rizky et al., 2023). Character education is important to develop and continue to grow, because character education is the realization of values, character education, citizenship education, and moral education(Hindun et al., 2024).. Cleanliness is also visible along the corridors passed by students (Mutlu & Özer, 2022). A policy of maintaining environmental cleanliness is also given to each class in using the toilet. Each class has been assigned to use a shared toilet, the cleanliness of which is agreed upon among students (Ningtyas & Vania, 2022).



Figure 1. Reading Literacy Culture

CONCLUSION

The community service activities aimed to provide support for the implementation of the school literacy culture development movement at SD Negeri 1700 Hubuan. Overall, it can be said that the community service activities went well. The following conclusions are drawn: The presence of a reading corner plays an important role in fostering students' interest in reading at school. This can be achieved because the reading corner contains many books, from textbooks to non-textbooks. The reading corner is also decorated as attractively and comfortably as possible to make students interested and feel at home in the reading corner. Through the reading corner program, the social behavior of students becomes better and has an influence, including students having the ability to speak, being more diligent and respectful to their elders

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