

Increasing Reading Interest and Literacy Development Through the Creation of Pioneer Libraries for Early Childhood Education (PAUD) Students

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Abstract

At this time the existence of a pioneer library is an important thing that must be improved in quality and quantity for the purposes of scientific development. Especially during the pandemic, school children tend to prefer playing games using gadgets or cellphones rather than reading books. Therefore, it is necessary to increase reading interest and literacy development for school students, including PAUD students. The lack of availability of books and other supports is the main reason for the lack of interest in reading and the development of literacy. Community service begins with conducting interviews with PAUD Safitri leaders and identifying the situation in PAUD, then continuing with providing motivation, assistance in improving literacy, and donating reading books and other supports in order to form a pioneer library for students. The creation of a library is intended for students with the guidance of teachers and parents of students. Currently, there are 4 teachers and 25 students. Before the service, at PAUD Safitri there was no library with adequate books and support. After the implementation of the program, teachers and students became increasingly enthusiastic about increasing book reading activities and improving overall literacy. In the future, it is hoped that the library will continue to grow through the cooperation of universities, government, and local government officials.

Keywords: literacy, reading interest, pioneering library.

INTRODUCTION

At this time, public interest in reading still needs to be improved, supporting facilities and infrastructure are not adequate, and it is necessary to increase the number of libraries that are closer to the community's location. Apart from that, there has also been no special assistance for the procurement of libraries or reading houses from the government, village officials and residents' residential areas. With the library is expected to help increase interest in reading for residents, especially children. At least children can reduce dependence on the use of mobile phones or gadgets during the pandemic and post-pandemic later. In addition, there is also no assistance for supporting purposes to increase public

interest in reading, especially children. PAUD schools located around residential areas are targeted to be able to play a role in increasing interest in reading and developing literacy from an early age. The problem at this time is how to increase interest in reading and provide good literacy for the community, especially children, and provide sufficient books and supports. Encourage the public to pay more attention to education issues and a physically and psychologically healthy community environment during this pandemic. With a reading house, it will help relieve boredom, stress, and can give a feeling of joy and increase knowledge in general, not just a matter of learning at school.

Community service carried out is mentoring, providing motivation, adding a collection of books, stationery and supporting facilities. The matters that become problems related to the implementation of community service programs are as follows. The problem is, a. Partners in particular do not have a library to increase reading interest. b. Partners do not have adequate knowledge books. c. Partners do not have adequate literacy and numeracy equipment. d. Partners do not have supporting advice for the purpose of increasing children's creativity. e. Partners do not yet have adequate entertainment books. f. Universities still need to increase cooperation with the government and the community to meet the literacy needs of children.

The purpose of implementing community service is as a material consideration by the province government officers, village government and the community to improve the ability to meet literacy needs. wider area coverage, increasing cooperation between universities, government and the community, becoming a reference and analysis or description for the government and society in building and developing potential for children in particular.

The concept of the library is to attract the desire of PAUD children later to love reading and writing. At this time the interest in reading in other countries is higher than the interest in reading in Indonesia. According to UNESCO, it has been noted that out of 1000 people only 1 person is interested in reading, meaning that the level of people's love of reading is only 0.001. The lack of interest in reading could be due to the lack of availability of reading books, not only because of the lack of interest in reading in the community. This means that they still

need a lot of reading availability so that they are interested in reading books from an early age starting from the family. Therefore, it is still very necessary to increase interest in reading, seriously need to cooperate with the government, libraries, librarians, and the community (Aliyatin Nafisah, 2014). Countries whose people have a high interest in reading are categorized as developed countries. It can be said that developed countries always place the importance of reading interest in the top position. When compared to ASEAN countries and other countries, Indonesia is in a lower position, meaning that reading interest still needs to be improved to increase reading interest (Suharmono Kasiyun, 2015).

Libraries, apart from having a social function, also have an educational function. The existence of the Public Library in South Jakarta shows the existence of these two functions, apart from the need to increase reading interest. Several studies give priority to research on the role of public libraries in an effort to increase public interest in reading. Several studies have tried to find the effect of public libraries to improve people's reading interest (R. Deffi Kurniawati, 2007). Various information and knowledge about an event or symptom can be known by increasing reading interest. Public libraries are expected to be a solution to fulfill reading needs, in addition to acting as coaches and increasing interest in reading. Someone will get a variety of information, understanding, knowledge, various skills and motivations or facts that are displayed in each reading.

Even more concerning is the result of a lack of interest in reading and low reading habits, which can lead to the low quality of Indonesia's human resources as shown in the Human Development Index (HDI) Indonesia

is in position 111 of 175 countries, according to conditions in 2004. HDI is a measure of the level of welfare of the Indonesian people. (Kamal, 2005: 14). The success of achieving educational goals can be obtained through a high interest in reading which becomes a daily habit. This is in accordance with what is stated in Law No. 20 of 2003 concerning the National Education System CHAPTER III article 4 paragraph 5 that, "Education is carried out by developing a culture of reading, writing, and arithmetic for all citizens". Reading is an activity that must be prioritized and provide real benefits. High reading habits will support success in learning at school. Through learning in schools with a good interest in reading, students will master a lot of knowledge according to their needs. So it can be conveyed that the love of reading is a must for students in Indonesia (Irman Sharif, 2020).

Furthermore, it can be explained that the library is the following Law number 43 of 2007, "The library is an institution that manages the collection of written works, printed works, and/or recorded works in a professional manner with a standard system to meet the needs of education, research, preservation, information, and recreation of the visitors". Interest in reading can encourage someone to do something, with a tendency to want to do something. A strong urge to do something can be caused by someone's penchant for reading certain things according to their interests (Fadilla Rahman, 2013). Reading resources for the general public can be provided by the facilities in the library. General in this case is intended to be for everyone without exception, because the library has a target to increase people's love of reading. The library is one of the means of preserving library

materials as a cultural product and has a function as a source of information on science, technology and culture in the context of educating national development. It is a challenge for libraries to be able to become a means to increase interest in reading (Habiba Noer Maulida, 2015).

Based on the concepts above, it can be interpreted that the library in this case in the implementation of service is called the creation of a more adequate and complete library that can provide benefits for the community to increase interest in reading and increase literacy. The selection of PAUD Safitri as a place for the implementation of service, because in PAUD Safitri there is no library and supporting facilities for the creation of a pioneering library. As for the process of making pioneering libraries, it is in accordance with the concepts that have been conveyed above based on the results of research and observations about libraries.

METHOD

Community service is carried out at the Safitri PAUD which is located in the Lopang village, Serang city, Banten province. In its implementation the method used from the activities of making the library is as follows. First, an interview was conducted with the head of PAUD Safitri about the implementation of the activities, then collaborated with the PAUD chairperson, teachers, and parents to move the implementation of the activities. Furthermore, in collaboration with the PAUD chairperson, teachers, parents, and local officials to provide facilities and infrastructure for the implementation of activities. Then in collaboration with the PAUD chairperson, teachers, and parents, the availability of implementation support needs. The equipment provided is reading books, stationery, educational toys,

knowledge posters, folding study tables, masks, and other supporting equipment. The implementation of making libraries in PAUD Safitri can be described as follows.

Table 1. Stages of Implementation of Community Service Through the Library Development Program at PAUD Safitri.

No	Activities	University	Community
1	Preparation	Application for permission to the location.	Accept the implementation of the program.
	Problem identification.	Lecturer identifies problems in PAUD Safitri.	The head of PAUD Safitri, teachers and parents play an active role in helping identify problems.
	Participant identification.	Lecturers meet the need to identify participants.	The head of PAUD Safitri, teachers, and parents provide data, and carry out socialization.
	Preparation of goods and equipment.	Lecturers facilitate the needs of goods and equipment.	The head of PAUD Safitri, teachers, parents helped prepare the

			supporting activities.
2	Mentoring guidance for implementation in PAUD Safitri..	Lecturers provide guidance for implementation in PAUD Safitri.	The head of PAUD, teachers, and parents played an active role during the implementation of the library construction at PAUD Safitri.
3	Directing the use of supporting facilities and infrastructure so that they are well maintained.	Lecturers provide direction on the use of books, puzzles, posters so that they are well maintained.	The PAUD chairperson, teachers, parents, and students play an active role during the usage briefing.

RESULTS AND DISCUSSION

Community service activities in the form of increasing interest in reading and literacy for PAUD Safitri students by building a library in Lopang village. Implementation of the program begins with providing motivation and explanations to students about the benefits of reading books. Lecturers provide assistance, read books and provide explanations about the contents of the book. Followed by the PAUD teacher reading books and providing directions and instructions on the use of stationery and existing games to increase creativity. In addition, students are also given the opportunity to read books in their own language and answer questions from the teacher related to reading. Students

were very enthusiastic and happy to get many books consisting of lessons, story books, coloring books, religious books, story books of the prophets, all of which were illustrated and colored, in addition to other supports such as colored pencils, puzzles, masks, and posters. They also get a container to store books and other supporting equipment. There are 25 students at the PAUD Safitri school and 4 teachers. The program was attended by parents and representatives from the village.

All program activities went according to plan and were greeted with great enthusiasm. Teachers and students hope that they will continue to receive assistance and assistance to improve literacy. Because at this time based on the results of interviews obtained information that there are still many PAUD schools that have not been touched by the government and have not received adequate assistance related to the need to increase interest in reading and literacy from an early age. This is likely to have not been reached and there has been no more serious and maximum attention from the government and other related parties to pay attention to education in PAUD schools. As it is known that most PAUD are located in the middle of community housing, the average PAUD children are still under 7 years old.

The results of the implementation of the service program as a whole meet the target, the implementation of the program has been carried out in several places, one of which is in PAUD Safitri. With the implementation of this program, it is able to increase interest in reading and improve literacy for the community in general and PAUD students in particular. The following is a table of indicators of the success of the program.

Table 2. Indicators of the Success of the Library Development Program at PAUD Safitri.

No.	Indicator	Before Program Implementation	After Program Implementation
1	Interest in reading and knowledge of the contents of the books in the school library.	Do not have interest in reading and knowledge about the contents of the books in the school library .	Increased interest in reading and knowledge of the contents of the books in the school library .
2	Knowledge, and literacy awareness.	Does not have literacy knowledge and awareness.	Increased Knowledge, and literacy awareness .
3	Knowledge, and creativity on the availability of supporting equipment.	Do not have the knowledge , and creativity on the availability of supporting equipment .	Increased knowledge , and creativity on the availability of supporting equipment .
4	Quantity and quality of	Do not have the quantity	Increasing the quantity

	reading and supporting literacy improvement.	and quality of reading and support for improving literacy.	and quality of reading and supporting literacy improvement
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Based on the explanation from the table above, it can provide an overview of the successful implementation of the program in meeting the targets and achieving its objectives. This can be seen from before the program and after the service program carried out by lecturers. Previously, students in PAUD did not have interest in reading and knowledge about the contents of the books in the school library, did not have literacy knowledge and awareness, did not have knowledge, and creativity in the availability of supporting equipment, did not have the quantity and quality of reading and support for increasing literacy adequately and maximally. After the program is implemented, PAUD students increase their interest in reading and knowledge about the contents of the books in the school library, increase knowledge and literacy awareness, increase knowledge and creativity in the availability of supporting equipment, increase the quantity and quality of reading and support literacy improvement. As a result, after the program was implemented, PAUD Safitri had an increase in the quantity and quality of the library, namely the availability of books and other more adequate supports.

The implementation of the service is in line with the previous service implementation which is located at SDN Mulur 01 Bendosari. The creation of a science library is able to improve the literacy culture

of elementary school students, increase 70% of the number of library visitors and the library can be used by teachers to obtain references for teaching materials (Dwi Anggraini Siwi, 2021). In addition, other services show that the results of studies from the procurement of reading gardens have a positive impact on learning resources for children at an early age and also for parents in Narawita village, Cicalengka sub-district (Encang Saefullah, 2017). Reading gardens make it easy to access fun knowledge during the Covid-19 period for the general public, including school children (Herawati Sri Septina, 2020).

Furthermore, below is evidence of documentation during the implementation of the service program.



Fig 1. The enthusiasm of PAUD students to read and tell stories about the contents of books.



Fig 2. Assistance for PAUD Students and Teachers to Improve Literacy.

CONCLUSION

Based on the implementation of the service that has been carried out, it can be concluded as follows. PAUD Safitri in Lopang Banten provides support and is eager to work together to increase interest in reading from an early age, as well as improve the quality of library facilities and infrastructure. PAUDs around Banten provide support and are eager to work together to improve the quality of knowledge and literacy. Achievement of progress in the implementation of community service according to plans and targets.

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