



Exposing Literacy in SD and SMP Swasta HKBP Sidorame Medan

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ABSTRACT

The program of Pengabdian Kepada Masyarakat (Public Community Service) is aimed the literacy improvement training for elementary and junior high school children aims to provide students as well as teachers with information assistance about the importance of literacy for the development of knowledge in Indonesian society. This activity was carried out by lecturers and students from the English Department, Faculty of Teacher Training and Education, HKBP Nommensen University with students from Czech University. The program of PKM Activity was started on July 25th, 2022, and ended on July 26th, 2022. It is very clear that the cause of the low literacy ability (in terms of reading) is the oral tradition that is still rooted in society. In addition, related to elementary schools, the school system still does not provide opportunities for literacy traditions to students. This also happened to students at SD and SMP HKBP Sidorame Medan. This problem is trying to be minimized by conducting community service programs related to literacy for elementary and junior high school students. The Project represents one of the important areas of development of reading literacy in school. The most positive feature is the fact that there are large numbers of identified target groups, not only students but also teachers. Teachers themselves should expose students to literacy. Literacy should become a culture.

Keywords: Implementation; Literacy; Socialization

INTRODUCTION

Reading activities or known as literacy, based on Kompas Daily, 7th February 2017 that according to The United Nations Educational Scientific and Cultural Organization (UNESCO) in 2012, the Indonesian reading index was only 0.001. This means that among 1000 people, only one person reads seriously. In 2014, UNESCO noted that Indonesian children read only 27 pages of books in one year. In 2015, in the National Library Study (12 Provinces and 28 regencies/cities in Indonesia), public interest in reading was in a low category (25.1). In 2016, World's Most Literate Nations, Central Connecticut State University (research conducted 2003-2014), Indonesian Literacy was ranked 60th, the second lowest position of the 61 countries studied.

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On the other hand, reading interest in Czech is quite high, as evidenced by the existence of the Czech Reading Association (CzechRA). The Czech Reading Association was founded as an IRA member organization in 2003 and has 25 members and several permanent collaborators. Its

membership consists of university research experts and lecturers, school teachers at all levels, students, parents, librarians, and professional psychologists. CzechRA aims to develop and support reading in the Czech Republic, and to promote collaboration between universities and colleges that train teachers, education specialists, and other consultants in the field of reading. However, interest in reading in the Czech has gone up and down in recent years. The Czech students' overall performance in PISA seems unchanged between 2000 and 2012, but a decrease (by 13 points) was observed in 2009 when reading was the main topic. It then increased back to its initial level in 2012 (Garbe, et al., 2016).

This condition made the Faculty of HKBP Nommensen move to serve elementary and junior high school students, to increase students' reading enthusiasm from an early age. This community service is an excellent opportunity, where students are introduced to the spirit of educational literacy through the presence of students from Czech University. This information should be shared with students in Indonesia, especially in Medan. Kharizm (2015) states that one of the competencies that must be possessed by reliable human resources is literate human resources. That is, the literacy skills (reading and writing) possessed must dominate more than the oration skills (listening and speaking). High literacy skills greatly affect the acquisition of various information related to the process of living life (competing).

Today, literacy is one of the problems that must receive special attention from the Indonesian people. This is because, in the last few decades, the competitiveness of the Indonesian nation amid other nations tends to be less competitive. This reality is reflected in the comparison of the Human Development Index (HDI). Tjalla (2011) suggests several international studies that illustrate this condition, such as the research conducted by the Program for International Students Assessment (PISA) on the literacy skills (mathematics, science, and language study) of students from various worlds in a row in 2003, 2006, 2009, and 2012. Specifically for language literacy, in 2003 the reading literacy achievement of Indonesian students was ranked 39th out of 40 countries, in 2006 it was ranked 48th out of 56 countries, in 2009 it was ranked 57th out of 65 countries, and in 2012 it was ranked 4th. -64 out of 65 countries. The next research is a study conducted by the Progress in International Reading Literacy Study (PIRLS) in 2006. The results of this international research show that the literacy skills of Indonesian students who represent the Indonesian people, in general, are low, especially in terms of language literacy.

Our society has not made reading and writing a daily habit. Purwanto (Nurdiyanti, 2010) suggests that this is because the Indonesian people are literate, meaning people who can read but do not yet have the desire to make reading a daily activity. The cause of the low literacy ability (in terms of reading) is the oral tradition that is still rooted in society. In addition, related to elementary schools, the school system still does not provide opportunities for literacy traditions to students. This also happened to students at SD and SMP HKBP Sidorame Medan. This problem is trying to be minimized by conducting community service programs related to literacy for elementary and junior high school students

MATERIAL AND METHOD

This activity was carried out by lecturers and students from the English Department, Faculty of Teacher Training and Education, HKBP Nommensen University with students from Czech University. The implementation of the Literacy Improvement activity began on July 25th, 2022, and ended on July 26th, 2022. Previously, there had been notification or socialization to the SD 1 and Private SMP HKBP Sidorame Medan regarding the PKM Literacy Improvement activity. The socialization was held on Saturday 23 July 2022 at 13.00-14.00 WIB. In the socialization activity, the team inform the headmaster about the activity's plan and asked the school to inform the students as participants in the PKM activity.

Table 1. Rundown activities for the International community service

TOPIC: PENGABDIAN KEPADA MASYARAKAT (PKM) INTERNASIONAL FKIP UHN MEDAN		
LOCATION: SD 1 & SMP HKBP SIDORAME MEDAN		
DATE: MONDAY & TUESDAY, 25 th & 26 th of July 2022		
Time	Activity	Participant
08.30 am 25 th of July 2022	Departing from UHN to SD & SMP HKBP Sidorame	All lecturers and students of the English Department and the Czech University's students.
09.00-09.15 am 25 th of July 2022	Opening Session with the school's Team	All lecturers and students of the English Department and the Czech University's students lead by the dean of the Teacher Training and Education Faculty.
09.15-09.50 am 25 th of July 2022	Photo Session outside the class at SD & SMP HKBP Sidorame	All lecturers and students of the English Department and the Czech University's students with the school's team.
10.00 am-1.00 pm 25 th of July 2022	Doing the learning in classes: - Introducing self (All the team) - Presentation by a student of Czech University - Lecturers' explanation - Giving souvenirs by the head of the department to teacher	All lecturers and students of the English Department and the Czech University's students.
09.00 am-12.30 pm 26 th of July 2022	Doing the learning in classes: - Presentation by a student of Czech University - Lecturers' explanation - Giving souvenirs by the head of the department to teacher	All lecturers and students of the English Department and the Czech University's students.
12.30-12.15 pm 26 th of July 2022	Photo Session inside the class after the learning activity	All lecturers and students of the English Department and the Czech University's students with students in HKBP Sidorame Medan.
12.15-12.30 pm 26 th of July 2022	Closing Remarks (closing session) with the School's Team	All lecturers and students of the English Department and the Czech University's students with students in HKBP Sidorame Medan led by the Dean
12.40 am 26 th of July 2022	Back to Universitas HKBP Nommensen (UHN).	Whole UHN Team

The principal, teachers, and students of SD 1 and SMP Private Sidorame welcomed enthusiastically. When Czech University lecturers and students came to classes, it was seen that the students were very enthusiastic. Many students asked questions to the lecturers and students who were present. Some of these questions were asked regarding how to describe the use of good and correct literacy. Comparison between the education system in the Czech Republic starting from the elementary, junior high, and even university levels.

The activity took place by listening to presentations from the English department (organized by the head of the English Department), and also from Czech University students. The students were explained about the information about the importance of reading.

The parties targeted for the implementation of this community service program are students of SD (Elementary School) 1 Private HKBP Sidorame and HKBP Sidorame SMP (Private Junior High School) Students. This school is located at Jl. Dorowati No. 40 Medan, Sidorame II, Kec. Medan Perjuangan, Medan City, North Sumatera, 20236. The total number of classes that serve as the location of the service is 9 classes, including 6 classes for elementary school and 3 classes for junior high school.

The literacy improvement training for elementary and junior high school children aims to provide students as well as teachers with information assistance about the importance of literacy for the development of knowledge in Indonesian society. Mastery of literacy is expected to make it easier for students to adapt to advances in science and technology in the future. Therefore, the factors that

affect the level of literacy are interesting to study. One of them is the textbook which is the closest part and is directly related to student literacy. Textbooks are mandatory reference books for teachers and students in certain fields of study, which are prepared for instructional purposes and objectives, and support the learning process that is used as a learning tool in schools

RESULT AND DISCUSSION

Elementary school children: are given motivation and knowledge of the benefits of reading books so that a love of reading arises. Each student must be involved in the interaction, they share stories, so they feel that the more books they read, the more knowledge they gain. The expected target is students' activities to write a summary of the story from the book they have read, it is hoped that they can improve their writing skills. Furthermore, after writing the stories they caught from the books they read, then they take turns reading the writings in front of their friends, children are taught to express what they know about the contents of the book orally, this can train their self-confidence. Assist students to better understand the benefits of reading books in elementary schools (SD), and formulate alternative strategies in assisting children to love literacy activities. For junior high school students: Motivated and benefited from reading books, that reading will increase knowledge and insight. Interaction and sharing stories are also taught to them, so they feel that from the various books read by their friends, a lot of knowledge is gained. Taught to write book reviews so that they have an opinion about the books they read. After that, they presented it in front of their friends. The expected target is to increase the attractiveness of students to read. Assist students to better understand the benefits of reading books for children and adolescents, and formulate alternative strategies in assisting students to love literacy activities.

The development of language literacy carried out at the elementary and junior high school levels aim to build a foundation for early literacy in students which serves to become the basis for stimulating reading skills at a later stage, as well as preparing students to adapt to learning in formal schools. The development of language literacy is an effort made to optimize children's reading and writing skills, the patterns and methods of development are adapted to the needs of elementary and junior high school students. This is in line with research that states that literacy is defined as the process of providing a stimulus to develop children's language skills, especially with the emphasis on letter knowledge and phonological awareness, among the ways of development that can be done are inviting children to read books, imitate writing, introduce vocabulary through pictures and other activities. related to reading and writing (Afnida & Suparno, 2020). The use of physical condition of the school can be used by teachers in shaping student literacy behavior in addition to the environment, namely the use of pamphlets and slogans as learning media. Pamphlets and slogans indirectly provide learning messages for children (Safrizal, 2019). This is also the achievement target of conducting PkM activities at SD 1 and SMP Sidorame Medan.



Picture 1. Lecturers and Students' Activity in SD and SMP Swasta HKBP Sidomare



Picture 2. Representation from HKBP Sidomare welcomes students and lecturers from Nommensen and lecturers from Czech Republic



Picture 3. Teaching and learning process in the class with lecturer from Czech Republic

CONCLUSION AND RECOMMENDATION

The Project represents one of the important areas of development of reading literacy in school. The most positive feature is the fact that there are large numbers of identified target groups, not only students but also teachers. Teachers themselves should expose students to literacy. Literacy should become a culture. The ways to form a literacy culture include (1) Approach to access to reading facilities (books and non-books). The school committee should facilitate students with books. (2) Easy access to reading materials, teachers should use media from the internet to enrich the material in the learning process. This is easy to access and easy to get (3) Cheap / No charge (free), (4) Fun with all the hospitality, and (5) last but not least is the sustainability. Sustainability means continuity. Interest in literacy cannot be increased if there is no sustainable collaboration between teachers and students

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Conflict of Interests

The authors declared that no potential conflicts of interest with respect to the authorship and publication of this article.

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