

Utilization of Reading Literacy Carts (GELISBA) to Interest in Reading to Support the MBKM Program at Bunda Pusaka Preschool

Makhroji^{1*}, Irma Dewi Isda¹, Sukirno¹

¹ Fakultas Keguruan dan Ilmu Pendidikan, Universitas Samudra, Kota Langsa, Aceh, Indonesia

Received: July 22, 2023
Revised: September 18, 2023
Accepted: September 20, 2023
Published: September 25, 2023

Corresponding Author:
Makhroji,
makhroji@unsam.ac.id

DOI: [10.29303/ujcs.v4i3.475](https://doi.org/10.29303/ujcs.v4i3.475)

© 2023 The Authors. This open access article is distributed under a (CC-BY License)

Abstract: Reading as a skill views the nature of reading as a process or activity that applies a set of skills in managing what is read that captures meaning. Developed countries are countries where people's interest in reading is high. Therefore, interest in reading occupies an important position for the progress of a nation. Therefore, in order to increase the reading interest of students at the Early Childhood and Kindergarten levels in Sungai Pauh Pusaka even better, we are holding a work program that is an urgency for PKM activities in the form of procuring Reading Carts which we call Reading Literacy Carts (GELISBA). The objectives in community service activities are as follows: (a) Helping to increase public knowledge by reading various useful information; (b) Helps increase a person's level of understanding in drawing conclusions from the information read; (c) Improve a person's ability to provide critical assessment of a written work; (d) Helping to grow and develop good character within a person; (e) Increasing the value of one's personality through reading and writing activities (f) Fostering and developing a culture of literacy in the midst of society at large; (g) Helps improve the quality of one's time use so that it is more useful. The method of service activities uses the observation method or direct observation. Results of service activities This positively impacts teachers and students who can utilize the Reading Literacy Cart (GELISBA) as a learning medium.

Keywords: Reading Literacy Cart; MBKM; Bunda Pusaka Paud

Introduction

Gampong Sungai Pauh Pusaka is one of the gampongs in the West Langsa District, Langsa City. This gampong has several elementary and kindergarten level schools. Even though there are several schools, this village lacks interest in reading. The development of increasingly sophisticated technology and the lack of awareness among residents greatly influence reading activities. The majority of children in Gampong Sungai Pauh Pusaka already use mobile phones to search for information about difficult subject matter. Apart from looking for information about lessons, many children who are still in elementary school also use cellphones to play games. In fact, there are lots of children who are still in kindergarten who prefer to play cellphones rather than read books. From this problem, the UNSAM PKM team provided

counseling and socialization about the importance of reading and provided reading carts for the Early Childhood Library Mother.

A reading cart is a mobile library placed in a public space and can be accessed by anyone for free. The reading cart itself is a cart containing books like a library placed in a public space. This cart library can be accessed by anyone for free, to attract public interest so that the cart containing books looks more attractive (Endah, 2012). Reading carts are used as a support for the school library. The reading cart is carried around the school area from one class to another. The reading cart is used during recess and when there are no class hours. Students use reading carts during their break time to read. Students can enjoy reading materials from the reading cart by eating snacks (Jauhari, 2010). The reading cart is an idea to build a library that is easily

How to Cite:

Makhroji, M., Isda, I.D., & Sukirno, S. (2023). Utilization of Reading Literacy Carts (GELISBA) to Interest in Reading to Support the MBKM Program at Bunda Pusaka Preschool. *Unram Journal of Community Service*, 4(3), 84–89. <https://doi.org/10.29303/ujcs.v4i3.475>

accessible to the public and available free to anyone. With the aim of reading (Tarigan, 2008).

Reading is an important activity in the teaching and learning process, because reading is the ability to absorb knowledge through text or reading (Hidayatulloh et al, 2019; Pratiwi et al., 2020). We can find out information by reading, and we can broaden our insight and think critically (Nopitaningrum, 2019; Patiung, 2016; Pujiono, 2012). The reading corner or literacy corner that is created acts as a mini library in carrying out a book reading activity which will be provided on a corner shelf or on a lesehan located in one corner or corner of the village office room (Aswat, 2020; Dafit & Mustika, 2020; Wulanjani & Anggraeni, 2019). This definition is in line with Darmono's opinion which states that interest in reading is a mental tendency that encourages someone to do something about reading (Darmono, 2001).

The School Literacy Movement (GLS) is an effort that is carried out comprehensively, continuously and sustainably to make schools into learning organizations that have lifelong literate citizens by involving the community (Sadli & Saadati, 2019). One of the goals of this school literacy movement is to increase students' awareness that reading is very important and brings broader insight (Dharma, 2013). Literacy culture can be realized through the implementation of the school literacy movement (GLS). GLS can be implemented by integrating co-curricular, co-curricular and extra-curricular activities at school (Labudasari & Rochmah, 2019). This method has been proven to improve students' reading skills and the independent character of elementary school students.

Every school at every level is required to implement GLS as an effort to increase interest in reading and schools as learning centers are also expected to become centers for the growth of lifelong learning motivation (Hastuti & Lestari, 2018). The objectives of GLS are (1) to foster a culture of literacy reading and writing for school students, (2) increasing the capacity of the community and a literate school environment, (3) making the school a pleasant place to learn, and (4) maintaining the continuity of the learning process by providing a variety of reading books and using varied reading strategies (Widayoko & Muhandjito, 2018).

Literacy Reading is a program in developing human potential which includes emotional, intellectual, spiritual, social, language, aesthetics, being able to master the development of technology and information (Suwandi, 2019). Reading literacy is also called a view of the ability to read, listen, write and speak (Abidin, 2017). This

literacy capability is also a government program in implementing MBKM in tertiary institutions, where students take part in campus teaching programs at school. Students are tasked with providing knowledge to students in increasing literacy, so that they can improve education management in learning process activities.

Building students' interest in reading is part of benefiting and producing a culture of reading literacy (Silvia, 2020). The use of digital technology reading literacy with smartphones is more effective than conventional writing and reading (Zupita et al, 2020). Literacy or what can be said to be literacy in the ability to read and write is part of literacy (Santoso, 2017). Points of view and various ways with complex concepts that are dynamic and easy to interpret and define are called reading literacy (Rumaf & Wahyuningsih, 2020).

Aspects of reading literacy skills consist of (1) the frequency of borrowing reading materials from the library; (2) the amount and variety of reading materials, (3) there is a school policy regarding reading literacy; the number of school activities related to reading literacy; (5) there is a reading community at school (Kemendikbud, 2017). Student knowledge in literacy learning is part of the 2013 curriculum to measure the development of attitudes and cognitive abilities and skills (Abidin et al, 2017). The literacy movement on students' reading interest has a positive influence of 0.55 from the results found in previous research (Faradina, 2017). Students' reading achievement with a value of 32.8% can be stated to have a significant influence (Farizah, 2017). For this reason, in order to increase reading literacy, there is a need for learning media contained in books and having library carts in schools.

There are several things that have become findings or discussions in this community service activity which are problems for partners, namely: (a) Low interest in reading for kindergarten and elementary school level children; (b) Lack of parental attention to the growth and development of their children's reading knowledge; (c) There is no Reading Literacy Cart (GELISBA) available at the Sungai Pauh Pusaka Paud.

This reading literacy movement is also related to government programs related to MBKM. So, to address the solution of the MBKM program regarding reading literacy, in this case a community service activity will be carried out entitled: Utilization of Reading Literacy Carts (GELISBA) in Increasing Interest in Reading to Support the MBKM Program at Sungai Pusaka Preschool.

Method

The methods implemented in community service activities are the observation or direct observation method, the action method using the storytelling method, and interviews conducted with study program lecturers and students. The observation method with the aim of finding out how enthusiastic the students are with the reading corner activities at Paud Bunda Pusaka, and the interview method, namely a meeting of two or more people to exchange information and ideas through questions and answers, so that that meaning can be constructed on a particular topic. This community service activity is carried out in the field using the storytelling method, namely the storytelling method using books or reading materials for Sungai Pauh Pusaka preschool children which are equipped with learning media and a learning place or location, namely the Utilization of Reading Literacy Carts (GELISBA) as a reading corner for the students school age children who are still actively involved in learning activities at school.

Result and Discussion

Result

The results of community service activities at Bunda Pusaka Preschool, which consist of several activity stages as follows:

Service Socialization Stage

At this stage the service team coordinates with the Principal of Bunda Pusaka Paud School regarding the process of implementing the service activities that will be carried out. The matters that will be discussed in service activities at this stage are regarding what is needed by the Bunda Pusaka Early Childhood School which the Samudra University Service Team will provide. The principal of Bunda Pusaka Preschool, Dewi, stated that their school needed reading literacy carts and reading books that Bunda Pusaka Preschool children could use.

Handover Stage of Literacy Carts and Reading Books

At this stage the service team provided literacy carts and reading books which will be used by the Sungai Pauh Pusaka Preschool children, which can be proven in Figure 2.



Figure 1. Handing over of Reading Literacy Carts (GELISBA)

Stage of Utilization of Reading Literacy Carts (GELISBA)

At this stage, the Reading Literacy Cart (GELISBA) is used by Ana-Bunda Pusaka's Preschool Children, in this case it can be proven in Figure 2.



Figure 2. Utilization of Reading Literacy Carts (GELISBA)

A reading cart is like a library that is directly related to various types of reading materials. All reading materials are not just to be stored, but more than that must be utilized as fully as possible by the user. Getting students to use reading materials is not easy, especially for students who do not or do not have the habit of reading. Therefore, the school must be able to organize strategies that encourage students to use or utilize reading carts and at the same time familiarize themselves with reading habits and skills.

The role that reading carts can play in improving reading skills is to use reading time to train students' reading skills by: (1) Practicing the ability to read the main idea of a discourse; (2) Training the ability to understand parts of a discourse; (3) Training the ability to recognize sentences that are not there is a connection in the discourse; (4) Train the ability to be critical of reading.

Service Activity Evaluation Stage

At this stage, an evaluation stage of community service activities will be carried out in which a

questionnaire will be given on the use of the Reading Literacy Cart (GELISBA) to Bunda Pusaka Preschool children, a questionnaire will be given to Bunda Pusaka Preschool teachers. The results of the use of the Reading Literacy Cart (GELISBA), can be explained as follows: (a) where students can better understand the importance of cultivating a culture of literacy in order to enrich students' knowledge and provide benefits from the Reading Literacy Cart (GELISBA); (b) students can use the books provided by the Service Team, so that students can learn to read and count from the book sources provided; (c) teachers and students can use the Reading Literacy Cart (GELISBA) as a learning medium

Discussion

This is reinforced by the research results of Permatasi (2015) that the quality of a nation is determined by its intelligence and knowledge, while intelligence and knowledge are generated by how much knowledge is obtained, while knowledge is obtained from information obtained both orally and in writing. Interest in reading is a driving force so that children are interested, pay attention and enjoy reading activities so that they are willing to carry out these activities happily of their own accord (Maharani et al., 2017).

The implementation of education in Indonesia is mostly actualized in reading activities (Megantara & Wachid, 2021). Reading is an important function in life (Elendiana, 2020; Ismaniar, 2018). All learning processes are based on reading ability. With the ability to read entrenched in every child, the level of success at school and in life in society will open up opportunities for better life success (Syahidin, 2020; Teguh, 2017). The results obtained in this research are in line with the results of previous research which also stated that in general the implementation of school literacy activities has run smoothly, students have started to like reading, but the available books are still very limited so that students' reading experience is very limited (Yunianika &, 2019).

Conclusion

This service activity provides a Reading Literacy Cart (GELISBA) for Paud Bunda Pustaka which can be used as a source of learning media for preschool and kindergarten students as well as supporting motivation for students to learn more enthusiastically. In this case, the children seemed enthusiastic about bringing and getting books that were available in the Reading Literacy Cart

(GELISBA). This program has a positive impact so that it can be continued well so that it can develop for the better so that the Reading Literacy Cart (GELISBA) can be known to the local community of Gampong Sungai Pauh Pusaka.

The Reading Literacy Cart (GELISBA) which has been given to the Bunda Pusaka Early Childhood School in Gampong Sungai Pauh Pusaka can be useful for teachers and students to be able to become a source of learning media in teaching reading for preschool and kindergarten children.

Acknowledgments

Thank you, to LPPM and PM of Samudra University for providing dedication funds from DIPA Samudra University for the 2023 Budget, so that this dedication activity took place on time.

References

- Abidin & Yunus. (2017). *Pembelajaran Literasi: Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis*. Jakarta : Bumi Aksara. 2017.
- Aswat, H. (2020). Analisis Gerakan Literasi Pojok Baca Kelas Terhadap Eksistensi Dayabaca Anak di Sekolah Dasar. *Jurnal Basicedu*. 4(1):70–78.
- Dafit, F., Mustika, D., & Melihayatri, N. (2020). Pengaruh Program Pojok Literasi Terhadap Minat Baca Mahasiswa. *Jurnal Basicedu*. 4(1):117–130.
- Darmono. (2021). *Manajemen dan Tata Kerja Perpustakaan Sekolah*. Jakarta: Grasindo.
- Dharma, K. B. (2013). Implementasi Gerakan Literasi Sekolah dalam Menumbuhkan Minat Membaca SIswa di Sekolah Dasar. *Journal of Chemical Information and Modeling*, 53(9),1689–1699.
- Elendiana, M. (2020). Upaya Meningkatkan Minat Baca Siswa Sekolah Dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 54–60.
- EndahKusumawati. (2012). *Peningkatan Keterampilan Membaca Permulaan melalui PAKEM Kelas 1 SD Jomblongan Banguntapan Bantul Tahun Ajaran 2011/2012*. Skripsi Yogyakarta: Universitas Yogyakarta diakses pada tanggal 4 November 2017 pukul 12.00 WIB
- Faradina, Nindya. 2017. Pengaruh Program Gerakan Literasi Sekolah Terhadap Minat Baca Siswa di SD Islam Terpadu Muhammadiyah An-Najah Jatinom Klaten. *Jurnal Hanata Widya*. 6 (8). (hlmn. 60-69).

- Farizah, T. (2017). *Pengaruh Kebiasaan Membaca Terhadap Prestasi Belajar Siswa pada Mapel Bahasa Indonesia di MI Ma'arif04 Gentasari Kroya Cilacap*. IAIN Purwokerto.
- Hastuti, S., & Lestari, N. A. (2018). Gerakan Literasi Sekolah: Implementasi Tahap Pembiasaan Dan Pengembangan Literasi Di Sd Sukorejo Kediri. *Jurnal Basataka (JBT)*, 1(2), 29–34.
- Hidayatulloh, P., Solihatul, A., Setyo, E., Fanantya, R.H., Arum, S.M., Istiqomah, R.T.U.N., & Purwanti, S.N. (2019). Peningkatan Budaya Literasi melalui Kegiatan Pojok Baca di SD Muhammadiyah Plus Malangjawan Colomadu. *Buletin Literasi Budaya Sekolah*. 1(1).
- Ismaniar. (2018). Optimalisasi Peran Keluarga Dalam Stimulasi Kemampuan Membaca Awal Anak Melalui Pendekatan Environmental Print. *E-Tech: Jurnal Ilmiah Teknologi Pendidikan*, 6(2).
- Jauhari, H. (2010). *Panduan Penulisan Skripsi Teori dan Praktek*. Bandung: Pustaka Setia.
- Kemendikbud. (2017). *Materi Pendukung Literasi Baca Tulis*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Labudasari, E., & Rochmah, E. (2019). Pengaruh gerakan literasi sekolah terhadap karakter mandiri siswa di SDN Kanggraksan Cirebon. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 9(1), 57.
- Maharani, O. D., Laksono, K., & Sukartiningsih, W. (2017). Minat Baca Anak-Anak Di Kampongeng Baca Kabupaten Jember. *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 3(1), 320.
- Makhroji & Isda, D.I. (2022). Analysis of The Need for The Development of Local-Based English Teaching Materials to Improve Reading Literacy in High School Students. *Jurnal Al-Ishlah: Jurnal Pendidikan*. 14(1). 61-70.
- Megantara, K., & Wachid, A. (2021). Pembiasaan Membaca dalam Pelajaran Bahasa Indonesia Melalui Gerakan Literasi Sekolah. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 7(2), 383–390.
- Nopitaningrum, D. (2019). *Membaca Kritis. Paper*. Prodi Pendidikan Bahasa Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret.
- Patiung, D. (2016). Membaca sebagai sumber pengembangan intelektual. *Al Daulah: Jurnal Hukum Pidana Dan Ketatanegaraan*. 5(2):352-376.
- Permatasari, Ane. 2015. Makalah: Membangun Kualitas Bangsa dengan Budaya Literasi, *Prosiding Seminar Nasional Bulan Bahasa UNIB 2015*, 146 – 156.
- Pratiwi, A.N., Prasetyo, D., Arifuddin, I., Alfiani, I., Azahra, A.F, Sari, M.D., Wahyuningtyas, D., & Ramadhanti, S. (2020). Kegiatan Literasi Sebagai Upaya Meningkatkan Minat Dan Kemampuan Berbahasa Siswa Kelas 1 SD Muhammadiyah Plus Malangjawan. *Buletin Pengembangan Perangkat Pembelajaran*, 1(2).
- Pujiono, S. (2012). Berpikir Kritis Dalam Literasi Membaca Dan Menulis Untuk Memperkuat Jati Diri Bangsa. *Prosiding PIBSI XXXIV*. 778–783.
- Rochmah, E., Labudasari, E., & Amalia, N. (2019). Pengembangan Media Berbasis Teknologi Augmented Reality Bermuatan Wawasan Kebangsaan Pada Tokoh Kepahlawanan. *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, 11(1), 10.
- Rumaf, N., & Wahyuningsih, A. (2020). Penerapan Gaya Literasi Read And Writing Bagi Siswa Di Sd Labschool Stkip Muhammadiyah Sorong Warmon Kokoda Kabupaten Sorong. *Jurnal Abdimasa*, 3(1), 21-27.
- Sadli, M., & Saadati, B. A. (2019). Analisis Pengembangan Budaya Literasi Dalam Meningkatkan Minat Membaca Siswa Di Sekolah Dasar. *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar*, 6(2), 151–164.
- Santoso, H. (2016). Budaya Literasi Dalam Pembelajaran Bahasa. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1(), 12–16.
- Setiawan, D. (2016). Penerapan Role Playing Untuk Meningkatkan Aktivitas Belajar Dan Kemampuan Berbicara Bahasa Inggris. *Syntax Literate; Jurnal Ilmiah Indonesia*. 2016;1(2):53-65
- Silvia, S.W.L. (2020). Membangun Budaya Literasi Membaca Dengan Pemanfaatan Media Jurnal Baca Harian. *Jurnal Pendidikan*, 9(1). 127-135.
- Syahidin, S. (2020). Meningkatkan Minat Membaca melalui Gerakan Literasi Sekolah. *ASATIZA: Jurnal Pendidikan*, 1(3), 373–381.
- Tarigan, H.G. (2008). *Membaca Sebagai Sesuatu Keterangan Berbahasa*. Bandung: Angkasa.
- Teguh, mulyo. (2017). Aktualisasi Kurikulum 2013 Di Sekolah Dasar Melalui Gerakan Literasi Sekolah untuk Menyiapkan Generasi Unggul Dan Berbudi Pekerti. *Prosiding Seminar Nasional*, 18–26.
- Widayoko, A., H, S. K., & Muhardjito, M. (2018). Analisis Program Implementasi Gerakan Literasi Sekolah (GLs) Dengan Pendekatan

- Goal-Based Evaluation. *Jurnal Tatsqif*, 16(1), 78–92.
- Wulanjani AN, Anggraeni CW. Meningkatkan minat membaca melalui gerakan literasi membaca bagi siswa sekolah dasar. *Proceeding of Biology Education*. 3(1). 26–31.
- Yunianika, I. T., & . S. (2019). Implementasi Gerakan Literasi Sekolah di Sekolah Dasar Dharma Karya Universitas Terbuka. *Jurnal Ilmiah Sekolah Dasar*, 3(4), 507.
- Zupita, N., Fitriani, Y.E., Rohayati, Y. (2020). *Ti Dalam Pendidikan: Studi Literasi Bahasa Inggris Dalam Membaca Dan Menulis Dikalangan Mahasiswa Era Digital*, Seminar Nasional Pendidikan, FKIP UNMA.