Increasing Community Knowledge Through the Literacy Movement

Didiharyono[1] and Besse Qur'ani[2]

[1] Email: muh.didih@gmail.com
 Universitas Andi Djemma

[2] Email: quraniummusyifa@gmail.com
 Universitas Negeri Makassar

Abstract. Literacy is an important human skill that depends on the ability and awareness to continue learning. Literacy is very closely related to reading activities and information is interpreted as information or news about something. Information literacy in principle aims to develop skills in understanding the information needed or information literacy both through print media and online media. Community service activities will be carried out activities to increase community knowledge through literacy culture. The main problem experienced by the community in general is the low ability of people to read and get good and correct sources of information and avoid hoax information. The steps for the implementation of community service activities carried out in this community service are training activities, provision of useful books for the community, and assistance. The material presented in the training includes (a) the delivery of basic literacy skills in improving reading, writing, numeracy, science, communication information technology (ICT), financial, and cultural & citizenship skills; (b) information literacy through the introduction of electronic sources (technology), critical thinking, problem solving, communication and synthesis; (c) strategies for selecting correct information and stating the source accurately and avoiding hoax information or false information that contains defamation and blasphemy; and (d) motivation for students to have a sense of caring for the surrounding environment. The results of community service can be concluded that the increase in community knowledge through literacy culture is done through the delivery of training materials, the provision of books that are beneficial to the community, and mentoring activities. As a recommendations for further community service activities is focused on fostering students dropping out of school, dropping out of elementary school, dropping out of middle school, and dropping out of high school through literacy culture based on the identification of problems previously carried out.

Keywords: Community Knowledge, Literacy Movement.

PRELIMINARY

Problems that are always found in society are very complex, including the lack of public knowledge about literacy. The way that can be done as a social responsibility to them is by community service activities aimed at increasing public knowledge through literacy awareness. In KBBI, literacy has meaning as the ability to read and write (Melani, 2016). Literacy culture that is embedded in students affects the level of success, both in school and in social life (Wandasari, 2017). Literacy is one of the basic abilities that must be mastered by individuals to be able to survive (exist) in their lives. The most basic thing in the practice of literacy activities is reading activities both through print media and on-line media.

Reading skills and abilities are the basis for learning a variety that is important in increasing the intellectual growth of students. Through reading students can absorb knowledge

and explore the world that is useful for their lives. Reading is one of the activities in literacy because in practice literacy is closely related to the world of education (Wandasari, 2017). Literacy is a means for students to recognize, understand, and apply the knowledge they get in school. Literacy is not just reading and writing skills but also includes responses, understanding, and activities that are applied through ongoing learning activities.

Literacy is very closely related to the activities of reading, writing, and searching for information. Meanwhile, information literacy is defined as the ability of a person to identify the information he needs, access and find information, evaluate information, and use information in an effective and ethical manner. Information literacy is very closely related to the ability to think critically from all information obtained and sensitivity to all aspects of life. Information literacy requires the ability to analyze information to be used appropriately to solve problems (Melani, 2016).

Information literacy activities include the ability to recognize when information is needed; identify what information is needed; identifying sources of information; find information effectively and efficiently; access information effectively and efficiently; evaluate information critically; organizing and integrating information with existing knowledge; use information ethically and legally; and communicating information effectively (Kurniingsih et al., 2017). Information literacy in principle aims to develop skills in understanding the information needed, information literacy and eradication of illiteracy.

Literacy movement seeks to introduce information to the community in eradicating illiteracy through various activities that are packaged in an interesting and equipped facility that can support all needs in accessing information quickly, efficiently, and accurately (Yulianti, 2014). Information literacy has competency standards as issued by The Association for Colleges and Research Libraries (ACRL), which are associations for the academic and research librarian community. Information literacy competency standards are able to determine the nature and magnitude of information needs; able to access information needed effectively and efficiently; able to critically evaluate information and sources and incorporate selected information into knowledge and value systems; able to use information effectively to achieve certain goals; and able to understand economic, legal, social, issues around the use of information, and access information ethically and legally (Kurniingsih et al., 2017).

Information literacy competencies based on ACRL standards are expected to be able to trace information, be able to select information needed from various media, develop critical thinking skills, and solve problems, both in daily life in the community and in completing tasks in school, and presents information ethically and truthfully and avoids hoax information. Information literacy competencies according to the United Nations Educational, Scientific and Cultural Organization (UNESCO) are closely related to one's ability to realize information needs; find and evaluate the quality of information obtained; save and rediscover information; produce and use information ethically and effectively; communicating knowledge (Melani, 2016).

Literacy in modern society is believed to be a very important need for every citizen who moves very fast. The experts consider literacy as a human right of citizens who must be facilitated by each country to care about the literacy movement. Therefore, many countries make literacy as the main development agenda. This is due to the government's awareness that literacy can provide opportunities for economic and social development towards the welfare of people's lives (Hartati, 2016). The literacy level of a nation's people has a vertical relationship to the quality of a nation's human resources. The high interest in reading a book affects the insight, mentality, and personality of a person. Now in Indonesia, literacy levels are still low compared to other countries, even though it has been 73 years since Indonesia became an independent country.

In 2015 UNESCO noted that the reading interest index in Indonesia had only reached 0.001. This means that for every 1,000 people, there is only one person who has an interest in reading. The average Indonesian community reads zero to one book per year. This condition is lower than the population in other ASEAN member countries who have the habit of reading two to three books a year such as Malaysia & Singapore. The number is increasingly lame when juxtaposed with US citizens who are accustomed to reading 10-20 books per year. At the same time, Japanese citizens read 10-15 books a year. The level of literacy in Indonesia is also only ranked 64 out of 65 countries surveyed. One more sad fact about Indonesian students' reading level is only 57th out of 65 countries (Permatasari, 2015). Not only that, the results of a survey by the Organization for Economic Cooperation Development (OECD) showed that the reading culture of Indonesian people occupies the lowest position of 52 countries in East Asia (Haspari et al., 2017). Based on the explanation above it is very appropriate if the literacy movement continues to be promoted to increase public knowledge and as a form of caring for fellow creatures created by God.

METHOD

The method offered is through the implementation of literacy training activities in increasing public knowledge and awareness about literacy culture. The purpose of community service activities is to (1) improve basic literacy skills through the training program in improving reading, writing, numeracy, science, communication information technology (ICT), financial, and cultural & citizenship skills; (2) improve literacy in reading all information technology, critical thinking, problem solving, communication, and synthesis; (3) carefully selects and evaluates information by including information sources that are used correctly; (4) have a concern to share all information that is known to friends and the community in the surrounding environment.

DISCUSSION

IMPLEMENTATION OF ACTIVITIES

This service activity uses training activities that will be carried out by providing training materials in the form of lectures and practices that are presented simultaneously. After the training activities, evaluation activities will be continued as a correction material in organizing the activities. The results of this evaluation will be used as material for consideration in carrying

out similar activities, especially those related to activities that support the literacy movement to improve people's skills and awareness. The steps for implementing the activity are as follows.

1. Training implementation activities.

Training activities are carried out to provide training participants with an understanding of literacy and information literacy to improve skills and awareness of community literacy. The material provided relates to various matters relating to improving students' reading skills and increasing the ability of various effective and efficient information retrieval strategies. Steps to be taken in the training include;

a. Delivery of training on basic literacy skills in improving reading, writing, numeracy, science, communication information technology (ICT), financial, and cultural & citizenship skills.
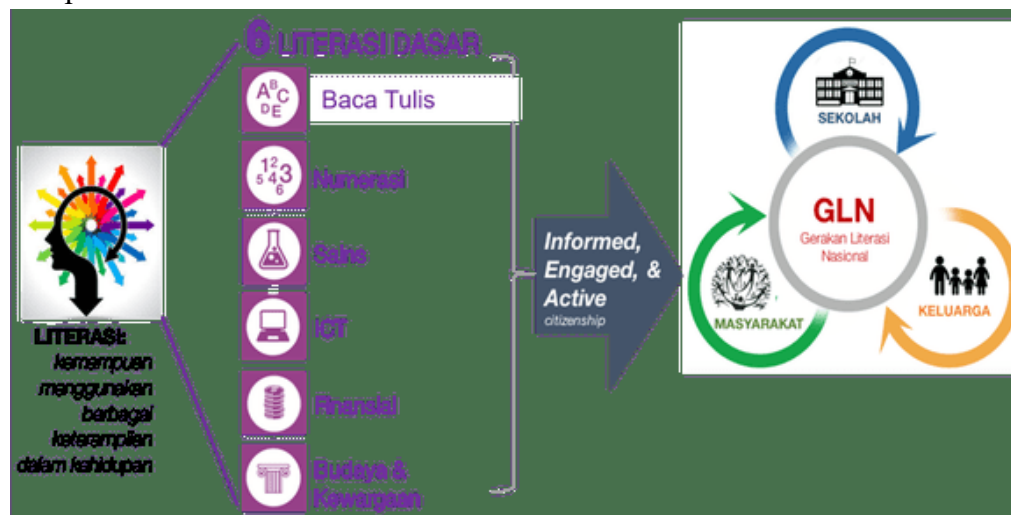

Figure 1. Basic literacy

Among the six basic literacies that need to be mastered are literacy literacy. Because literacy is the ancestor of literacy known in the history of human civilization. Both are classified as functional literacy and are of great use in daily life. Read-write is the key to learning all science, including information, and instructions that have an impact on human life. When literacy is mastered it can easily influence the next five basic literacy concepts.

b. An explanation of the introduction to information literacy through the introduction of electronic sources (technology), critical thinking, problem solving, communication and synthesis as shown in Figure 2

Figure 2. Information literacy chart

Information literacy is part of library service programs or reading houses. Information literacy arises and occurs, in a particular environment, as a series of interrelated activities, which support certain objectives such as the development of information technology, communication, and information usage skills that are able to solve or solve problems faced by the community. The existence of information literacy can make it easier for people to get information and knowledge that is useful for their lives.

c. A description of the correct information retrieval strategy and accurately stating the source and avoiding hoax information.

The search strategy for electronic information sources that are beneficial to the community is indeed very necessary. Searching for information using the internet is very effective and efficient, but it requires the costs required to use the internet. Search for information through Google's search engine by utilizing the features provided by Google.

Figure 3. Finding the right information

Correct and incorrect information is very easy to obtain from various news sources on the internet. so, it is necessary for the public to pay attention to that information by

cross checking or re-checking the information whether it is in accordance with the actual facts, if not then it can be concluded that the information is false or hoax information.

As Allah has reminded us in QS. Al-Hujurat verse 6 which means "*O you who believe, if you come to you a wicked person who brings a message, then earnestly seek clarification so that you do not inflict an accident upon a people without knowledge which causes you to act on you as a person sorry people*". This verse gives an explanation that if there is information or if you get it then be serious about looking for clarity (tabayyun) for the news.

d. Provide motivation for students to have a sense of caring for others in sharing all the information they know.

Figure 4. Illustration caring for others

Instilling a sense of care in the community must be presented in the soul of every human being. Caring is the pinnacle of science. It is manifested by concrete actions to share and help others. Caring is a willingness to sacrifice for the common good. Caring is not enough just to sacrifice to just share knowledge or information, but it needs to be increased to be able to sacrifice time, material, and even energy for the common good and success.

2. Provision of books that are useful for the community.

To provide the books needed by the community, of course, in coordination with the book aid providers. It could be assistance from community groups, assistance from the private sector, assistance from donors, local government assistance, and central government assistance through the National Literacy Movement (GLN). This movement is the mother of the literacy movement within the Ministry of Education and Culture of the Republic of Indonesia. The main focus of GLN covers basic literacy which consists of six aspects, namely literacy literacy, numeracy, science, finance, digital, and culture & citizenship with the main programs, namely School Literacy Movement, Family Literacy Movement, and Community Literacy Movement.

Figure 5. Reading activities and reading habits

3. Assistance activities.

To assist and monitor the sustainability of activities carried out by the community in implementing the culture of community literacy both after the activity and in the years to come. And become a place of consultation for the community related to the stages of activities to increase public knowledge through literacy culture. The indicators used to measure the achievement of public literacy literacy in the Ministry of Education and Culture (2017) include the amount and variety of reading materials owned by public facilities; the frequency of reading reading material every day; the amount of reading material read by the public; the amount of active participation of the community, institutions or agencies in the supply of reading material; the number of public facilities that support literacy; the number of literacy activities in the community; the number of literacy communities in the community; the level of active community participation in literacy activities; number of book publications per year; the quantity of Indonesian users in public spaces; and the amount of literacy training that is applicable and has an impact on society.

CONCLUSIONS AND RECOMMENDATIONS

Based on the description above it can be concluded that the increase in community knowledge through literacy culture is done through the delivery of training materials, the provision of books that are beneficial to the community, and mentoring activities. As a recommendations for further community service activities is focused on fostering students dropping out of school, dropping out of elementary school, dropping out of middle school, and dropping out of high school through literacy culture based on the identification of problems previously carried out.

BIBLIOGRAPHY

Bloch, M. E. *How we think they think: Anthropological approaches to cognition, memory, and literacy*. Routledge, 2018.

Hartati, Tatat. Multimedia dalam pengembangan literasi Di sekolah Dasar Terpencil. *Jurnal Sekolah Dasar*, Tahun 25 Nomor 1, Mei 2016, hlm 47-54.

Haryono, Didi. "*Filsafat Matematika* (*Suatu Tinjauan Epistemologi dan Filosofis*)." (Bandung: Alfabeta, 2014).

Hapsari, Widyaning dkk. Peningkatan Kemampuan Literasi Awal Anak Prasekolah melalui Program Stimulasi. *Jurnal Psikologi*, Volume 44, Nomor 3, 2017: 177 – 184

Kemendikbud. *Materi Pendukung Literasi Dasar Baca-Tulis.* Kementerian Pendidikan dan Kebudayaan Jakarta, 2017

Kurnianingsih, Indah dkk. Upaya Peningkatan Kemampuan Literasi Digital bagi Tenaga Perpustakaan Sekolah dan Guru di Wilayah Jakarta Pusat Melalui Pelatihan Literasi Informasi. *JPKM*, Vol. 3, No. 1, September 2017, hlm, 61 – 76.

Luke, A. Genres of power: Literacy education and the production of capital. In *Critical Literacy, Schooling, and Social Justice* (pp. 143-167). Routledge, 2018.

Megawati, F., & Wulandari, F. Promoting Big Book and Reading Corner to Support Gerakan Literasi Sekolah (GLS) in Primary School. *Prosiding Seminar Nasional Pendidikan,* 2017.

Melani, Sri. Literasi informasi dalam praktek sosial. *Jurnal Iqra,* Volume 10 No.02, Oktober 2016.

Rohman, Syaifur. Membangun Budaya Membaca Pada Anak Melalui Program Gerakan Literasi Sekolah. *TERAMPIL Jurnal Pendidikan dan Pembelajaran Dasar,* Volume 4 Nomor 1, Juni 2017

Permatasari, Ane. Membangun Kualitas Bangsa Dengan Budaya Literasi. *Prosiding Seminar Nasional Bulan Bahasa UNIB,* 2015.

Silvia, Okeu Wila, and Dadan Djuanda. "Model Literature Based dalam Program gerakan Literasi sekolah." *Mimbar Sekolah Dasar* 4.2 (2017): 160-171.

Tryanasari, Dewi dkk. Pembelajaran Literasi di SDN Rejosari 1 Kecamatan Kawedanan Kabupaten Magetan. *Premiere Educandum* 7(2) 173 – 179 | Desember 2017

Wandasari, Yulisa. Implementasi Gerakan Literasi SekolaH (GLS) Sebagai Pembentuk Pendidikan Berkarakter. *JMKSP Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, Volume 1, No. 1, Juli-Desember 2017.

Yuliyati. Model Budaya Baca-Tulis Berbasis Balance Literacy Dan Gerakan Informasi Literasi Di SD. *Jurnal Ilmu Pendidikan*, Jilid 20, Nomor 1, Juni 2014, hlm. 117-126.