Looking to the Future: Library Revitalization to Improve Literacy and Realize Student Nawacita at SDN Tlogotirto 1

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ARTICLE INFO	ABSTRACT
	The problem that is the focus of this research is the low level of literacy among students and the lack of complete library facilities at SDN Tlogotirto Elementary School. The study aims to revitalize the role of libraries to stimulate students' interest in literacy as part of efforts to support the achievement of the goals stated in Nawacita. This research uses descriptive qualitative methods. The subjects of this research were teachers, school principals and students. Data collection techniques use interviews, observation and documentation. Data analysis in this research includes reduction, data presentation, and conclusions. The research results showed that: 1) revitalization activities began with arranging and redecorating the library, sorting several books worth reading, labelling each book, and making a library visit logbook. Based on the classification, there were 514 student reading books, 86 encyclopedias, 150 general knowledge books, and 215 KTSP and K13 textbooks. 2) interest in literacy increases, with the average number of visits being 20 students every day. 3) the library can be an alternative solution to the classroom for studying. This research concludes that library revitalization has a significant positive impact on increasing students' interest in reading literacy. Libraries have great potential to become an adequate learning platform for students to achieve nawacita.

INTRODUCTION

A country's development level can not only be determined by the abundance of Natural Resources (SDA) and Human Resources (SDM). Still, it can be reflected in the quality of the human resources possessed by a nation. Education plays a vital role in improving the quality of human resources at the level of social life, which is constantly experiencing developments both in society and globally. The story of the development of a country can not only be determined by the abundance of Natural Resources (SDA) and Human Resources (SDM). Still, it can be reflected in the quality of a nation's human resources. Education plays a vital role in improving the quality of human resources at the level of social life, which is constantly experiencing developments both in society and globally. According to El-majid et al. (2019), humanity must master basic cultural literacy skills, competency and character. A fundamental human right that is important for improving a person's life is achieving various goals, including personal, social, career, and educational purposes, opening up opportunities in the social sphere, and integrating into the economic and political context (Indriyani et al. 2019). According to Suryaman, 2015), a society with low literacy will have a gloomy impact on civilization. Literacy is a national priority that must be prioritized to form a community that understands literacy (Pinto, Boler, and Norris, 2007).

According to Uswah & Mada (2018), Literacy skills are considered one of the main priorities in the national context by the Nawacita agenda launched by President Joko Widodo. This program should receive support from various levels of education, including at the lowest level, namely elementary school (SD), as a form of progress. The progress of nations in different corners of the world will always be marked by the fulfilment of the ability to respond to various changes, both in the areas of new needs, challenges and threats. This ability can develop thanks to educational and teaching institutions that have libraries, through which school libraries can transform and disseminate knowledge to create a strong literacy tradition. Libraries in schools are expected to be a fundamental intellectual, literacy and scientific milestone.

A study conducted by the Program for International Student Assessment (PISA) in two assessment cycles in 2009 and 2012 revealed that Indonesia was in the 64th position out of 65 participating countries in the mathematics, science and reading categories. The results of this assessment show that Indonesian students' skills, especially in reading ability, show a low level. Students' intense interest in reading literacy (Rofi'uddin

& Hermintoyo, 2017) is influenced by several things, namely, the standard reading ability of students at the elementary school level. Second, various forms of entertainment obtained from TV shows and the internet distract children's attention from books. Third, the reading culture has never been passed down from our ancestors. Fourth, the library lacks book collections and cannot provide a conducive atmosphere for the growth and development of students' interest in literacy. According to a statement from UNESCO, interest in reading among Indonesian people is only 0.001, which indicates that only one in a thousand Indonesians are active in reading activities. This situation justifies the importance of cooperation from various parties to increase students' interest in reading. One step that can be taken is to elevate the role of libraries as centres for increasing student reading literacy. Through their strengthened position, libraries can become learning centres that inspire and improve students' literacy skills (Fadhli 2021; Yahya et al. 2021).

After surveying SDN Tlogotirto 1, factors found were the lack of student literacy, including teachers not encouraging students to visit the library intensively, lack of awareness among parents to introduce reading books from an early age and lack of adequate reading facilities, such as libraries, at school. According to Wijayanti, S.H., Efendi Warmiyati, 2012), a school library is necessary for three reasons. First, introduce various types of reading to young students so they can get used to and develop a reading culture. Second, to foster the behavioural, mental and spiritual development of early-age students who have curious souls and need to be guided by facilities such as libraries. Third, libraries in schools have an essential role as facilities to facilitate students in exploring various aspects of language, including reading, writing, speaking and listening. This aspect will help make it easier for students to understand the multiple lessons at school. Students try to explore their curiosity and then gain knowledge. Reading a lot will make it easier for students to do various school assignments. In fact, before the implementation of this activity, efforts to introduce books and create a pleasant reading atmosphere had not been implemented well. The lack of interest in literacy and the unavailability of proper libraries results in low student reading literacy (Afian and Donny Agung Saputra 2021; Zohriah 2018).

The results of previous studies also revealed the same thing regarding obstacles in optimizing libraries in elementary schools. Initial conditions before optimizing the library generally showed that students' interest in reading was still low, their reading ability was still lacking, especially their reading ability was still not accompanied by a good understanding of the books they read (El-majid et al. 2019b; Sa'diyah, Noorjanah, and Prasetiyo 2022; Siti Munawarah 2020). So, the revitalization is carried out to be beneficial for students and teachers because when the library has been revitalized, the library can be used by teachers as a place for learning. Increasing students' interest in reading can start from the library by providing an adequate collection of reading materials and creating a comfortable reading environment.

School libraries have critical goals, but the function of achieving these goals is not in line with their realization. Most students visit the school library only to borrow books because of assignments given by teachers during breaks; student interest in seeing and doing reading activities in the library is shallow (Idhamani 2020). Most school libraries also do not work according to the function and purpose of the library because they do not have librarians, but their teachers maintain the library. Sometimes, libraries are left without adequate management, so no one looks after them. This confuses students at school, leaving them not knowing what to do when they want to come in and read a book. The impact is a decline in students' interest in reading.

Based on the conditions previously explained, increasing students' interest in literacy is an important focus. This is due to students' low interest in reading, indicated by the lack of visits and involvement in library activities. This common interest in literacy can hinder students' Nawacita achievements, such as improving literacy skills and broad knowledge. Therefore, the author is interested in taking steps that can stimulate students' interest in literacy. This can be done by developing innovative programs that attract students' interest in reading, access to literacy resources, and broaden their horizons. Efforts to increase students' literacy interest are vital in realizing their Nawacita, including holistic self-development, better academic achievement, and positive societal contributions. By increasing students' interest in literacy, it is hoped that students' Nawacita goals will be achieved in developing literacy skills needed in personal, social and academic life.

METHOD

The method applied in this research is descriptive qualitative. This approach provides detailed explanations regarding changes in students' behaviour, interests and understanding regarding literacy based on

facts in the field and answers the problems studied in more detail. This research was conducted at SD Negeri Tlogotirto 1 because it is a location for campus teaching service for Class 3. The information collected came from primary data obtained through direct interaction with informants such as teachers and principals at the study location and secondary data obtained from written sources. Such as books and journal articles relevant to the topic discussed.

The methods for collecting information in this research are observation, interviews, document analysis and documentation. With qualitative descriptive methods that combine observation, interviews, document analysis and documentation, this research can provide rich and in-depth insight into how library revitalization can contribute to increasing student literacy and realizing their Nawacita goals. In addition, it can provide comprehensive and in-depth insight into library conditions, student participation levels, and other factors that influence literacy.

According to Miles and Huberman (Sugiyono 2016), activities in qualitative data analysis are carried out interactively and continue continuously until completion so that the data is saturated. Data analysis in this research was collected during and after the investigation, including reduction, data presentation, and concluding/verification.
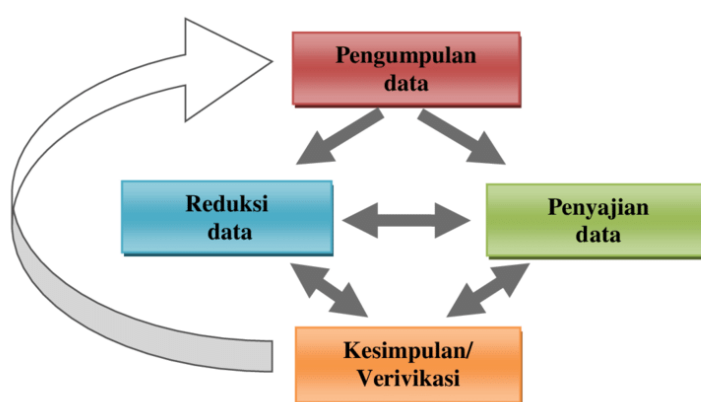

Figure 1. Interactive Data Analysis According to Miles and Huberman

1. Data Reduction

Data reduction in this research involves reducing the complexity of information collected about libraries and literacy. Then, the researcher will identify and group relevant data, such as interviews with teachers or school principals, observations in the library, or analysis of related documents. Apart from that, this research also focuses on the most relevant and significant data to answer research questions about how libraries can improve student literacy by Nawacita.

2. Data Presentation

After data reduction, the next step is to present the findings or patterns that emerge from the reduced data. Relevant and analyzed in-depth data is reconstructed systematically to explain the results.

3. Drawing conclusions or verification

The final stage is drawing conclusions or verification, where the researcher will interpret the data that has been reduced and presented previously. The decision is regarding the impact of library revitalization on increasing students' reading interest and how this affects students' Nawacita achievement in the literacy context. The verification process is essential to ensure the validity and reliability of the conclusions produced, in line with the stated research objectives. Reduksi Data

RESULTS AND DISCUSSION

This activity is divided into two steps, namely, the process of revitalizing the library space and increasing students' reading interest. The initial step in this process is the planning stage. At this stage, researchers interviewed teachers and principal informants as initial sources of information. Based on an interview with NKS as Principal on March 2 2022, information was obtained that:

"The library has never been used before. This has been the case for the 23 years that SDN Tlogotirto 1 has been established. The library is not functioning due to lack of management and space in the school."

This statement was reinforced by NGK as a teacher at SDN Tlogotirto 1, who stated that:
"The collection of books was obtained with the assistance of the local Education Department, but they were not given shelves, and the school has experienced a shortage of students since the pandemic, which has impacted low BOS funds. Therefore, books are only placed on tables in one classroom, which is used for the UKS, classroom and library".

The second activity after the interview was observing the library; the books were not neatly arranged, and there were no bookshelves. Apart from that, it was found that the school library room was attached to class 4, in one classroom it was divided into three rooms, the front room was for class 4 teaching and learning activities, at the back the classroom was partitioned with cloth and a broken blackboard to be used as a library room and UKS room. The library's condition can be seen in Figure 2, which shows that the books in the school library are dusty and piled up on the tables. Thus, it can be concluded that revitalizing the Tlogotirto 1 Elementary School library space is essential. This library revitalization will make it easier for students to find books, provide facilities that make it easier for them to carry out reading activities, and stimulate students' interest in visiting the library. This revitalization planning will continue to be discussed with the school principal and teachers.

Figure 2. Condition of the Library Before Revitalization

The revitalization program will begin to be implemented on May 10 2022. This implementation phase starts with cleaning the library and grouping books according to their type. Revitalization carried out to manage the library includes: 1) cleaning the library room, 2) redecorating the library room, 3) grouping books into fiction and non-fiction categories, 4) recording books that are not suitable for use, 5) categorize books according to their fields and provide labels, 6) create a library visit book, 7) create a library membership card. The book classification data can be seen in Table 1 below.

Table 1. Classification and Number of Library Books

Book Type	Quantity
Student Reading Books	514
KTSP and K13 Textbooks	215
General Knowledge Book	150
Encyclopedia	86

In Table 1, the classification and number of library books obtained include: 1) 514 student reading books; 2) 215 KTSP and K13 learning books; 3) 150 general knowledge books; and 4) 86 encyclopedias. The revitalization continued by labelling each book according to the classification carried out. Labelling is also done to group books according to type to make it easier for library staff to record borrowing and returning books. The revitalization then continued by providing a new atmosphere in the library by neatly rearranging the books into the prepaonshelves, providing stickers on the library walls, and inviting students to improve their literacy. The state of the library after revitalization can be seen in Figure 3, as follows.

Figure 3. State of the Library after Revitalization

Based on Figure 2, you can see the condition of the library after the revitalization was carried out. The school library was previously not functioning, but after the resurrection, resurrectionists became tidier, with books arranged on shelves and lovely decorations equipped with visiting readers, increasing students' interest in eating so that students could obtain more information. Students' reading interest grew after the library revitalization was carried out. This can be observed by an increase in student visits by an average of 20 people daily. Thus, library revitalization efforts are about improving physical facilities and building an attractive and supportive learning environment. Through innovation, collaboration, and awareness of literacy needs, libraries can realize students' Nawacita vision. By providing quality resources and supporting the development of knowledge, libraries have an essential role in creating a generation of skilled, knowledgeable students who can take an active part in the nation's progress.

Discussion

The library is one of the rooms that must exist in an academic institution to support learning. (Bafadal, 2014) a library is a work unit of an agency or institution that manages library materials, both books and non-books, which are arranged systematically according to specific rules. However, along with the increasingly rapid changes in the times which also make changes in science so rapidly, teachers and students must be aware that in the learning process, it is not enough to just use one book as teaching material (Akbar, Aplisalita, and Rusadi 2021). The growing interest in literacy encourages students to always follow developments in science.

School libraries have critical goals, but the function of achieving these goals is not in line with their realization (Pakistyaningsih et al., 2019). Most students visit the school library only to borrow books because of assignments given by teachers during breaks. Students' interest in visiting and reading in the library is very minimal. According to Rohman (2017), If the ability to read is entrenched in every child, the level of success at school and in society will provide more significant opportunities for success in life. A reading culture requires strategies to teach reading and writing. Through other methods and methods, they can plan courses effectively, diversify the teaching process, knowledge acquisition, and promote the development of different skills (Bergbauer and Staden 2018). Not only that, but reading habits can also shape a child's character. This character comes from reading material which contains moral values in the form of local, national, and global wisdom, which is conveyed according to students' stage of development (Wahyuningsih and Chitaningrum 2019).

Studies on library revitalization show that steps to improve and strengthen libraries' role can significantly impact increasing students' interest in reading literacy. This is in line with several studies which reveal that library revitalization can influence the increase in students' reading interest because changes to the library environment that are more attractive and organized can trigger students' interest and involvement in more positive and productive reading activities (Ramadhanty and Agustiana 2022; Ridwan, Rohana, and Susilawati 2023; Siti Munawarah 2020; Sunanda et al. 2020). Currently, the library also provides a place for teachers to study so students do not get bored when always looking in class. The library is also a reference source in teaching and a substitute for learning outside the classroom (Putri and Andari, 2022).

Student Nawacita has a close relationship in supporting students' holistic development. The role of a practical library as a learning centre that supports knowledge, skills and insight can directly support students' achievement of Nawacita. Nawacita, in the context of educational development, is a manifestation of the government's efforts to bring students closer to an environment that is strong in the culture of reading literacy because by reading, humans will know and understand everything (Kristiawan, Wandasari, and Arafat 2019). The critical role of libraries in increasing literacy and supporting educational goals is essential to keeping the achievement of Nawacita. By updating the role and function of libraries, providing quality resources, and

encouraging interest in reading, we can improve Nawacita by increasing student literacy and knowledge of society. In other words, even though Nawacita is a national policy direction, genuine efforts at the local level in the education sector, including through library revitalization, can play a role in realizing Nawacita's goals

CONCLUSION

The library revitalization program has been completed. It can be concluded that the revitalization activities at SDN Tlogotirto 1 were carried out effectively and efficiently. By equipping libraries with adequate resources, efficient management, and exciting programs, libraries can function as dynamic learning centres, stimulate students' interest in reading, and improve their literacy skills. However, there are still several indicators that are still not by elementary school library standards. Therefore, through appropriate and comprehensive revitalization efforts, libraries can return to their optimal role as a source of knowledge that supports achieving students' literacy goals through their realized potential and hopes. The library is also one of the fundamental facilities in schools because its existence can encourage and develop students' thinking towards thinking with a global perspective and the realization of the desired Nawacita of education. The government should pay more attention to schools with inadequate facilities to follow up well and hopefully develop digital libraries for students and teachers.

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