



## The Role of the Teacher in Developing the Literacy Movement Through Library Visit Activities in Elementary School

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### ABSTRACT

**Purpose of the study:** This study aims to describe the role of the teacher in developing the school literacy movement through library visiting activities in class II in Elementary School 112 Perumnas.

**Methodology:** Research data obtained with a qualitative approach. A qualitative approach uses observation, interviews and documentation with residents of Elementary School 112/I Perumnas, namely class II teachers, librarian teachers and students. After the data is obtained, the data is analyzed using the Miles and Hubberman technique by means of data reduction, data presentation and drawing conclusions.

**Main Findings:** The results of this study indicate that the teacher's role is to provide facilities and infrastructure to support literacy activities, the teacher and students carry out literacy activities regularly, the teacher invites students to carry out literacy activities by visiting the library, guides students in carrying out literacy activities, and helps students who experience difficulties.

**Novelty/Originality of this study:** From the results of this study it is suggested that teachers are able to overcome the obstacles that occur in literacy activities in class and library visiting literacy activities and teachers must also pay attention to their students in carrying out literacy activities so that they run well.

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## 1. INTRODUCTION

Literacy is a process comprehensive involving development knowledge, culture, as well intelligence for develop knowledge new and more insightful in. Literacy also interpreted as Skills in utilise pictures and language in various forms for write, read, speak, listen, think critical and present [1], [2]. Literacy could give motivation to participant educate from no can read Becomes can read, than fluent read Becomes motivated for could active read so that hobbies and interests read could increase [3], [4]. Literacy has Becomes Skills urgent in live. Through literacy, expected participant educate own ability in understand, access and perform something in a manner wise with diverse activities , among others seeing, reading, listening, writing and speaking [5]. Various activity the could guided by role from educators.

Educator own relevant role with Duty give encouragement and assistance, tasks supervise and develop as well as related tasks with discipline participant educate [6]–[8]. With exists role educators, expected student Becomes obey to school rules and norms that apply good in family nor society. Educator as example for participant he taught own very important role. A educator must ready control participant he taught [9]–[11]. So, when interest participant educate to culture literacy less necessary exists role a educator. The role of the teacher

in increase culture literacy form request participant educate for read book at home and create some programs or supportive school activities movement literacy [11]–[13]. Example supporting activities movement literacy is visit library.

Visit library this held with purpose for grow interest read as well as increase ability read order participants educate could add his knowledge. Library school is means information for participant students and teachers in the environment school for support activity learn and teach [14], [15]. Library school matters too as library on the unit good formal education in the environment education medium as well as in the environment education base is part urgent from school, and it works as source study for reach purpose education from the school concerned [16]. Based on observations made Researcher at Public Elementary School 112/I Perumnas Researcher find exists activity literacy school and the role of the teacher in kungan library.

A number of relevant research with study this among them research conducted by Hana Silvana and Selly Setiani (2018) entitled “The Role of the Librarian Teacher In Enhancement Students' Interest in Reading in the Literacy Program Information”. Research results this show that Teacher Librarian give important role to interest read student. Could seen from results his research that Teacher Librarian have a very large role in literacy programs in schools. Activity the including the competition program read, write, review book or story telling and so on for interesting students for more like for come to library. Next research conducted by Satrio Imanugroho and Roro Isyawati (2019) entitled "The Literacy Movement Program School in Grow Participant Reading Interest Educate Elementary School Kuripan Lor 01 Pekalongan City”. Research results show that the Literacy Movement program School at Elementary School Kuripan Lor 01, Pekalongan City held in three Step that is Step habituation, stage development, and stages learning. At stage custom made that is activity read for 15 minutes non-study books before lesson start and setup literacy rich environment. At stage development carried out that is development literacy through activity Language Friday. Stage learning done that is utilization book enrichment in accompanying Indonesian lessons Duty write.

Based on study previously had shown, there is similarity with research to be conducted by Researchers. However, from study the no nothing really same with problem to be researched by researchers. In research conducted by Hana Silvana and Selly Setiani own equality lies in the role of the teacher. The difference lies in improvement interest read students in literacy programs information. Then research conducted by Satrio Imanugroho and Roro Isyawati. Equality study this lies in the movement program literacy school. Meanwhile, the difference lies in cultivating interest read Participant Educate in Elementary School Kuripan Lor 01 Pekalongan City.

Based on description that has been explained, Researcher interested for do research at State Elementary School 112/I Perumnas with purpose for know teacher 's role in develop movement literacy through activity visit library in class II Elementary School.

## 2. RESEARCH METHOD

Type study this is study qualitative. Method study qualitative is method philosophy based research postpositivism, is used for research on one condition natural object, where researcher is instrument key, technique in data collection is carried out in a manner triangulation, data analysis is qualitative, and results on research qualitative more emphasize meaning rather than generalizations [19], [20]. In line with opinion other studies [21]–[23]state that study qualitative is something research that emphasizes quality or the most important thing from characteristic something goods/services. The approach used in research this is approach qualitative descriptive. Qualitative data form information or description obtained through research data sources.

Source of data used is primary data sources and secondary data sources. The primary data source is the data obtained in the form of the spoken words in a manner verbally by subject who can trusted, related with the variables studied [24], [25]. Primary data sources on research this obtained from activity observations made and activities interview live to class II B teachers, library teachers and participants educate class II B at Elementary School 112/I Perumnas. Secondary data sources is the data obtained from documents, photographs, films, video recordings, objects and others that can be supports primary data [26]–[28]. Secondary data sources that will obtained Researcher is documentation activity movement literacy through activity visit library conducted in class II at Elementary School 112/I Perumnas.

Retrieval technique sample used in study this is purposive sampling. Purposive sampling is taking sample data source with consideration certain [29]–[31]. Consideration certain this, for example the person who is considered to know the most about what are we expect , or possible he as ruler so that make it easy Researcher exploring object studied social [32]–[34]. In purposive sampling there is criteria election sample. In study this Researcher set criteria as following: 1) Class II B teacher at Elementary School 112/I Perumnas because the teacher is key success from activity literacy visit library. Library teacher role make timetable visit library and set each order class in do activity this corresponding with schedule. 2) Participants educate class II Elementary School 112/I Perumnas. With exists activity literacy visit library expected participant educate likes read and get increase ability read it. Through sample that, researcher will collect research data corresponding need.

There are three technique data collection carried out in study qualitative namely: (1) Observation; (2) Interview; (3) Documentation [35], [36]. On research this type observations used is observation participation passive. Participation passive is Researcher come on the spot activity research, however no involved in activity the [37], [38]. It means is Researcher only Act as observer. Following is grid observations used researcher.

Table 1. Grid observation

| descriptor  | Indicator   |
|---|---|
| The role of the teacher in develop movement literacy through activity visit library | 15 minute activity read before learning started<br>Organize rich facilities and environment literacy<br>Create rich environment text<br>Choose book elementary school reading<br>Implementation strategy activity visit library<br>implementation activity visit library<br>Implementation results activity visit library |

Next , for interview on research this form interview structured. According to Sugiyono (2018:318) interview structured used as technique data collection, if Researcher or data collector has know with Certain about information what will obtained. Interview will conducted to class II B teachers, library teachers and participants educate class II. Following is grid interview used researcher.

Table 2. Grid Class II B teacher interview

| Variable  | Indicator  | Question Grid   |
|---|--|---|
| The role of the teacher in develop movement literacy through activity visit library | Literacy Movement Program<br>School<br>Activity literacy schools and their implementation<br>Role in movement literacy visit library<br>Inside strategy application activity visit library<br>Influencing factors to application movement literacy | What just activity literacy in class _<br>_<br>How implementation activity literacy in class<br>How the role of the teacher in application movement literacy<br>How deep strategy implementation literacy visit library<br>What just Factor supports and inhibitors in implementation movement literacy |

Table 2 above describes the variables, indicators, and questions that will be submitted by researchers to the class teacher . Next served grid Library teacher interview as following.

Table 3. Grid library teacher interview

| Variable  | Indicator  | Question Grid  |
|---|--|--|
| The role of the teacher in develop movement literacy through activity visit library | Role in movement literacy visit library<br>Inside strategy application activity visit library<br>Influencing factors to application movement literacy school visit library | How the role of the teacher in application literacy<br>How the strategy is carried out in implementation literacy visit library<br>How factor supports and inhibitors in implementation literacy visit library |

Table 3 above describes the variables, indicators, and questions that will be submitted by researchers to the librarian. Next served grid Library teacher interview as following:

Table 4. Grid interview participant educate

| Variable  | Indicator  | Question Grid   |
|---|--|---|
| The role of the teacher in develop movement literacy through activity visit library | Literacy Movement Program<br>School<br>Activity Literacy School and Implementation | What just activity literacy carried out<br>How implementation activity literacy visit library |

Table 4 above describes the variables, indicators, and questions that will be submitted by researchers to participant educate.

Next, documentation used for complete the result data observation and interview. For complete the result data observation and results interview about teacher 's role in develop movement literacy Researcher use documentation form photo or pictures and others that support research data.

### 3. RESULTS AND DISCUSSION

#### Results

##### a. Literacy Movement Program school

Activity literacy applied in class II B exists a number of kind. On Observation Wednesday (08/01/2020), researcher look that after read the prayer of the class II B teacher invites participant educate for read 15 minute book before learning and asking content story to participant educate about their story read. Observation on Wednesday and Thursday January 15 and 16 2020 , researchers also saw exists activity literacy multiplication and activities literacy visit library. Moment observe activity visit library, look that class teacher invite participant he taught for to library and do activity literacy for 15 minutes before learning. related with activity observing, the class II B teacher stated that: "*Activities literacy in class II B namely activity reading short surahs, activities read multiplication, activity read 15 minute book before learning and also there activity literacy visit library*" (Master, 5/2/2020).

Besides that is, activity literacy carried out in class II B different every the day. this based on observations made, researchers look that on the day Tuesday participant educate read short surahs, on the day Wednesday participant educate will read multiplication and reading 15 minute book before learning and on the day Thursday participant educate carry out activity literacy visit library, related with activity observation said, the class II B teacher stated that timetable activity literacy in class every day tuesday, wednesday, and thursday.

##### b. Implementation Activity Literacy School

At the interview Thursday (13/1/2020), the teacher stated that steps activity his literacy ie, if activity literacy teacher multiplication will be give Duty for memorize multiplication at home in current order literacy they spirit read it because memorized, if activities literacy read 15 minute book before learning then the teacher will ask return content stories read participant educate, then activity literacy visit teacher 's library invites participant educate visit library and after they read books and teachers guide him.

This related with observations that have conducted researchers on 08 to 29 January 2020, that in implementation activity literacy in class II B the teacher asks participant educate memorize multiplication at home, moment activity literacy reading teacher does only supervise participant he taught unless the teacher asks participant educate for tell return content reading that has they read. In activity literacy visit the library is also the teacher will be invite participant educate visit library, the teacher welcomes participant educate for choose their book interest for read and will ask return content story assisted by the librarian teacher.

Implementation activity literacy carried out in class II B already walk with ok. Every teacher and participant day educate carry out activity literacy corresponding with schedule already made. Corresponding with observations on January 16, 2020 which were carried out researcher , that in order for the implementation activity literacy in class walk with ok, teacher accompanies participant educate in carry out activity literacy and 41 supervising participant educate if something is not he understood . related with observation, the class II B teacher stated that: "*I accompany children moment do activity literacy. If read story I supervise if there is child who doesn't spirit I will approached him for read, then moment multiplication I will too follow read accompany kids in order for them spirit.*" (Master, 13/2/2020).

Activity literacy implemented in class II B already walk with fine , however still own a number of obstacles although no hinder ongoing activity literacy. Observation on Thursday (23/1/2020), researcher look a number of the obstacles faced by the teacher namely specified time in carry out activity literacy visit library often not enough because only 15 minutes so that often happen when the teacher asks return content story that has be read participant educate only part participant the student asked because already enter time learning. this corresponding with teacher 's statement that: "*Constraints if child do literacy read possible moment they read there is a word that is not understandable usually they will questions and activities literacy visit library less time because only 15 minutes. If read multiplication the obstacle children often forget so order them no forget I will remind children for memorize multiplication at home.*" (Teacher, 2/26/2020).

In carry out observation on January 8 2020, researchers also saw exists a number of book the story provided by the teacher in the corner read. Most book the reading provided by the teacher is book reading fiction and stories picture , p this already corresponding with guide movement literacy in elementary school. Book reading this part is donation from tanoto foundation and some again party school buy it . related with activity observing, the class II B teacher stated that: "*The book read child class low usually book story pictures , fairy tales and more. I provide books story picture , fairy tales in the corner read . Books this is donation from tanoto foundation, there is also from schools and donations from kids. The library also provides books something for child class low and more varied than in the corner read class.*" ( Class Teacher, 2/26/2020).

Literacy activities participant educate Class II B is carried out in the classroom and in the library. In order to implement activity literacy in the library walk with well, the books provided are different based on class low and class high. In do observation researcher look books used by participants educate class II B is book story illustrated, fairy tales and others and there sized book big or bigbook. this related with librarian statement that: "*The book used in activity literacy visit library this there is book story pictorial or fairytale for class low and books stories and books lesson contain appropriate information for class high*" (Library Teacher, 6/2/2020).

### **c. Role in the Literacy Movement Visit Library**

Activity implemented literacy participant study in the library is formed activities with hope that participants educate used to visit library for read . Class II B teacher stated that activity literacy visit library this new held especially in semester one year teaching 2019/2020. this related with librarian statement that: "*Activities literacy visit library this new held in the middle 2019 beginning of semester 1. Activities this made with goal for children could visit library for read , usually if child class tall only visit library during break time second and that only some , because if the first hour they will snack and play. If class low usually if it 's break time they only play and rarely very to library with exists activity visit library this child used to for visit library.*" (Library Teacher, 6/2/2020)

Observations made on January 16 2020, researcher find that in carry out movement literacy visit library involving class II B teachers, library teachers and participants educate. Order activities literacy visit library this walk with well , class teacher and librarian teacher each other support and help in pelasananaan movement literacy this. related with activity observe that , librarian state that: "*Those involved in activity literacy visit library this I as librarian teacher , class teacher and participant educate. If the class teacher no there is I will replace the class teacher in activity literacy this. Me and the class teacher each other support for implementation movement literacy school this could walk with good.*" (Library Teacher, 19/2/2020)

Class teachers and librarians also have important role in implementation movement literacy visit library this. Based on Observations that have done , researcher look that class teacher role direct participant educate for to library. After it, participants please teach choose book to be read read. Class teachers also play a role supervise participant educate in read book reading, the goal is for participants educate truly read and if there are that do not understood by the participants educate could asked with teacher. Activity read this conducted not enough more 10 minutes, after that's the role of the teacher for ask to participant educate about story what read, who just existing character in story, what can taken in story the. The purpose of the teacher asks return content story for participants educate truly remember what have be read no only origin read and get imitate Thing well there in story. Class teacher "*My role in activity this ensure activity literacy could walk with good in class, inviting children for to library, guide they in do activity literacy this helps if child something is not understand usually they will submit question and me will answer it. Then, inquire return content story that has they read and ask nobody just figure in story*" (interview: 26/2/2020).

Observations on Thursday (16/2/2020), researchers also found that in implementation activity literacy visit librarian library own also an important role. Before participant educate start read book, librarian will record it in order every week participant educate no read same book. The librarian also supervised ongoing activity literacy visit library this to run with orderly and participant educate no fuss . For support spirit participant educate student, librarian will give appreciation for participant active student read. this related with librarian statement that: "*Role I in activity literacy visit library this that is record book what is read children, order children so as not to noisy while in the library, watching children, give appreciation for enterprising children in read and replace class teacher role jika moment the teacher 's schedule is absent present or no can.*" (Library Teacher, 19/2/2020)

### **d. Inside strategy Implementation of the Literacy Movement Visit Library**

Based on observations made researcher, the strategy carried out by the teacher in implementation activity literacy visit library this that is always consistent invite participant educate carry out activity literacy visit library corresponding predetermined schedule. Teachers too always guide and supervise participant educate if participant educate experience trouble. And also every participant educate finished read, the teacher will ask return content reading that has read. 49 Class teacher "*Every day Thursday I will always invite children for to library for children used to for do activity literacy this. I also guide they for read with orderly because usually child this class II if no guided they only playing around. After they finished read I will ask return content their story read help with librarians*". ( Interview , 02/26/2020)

Several strategies implemented by librarian teachers in implementation activity literacy visit library that is , provide book interesting and varied reading, take notes book reading read participant educate, always supervise the way activity literacy visit library, give appreciation to participant participant active student read. It is also visible in observations made researchers on January 16, 2020. Related with librarian statement that: "*The strategy that I do as provide book interesting and varied readings in order for them spirit read. Then, watch children in read and give appreciation to enterprising children reading*" (Library Teacher, 13/2/2020)

### e. Influencing Factors Implementation Literacy Visit Library

Influencing factors in activity literacy visit library this there is two that is factor supports and factors inhibitor. Observation on Thursday (23/1/2020), researcher look that factor supporters implementation movement literacy visit library this permanent walk that is because availability book Interesting and varied reading, besides that, the book provided many kinds and there are also books bigbook nor book normal. Factor inhibitor movement literacy that is the time provided is 15 minutes and that not enough because often happen when the teacher hasn't finished ask content story to participant learn, it's time already finished . related with activity observing, librarian state that: "*Factor inhibitor activity literacy visit library this possible frequent time less. Whereas if factor supporters possible books provided in the library more many so child more excited for reading*" (Library Teacher, 13/2/2020).

Could concluded that activity literacy visit library could walk because exists supporters that is book reading provided in the library interesting and varied, besides that participant educate could choose want to read book bigbook or book normal. Whereas inhibitor movement literacy visit library this that is time yes often not enough so that activity this held no maximum

### Discussion

Based on results findings research obtained seen that in activity inner literacy class nor outside teacher class has important role for support implementation activity literacy at school. Teacher has make an effort for carry out activity literacy as shape support Permendikbud number 23 of 2015, which aims for form source power quality human beings and have favor good manners. Rinenggo & Kusdarini, stated that base law the Literacy Movement School namely: "Government operate and organize one system education increasing national faith and piety as well as morals man in framework educate life nation, which is regulated with law" [39]. In support exists movement literacy school, the teacher held activity literacy no only read course, activities literacy carried out by teachers varies that is there is in field Mathematics, Religion, and Indonesian. In the field of Religion namely with read and and memorize short surahs, in the field mathematics participant educate do literacy with read multiplication, and in the participant 's Indonesian field educate read book as fairy tales, books story picture of them requested for tell return content their story read and emulate properties well there in story.

Hobbs, explained that "literacy no inseparable from the world of education. Literacy becomes means participant educate in know, understand, and apply the knowledge he got on the bench school, as well life participant homeschooled and in the environment" [40]. this show that Literacy Movement School this urgent for carried out , so that the participants educate as successor nation no only clever and smart in read and write, but capable understand, put or use acquired knowledge and information good from book story pictorials, comics, posters and other media that have been provided in the library, corner read, and text-rich materials plastered on the walls class nor outside building school, as well could differentiate good and right thing, no only in the environment school will but also in the environment outside school.

Hoobs, said that strategy can done by the school in apply movement literacy is with conditioning environment physical friendly literacy, endeavor environment social and affective as method literate communication and interaction, and strive for school as environment literate academic [40]. It has conducted at Public Elementary School 112/I Perumnas. Several implementation programs exists movement literacy school, fine is it a school program, or a program from the class teacher among others in the form of:

- a. Activity visit library that is every class own timetable visit to library corresponding with the schedule made by the librarian teacher .
- b. Utilization of the reading area in the classroom that is corner read and mad
- c. Activity routine class that is read book before holding the learning process
- d. Management library class managed by the class teacher and management library schools managed by managers and also the Head school.

Focus activity on stage habituation literacy school that is, "build environment physical literacy-rich school with provide library school, corner read and comfortable area , develop such other means collection text print, visual, digital, as well making text - rich material." In Step habituation this, SD Negeri 112/I provides library school as one place used for carry out activity literacy with schedule visit to library in a manner periodically every the class. Activity visit library this besides for support exists activity literacy, also aims to make participants educate could take advantage library school in a manner maximum.

Findings research that has conducted show that State Elementary School 112/I already utilise exists library for activity literacy school. Utilization library this conducted with make activity visit library with timetable every visit already determined. And in class II B schedule activity visit library conducted every day thursday. Result findings research that has conducted show that State Elementary School 112/I already utilise exists library for activity literacy school. Utilization library this conducted with make activity visit library with timetable every visit already determined. And in class II B schedule activity visit library conducted every day thursday.

Implementation activity literacy in Public Elementary School 112/I Perumnas show that still on stage habituation. this can be seen from indicator achievement on stage habituation namely: there is 15 minute activity read, use library school, corner read, there are campaign posters reading in classrooms, corridors, and other areas of the school, there are text-rich material in each class, Whereas in stage development and learning not yet reached, still in effort for reach Step the corresponding with indicator achievement.

Activity related learning with movement literacy school is must activity performed by participants students, teachers, and staff purposeful education grow good and forming habits generation character positive. order implementation movement literacy school could walking teacher is expected could Becomes coordinator for participant he taught. Teacher has role among others as educators, as a model for participant his students, as teacher and mentor, as student, as communicator to society local, workers administration, and manifestation faithfulness to institution [41], [42]. In line with theory mentioned, the role of the teacher also means as communication , friends who can give advice, motivation as giver inspiration and encouragement, mentor in development attitude and behavior in demand as well as the values of those who dominate taught material [43]. So the teacher must can Becomes Friend to participant students and teachers can too give encouragement and motivation to participant educate the importance of the learning process.

Based on results findings from research that has conducted show that the teacher plays a role urgent in develop movement literacy through activity visit library. The role of the teacher in activity literacy good inner literacy class nor moment literacy visit library among others provide literacy-rich facilities and environment in order to be able to support activity literacy participant educate, in activity literacy visit the library also teachers have role invite participant educate to library corresponding with schedule that has determined for participants educate used to visit librarian, guiding and supervising participant teach, help participant experienced students difficulty moment read and also ask return content story that has read.

#### 4. CONCLUSION

Based on study about teacher 's role in develop movement literacy through activity end library in class II Public Elementary School 112/I Perumnas , then could concluded teacher 's role in activity literacy this that is provide facilities and infrastructure supporters activity literacy as book reading, corner read, posters, motivational sayings, and text-rich material other. Carry out activity literacy in a manner routine corresponding with schedule for participants educate get used to. Invite participant educate carry out activity literacy visit library corresponding with determined schedule. Guide participant educate in carry out activity literacy good inside class nor moment visit to library. Then, help participant experienced students difficulty in carry out activity literacy good inside class as well as in the library. Ask return content reading that has be read participant educate moment activity Literacy and also giving appreciation for participant active student in read.

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