

The Effectiveness Of The Ten Minutes Reading Movement (Excellent) In Developing The Literature Of Family Members (Case Study On The Family Of “Gemas” Participants In Cigending Village)

Santi Susilawati¹, Sardin², Eko Sulistiono³
^{1,2,3} Universitas Pendidikan Indonesia, Bandung Indonesia
Email: santisusilawatiasesor@gmail.com

Abstrak

Penelitian ini dilatarbelakangi oleh upaya pengembangan literasi dalam keluarga melalui program Gerakan Membaca Sepuluh Menit (GEMAS). Gerakan literasi dalam keluarga diharapkan menjadi pendorong bagi anggota keluarga agar dapat memaksimalkan sumber daya yang mereka miliki untuk mengembangkan karakter serta keterampilan anggotanya. Peran keluarga sebagai fungsi edukatif dapat memberikan dampak positif pada keterampilan literasi anggota keluarga dan dapat menjadi dasar yang baik untuk perolehan keterampilan literasi di kemudian hari. Penelitian ini menggunakan metode kualitatif dengan teknik purposive dan snowball sampling, serta pengumpulan data melalui wawancara dan studi dokumentasi. Hasil penelitian menunjukkan bahwa: Program Gerakan Membaca Sepuluh Menit (GEMAS) sendiri memiliki beberapa tujuan yang bermuara pada meningkatnya kesadaran literasi, antara lain: 1) Kegiatan pelatihan menulis yang ditujukan agar pesertanya memiliki rasa percaya diri dalam menulis dan menghasilkan sebuah karya berupa tulisan. Setelah melakukan pembiasaan melalui Gerakan Membaca Sepuluh Menit dan meningkatnya kesadaran masyarakat akan pentingnya membaca, maka kesadaran masyarakat akan pentingnya menulis (Re-Writing) akan menjadi daya dukung yang sangat baik dalam gerakan literasi secara makro; 2) Pendampingan literasi keluarga dilakukan agar anggotanya dapat menginterpretasi dan lebih memahami informasi yang diperoleh dan mentransformasikannya ke dalam aktivitas kegiatan produktif yang bermanfaat; 3) Membuat resume buku untuk meningkatkan budaya membaca. Upaya meningkatkan budaya membaca ini sangat bergantung pada intensitas minat baca bagi setiap individu, serta meningkatkan pengetahuan dan kepekaan terhadap berbagai fenomena sosial atau budaya yang sedang berkembang

Kata Kunci: *Literasi, Literasi Keluarga, Membaca*

Abstract

This research was motivated by efforts to develop literacy in the family through the Ten-Minute Reading Movement (GEMAS)'s program. The literacy movement in the family is expected to be a driving force for family members to maximize the resources they have to develop the character and skills of their members. The role of the family as an educational function can have a positive impact on the literacy skills of family members and can be a good basis for the acquisition of literacy skills in the future. This study used a qualitative method with purposive and snowball sampling techniques, as well as data collection through interviews and documentation studies. The results showed that: The Ten Minutes Reading Movement (GEMAS)'s Program itself has several goals that lead to increasing literacy awareness, including: 1) Writing training activities at making participants feel confident in writing (Re-Writing) and produce a work in the form of writing. After making habituation through the Ten Minute Reading Movement and increasing public awareness of the importance of reading, public awareness of the importance of writing will become a very good support force in the literacy movement at a macro level; 2) Family literacy assistance is carried out so that members can interpret more understand the information obtained and

transform it into useful productive activities; 3) Create a book resume to improve reading culture. Efforts to improve this reading culture are very dependent on the intensity of reading interest for each individual, as well as increasing knowledge and sensitivity to various social or cultural phenomena that are developing.

Keywords: *Literacy, Family Literacy, Reading*

INTRODUCTION

In the field of literacy, Indonesia is one of the lagging countries when compared to other ASEAN countries such as Singapore and Malaysia. Cultural literacy in Indonesia, based on the Organization for Economic Co-Operation and Development (OECD) in 2015, was in position 62 out of 70 countries and Indonesia's reading literacy score was 397 lower than the average score of 493. Similar survey results are shown based on UNESCO statistical data surveys. (2012) That out of a total of 61 countries, Indonesia is ranked 60th with a low literacy level which puts Indonesia's reading position at 0.001%, meaning that out of 1,000 people there is only 1 person who has an interest in reading.

World's Most Literate Nations Ranked , research initiated by Central Connecticut State University (CCSU) in 2016 explains that Indonesia is right above Botswana. Indonesia is ranked 60th out of 61 countries regarding reading interest, while Finland, Norway and Iceland occupy the top three devices in terms of reading interest.

To catch up, the Ministry of Education and Culture formed a working group for the National Literacy Movement to coordinate various literacy activities through work units divided into three domains, namely the school, community and family domains. Improving the nation's literacy needs to be framed in an integrated national movement. The literacy movement is not only the responsibility of the government, but also all stakeholders including the business world, universities, social organizations, literacy activists, parents, and the community.

Literacy in the Ministry of National Education (2004) is defined as "skills and knowledge needed not only to be able to live financially independent, but also necessary for social, economic and cultural development in modern life". In line with the opinion of Eisner from Yunus A, et al (2017: 04), in the current digital era the ability to read, write, draw, dance, or the ability to use media that requires literacy. Various communications require the ability to read and write as a means to find and understand the various forms of representation that exist around us. Furthermore, Clay (in Khatimah, 2020) and Ferguson describe that the components of information literacy consist of 1) early literacy; 2) basic literacy; 3) library literacy; 4) media literacy; 5) technological literacy; and 6) visual literacy.

Ujungberung Reading House Community Reading Park (TBM) as a unit that accommodates literacy activities, Ujungberung Reading House TBM initiated the Ten Minute Reading Movement (GEMAS) program. This program has been realized since 2018 through outreach to the community through RT/RW meetings, parent meetings of PAUD students, and various other activities.

Literacy in the family is an early literacy activity that can be carried out by individuals in it. Because the family acts as the first education for each individual. Family literacy in question is simple literacy activities carried out by parents and children at home, which are carried out in daily activities. Literacy improvement programs in the family can have an impact on children's language and literacy development. The family literacy program is able to build family resilience to provide a space for discussion and share knowledge with schools.

Therefore, the Ten Minute Reading Movement (GEMAS) program as the reason for this research is because the program is expected to contribute to increasing literacy for family members. Various activities in the family can create literacy habits, such as getting used to reading activities in the family, providing reading materials, visiting exhibitions or bookstores, reading bedtime stories and other activities. Good family education can have a positive impact on the literacy skills of family members and can be a good basis for the

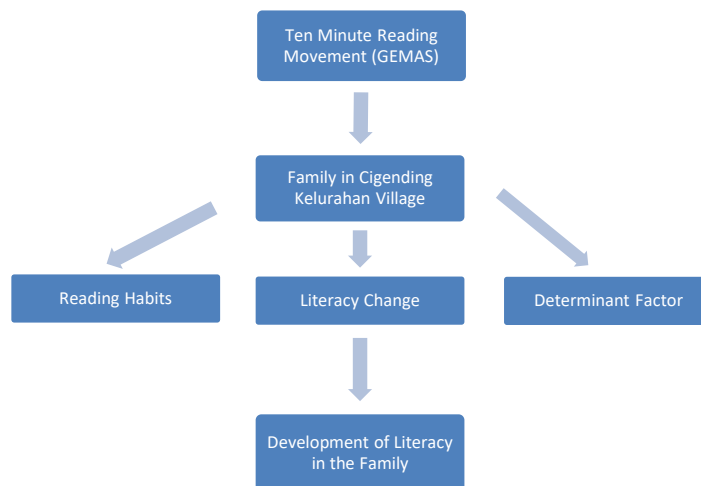
acquisition of literacy skills in the future. (Wulan, 2021).

METHOD

This research was conducted using a descriptive qualitative method that focuses on the existing phenomena then understood and analyzed in depth. Researchers describe and analyze how the effectiveness of the Ten Minute Reading Movement (GEMAS) in developing literacy for family members in Cigending Village, Ujungberung District, Bandung City, West Java.

Determination of research subjects or respondents in this study was carried out by purposive and snowball techniques. Researchers determine research subjects based on considerations, namely by taking people who are considered to know the most about the research focus. The subjects of this study amounted to 11 family members who were representatives of each RW in the Cigending village.

Data collection techniques were carried out through interviews and documentation studies. As well as validating research data using triangulation techniques. Interviews and documentation studies were conducted in February, March, April (year?) in order to collect data to explore the effectiveness of the Ten-Minute Reading Movement (GEMAS) in developing literacy for family members. The data analysis procedure in this study was carried out through the stages of data collection, data reduction, data presentation, and drawing conclusions or verification. The following is the framework used in this research:



RESULTS AND DISCUSSION

The Ten Minutes Reading Movement (GEMAS) is one of the literacy programs initiated by the Community Reading Park (TBM) of Ujungberung Reading House, Cigending Village, Ujungberung District, Bandung City - West Java. This program is intended to foster literacy activities in the family, where all family members are required to read for ten minutes at an agreed time with other family members at home using the Re-Telling and Re-Writing method to improve understanding. (Yopie 2021) .

According to Megawangi in Ferianti and Irna (2020) the family is a means for nurturing, educating, socializing children, and developing the abilities of all its members to be able to carry out their functions in society properly. The role of the family contributes to individual development, one of the functions of the family itself is as a function of education. Likewise, in terms of growing literacy skills, or civilizing activities, literacy activities can start from the family. This means that if a child is raised in a family that likes to read, indirectly the child will see and learn that reading is a useful and enjoyable activity. Fidrayani in Hasanah and Tarma (2019) adds that one of the factors that can affect literacy skills is parental involvement.

Through the GEMAS program, family members in the Cigending sub-district are required to access books at the Ujungberung Reading Community Reading Center (TBM)

every week. There are three books to be loaned. The books will be rolled from one family to another every week by TBM officers. The borrowing of books for each family member varies according to the interests of the readers. For mothers, they generally borrow cookbooks and other knowledge books, fathers generally borrow books on farming and animal husbandry, teenagers generally borrow novels, and children generally borrow reading books filled with illustrations (cartoons).

Literacy activities in the family are considered a good method in developing children's literacy skills. In addition, the availability of books and other literacy resources at home can also be a supporter who contributes to family literacy. Family literacy itself can be described as a form of family literacy training in an effort to support the development of the literacy movement program launched by the government. Literacy is a complex ability, not only limited to the ability to read and write. However, individuals who have certain abilities in absorbing and interpreting text types and their thinking skills by using existing knowledge sources, both in visual, printed and heard and seen forms. These basic literacy skills can be acquired through reading, writing, listening, arithmetic, and speaking.

Based on the Guidelines for the National Literacy Movement by the Ministry of Education and Culture (2017), the National Literacy Movement developed the six types of literacy needed, namely Reading and Writing Literacy, Numerical Literacy, Science Literacy, Digital Literacy, Financial Literacy, Cultural Literacy and Citizenship. Literacy in the family is expected to develop the literacy skills of its members into the six types of literacy. The development and improvement of literacy in the family must become a habit and a stimulus that is in line with the internalization of values in the family.

The growing habit of literacy activities in the family according to Hasanah & Tarma (2019) can be seen from the following achievements: 1) the number and diversity of literacy reading materials owned by the family; 2) the frequency of reading literacy in the family every day; 3) the number of literacy readings by family members; 4) the amount of literacy training that is applicable and has an impact on families; 5) the number of literacy activities participated in by family members; 6) the level of family visits to places of value knowledge (traditional houses, museums, palaces, etc.); 7) the level of family understanding of social values; 8) number of literacy activities participated in by family members; and 9) the number of literacy products owned by the family.

The Ten Minutes Reading Movement Program (GEMAS) itself has several objectives that lead to increasing literacy awareness, including: 1) Writing training activities, which are held by inviting expert resource persons. Through this activity, participants will be directed to have confidence in writing and produce a work in the form of writing. After making habituation through the Ten Minute Reading Movement and increasing public awareness of the importance of reading, public awareness of the importance of writing will become a very good support force in the literacy movement at a macro level; 2) Family literacy assistance is carried out to form cognitive skills which are reflected in the ability to identify, understand, and interpret information obtained to be transformed into productive activities that provide social, economic, and welfare benefits for the community; 3) Making book resumes periodically can improve reading culture, where reading is a powerful effort to gain direct access to acquire knowledge and knowledge as well as mastery of technology. Efforts to improve this reading culture are very dependent on the intensity of reading interest for each individual, as well as increasing knowledge and sensitivity to various social or cultural phenomena that are developing.

Literacy activities in the family can be in the form of a commitment from each family to hold activities related to science through any form of activity. And continue to motivate all family members to continue learning how to create a positive culture, such as habituation in reading, writing, discussing, choosing good and appropriate shows, and other activities that can support the personal development of each individual in the family.

CONCLUSION

The Ten Minutes Reading Movement (GEMAS) initiated by the Ujungberung Reading

House Community Reading Park (TBM) in the form of habituation of reading activities for ten minutes in the family sphere, also supports the program launched by the government, namely the National Reading Movement (GLN) in the family sphere. Literacy skills are needed as a means to find and understand various forms of activity that are around us, and the family plays a role in playing its educational function.

The Ten-Minute Reading Movement Program (GEMAS) can have an impact on: 1) Increasing self-confidence in writing and producing a work in the form of writing, after making habituation through the Ten-Minute Reading Movement and increasing public awareness of the importance of reading; 2) The formation of *cognitive skills* in interpreting the information obtained and transforming it into useful productive activities; 3) Increased knowledge and sensitivity to various social or cultural phenomena that are developing.

REFERENCES

- Dahlan, Y., (2021), Re-Telling and Re-Writing, A Simple Model for Developing People's Passion and Reading Power.
- Dai, L., & Wang, L. (2015). Review of Family Functioning. *Open Journal of Social Sciences*, 3, 134-141 . <http://dx.doi.org/10.4236/jss.2015.312014> .
- Hasanah, U., & Silitonga, M. (2020). *Implementation of the School Literacy Movement in Elementary Schools* . Jakarta: Center for Policy Research, Research and Development Agency and Books, Ministry of Education and Culture.
- Hasanah, U. & Tarma. (2019). *Mapping of Family and Cultural Literacy in Families*. *KnE Social Sciences* . Accessed from: <https://knepublishing.com/index.php/Kne-Social/article/view/4072/8383#info>
- Kamal, W. (2021). *Family Harmonization in the Midst of Smartphone Use: A Study Among Career Women in Four Professions in Makassar City* . (Thesis). Communication Studies Program, Faculty of Social and Political Sciences, Hasanuddin University, Makassar.
- Ministry of Education and Culture. (2017). *Guide to the National Literacy Movement*. Jakarta: The Ministry of Education and Culture's GLN Team.
- Khatimah, H. (2020). *The Influence of Basic Literacy Activities on Reading Interest of Class VS D Negeri 32 Buakang Students, East Sinjai District, Sinjai Regency* . (Essay). Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar.
- Kimiasissa'addah, N. (2019). *Implementation of the Reading Literacy Movement in Developing Interest in Early Childhood Reading at Mutiara Hati Kindergarten, Semarang*. (Essay). Early Childhood Education Teacher Education Faculty of Education, State University of Semarang.
- Navisah, I. (2016). *Character Education in the Family (Case Study of Parents of Elementary School Students Brawijaya Smart School Malang)*. (Thesis). Masters Program, Madrasah Ibtidaiyah Teacher Education, Postgraduate, Maulana Malik Ibrahim State Islamic University, Malang.
- Nurdiani, N. (2014). Snowball Sampling Techniques in Field Research. *ComTech: Computer, Mathematics and Engineering Applications* , 5 (2), 1110-1118.
- Sutrisno Hadi. (1999). *Statistics Volume 2*. Yogyakarta: Andi Offset.
- Pernando, E. (2019). The Role of Parents in Improving Reading and Writing Skills for Children in Padang City Village, Manna District, South Bengkulu Regency. (Essay). Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Tadris, State Islamic Institute (IAIN), Bengkulu.
- Program for International Student Assessment (PISA). (2012). *PISA 2012 Results: What Students Know and Can Do – Student Performance in Mathematics, Reading and Science* (Volume I, Revised edition. New York: OECD Publishing.
- Wulan, NS (2021). Development of Family Literacy Model Based on Folklore Simplification.