

LITERACY CULTURE MODEL BASED ON COLLABORATIVE STRATEGIC READING IN JUNIOR HIGH SCHOOL

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ABSTRACT

Regulation of the Minister of Culture of the Indonesian state number 23/2015 concerning the Growth of Character in one of its attachments requires students to read books other than textbooks for 15 minutes every day before learning begins. This activity is an effort to foster a love of reading in students and a fun learning experience while stimulating the imagination. Reading itself is one of the literacy competencies. This is a habitual discourse that must be done in schools. This habit of course requires a process that is not fast. One of the efforts to foster a literacy culture is the habit of reading by using Collaborative Strategic Reading. Collaborative Strategic Reading focuses on the collaboration of elements that support reading learning (Moreillon, 2007). In this study, the elements involved include teachers, students, and librarians in the form of coteaching, library tools, school principals, and school committees. All of these elements play an important role in creating a conducive climate for the realization of a reading culture so that it has an impact on literacy culture. Therefore, this research is directed at developing a literacy culture model based on Collaborative Strategic Reading in SMP. Thus, the purpose of this study is to produce a literacy culture model based on Collaborative Strategic Reading for SMP.

This study follows the design of the R2D2 (A Recursive, Reflective Design and Development Model) model introduced by Willis (1995), which consists of three components, namely (1) determination, (2) design and development, and (3) dissemination, with procedures (1) defining, (2) planning and development, and (3) dissemination. The product test was carried out three times, namely (1) expert test, (2) practitioner test, (3) student test. The test subjects included three groups, namely the expert group (Indonesian language learning methodology experts and literacy (reading) experts, the practitioner group (teachers, librarians, committees, and school principals), and the user group (students). The research instrument used to collect data included questionnaires, interviews, and tests, while the data analysis used included qualitative analysis and descriptive statistical analysis using t-test.

The results of the first year research are (1) the establishment of a physical facility in the form of a literacy park, (2) a manual for literacy habituation activities based on the Collaborative Strategy and a guidebook for reading habits based on the Collaborative Reading Strategy. The results of the expert validation test (instructional strategist lecturers, school principals, teachers, committees, and librarians) for the handbooks compiled, were deemed appropriate for used.

Kata Kunci: *culture, collaborative strategic reading*