



Family-Based Women's Literacy Movement in Cultivating Children's Interest in Reading

Eni Amaliah*, Fitri Yanti

Raden Intan State Islamic University Lampung, Indonesia

*Correspondence: ✉ eni.amaliah@radenintan.ac.id

Abstract

Keywords:

Literacy Movement;
Woman;
Family;
Mother of Literacy.

Low reading literacy causes human resources to be uncompetitive as a result of weak reading cultural abilities and the presence of gadget technology. The low interest in reading is expressed by the indicator that Indonesian people who read are 0.001%. One of the government programs is that the literacy movement has now become a mass movement. Women have a very strategic role in becoming a pillar of literacy culture in the family sphere. South Lampung Regency in 2023 there will only be one village left behind, namely Baru Ranji village. One of the factors is the large number of children dropping out of school. This research aims to analyze the literacy movement and the role of women in fostering their children's interest in reading. This research is qualitative with a case study approach. This research reveals how the women's literacy movement fosters an interest in reading from an early age in children. In this research it is revealed that the women's literacy movement accompanies parents in their efforts to foster reading behavior in their children while they are busy as sharecroppers, even though in the family it is still limited to strategic facilities, for example, there is no signal support so it is difficult to access the latest information, there is still a lack of insight among the women in the family, the education level of the women in the family is still below educational standards.

INTRODUCTION

Reading is an activity that is often done by everyone. Not only in your spare time but even when carrying out work activities. Reading activities are widely carried out by children to adults. Each reading has its charm and characteristics, making the reader interested in reading the reading. And reading is one method of gaining knowledge, especially in this era of sophisticated technology, Interest in reading is decreasing with the existence of smart phones.

The phenomenon that occurs in society is that children's interest in reading continues to decline every year. Indonesia is ranked 60th as a country aware of reading in the world.¹ It's not just children who have low awareness of reading books, even parents are also a huge factor. Because children's behavior generally imitates their parents. If parents have low reading awareness then 90% of children will also be too lazy to read. So it requires participation from the community and also the government to increase parents' interest in reading again so that they can stimulate children to read books.

In Indonesia alone, there are more than 60 million people who have smartphones, which places Indonesia in fifth place in the world with the most smartphones. And what is ironic is that interest in reading is decreasing.² They focus more on their respective gadgets. It cannot be denied that with

¹ Azmi Rizky Anisa, Ala Aprila Ipungkart, and dan Kayla Nur Saffanah, "Pengaruh Kurangnya Literasi Serta Kemampuan Dalam Berpikir Kritis Yang Masih Rendah Dalam Pendidikan Di Indonesia," *Conference Series Journal* 01, no. 01 (2021): 1–12. h.4

² Wildani Firdaus et al., "Meningkatkan Minat Baca Pada Anak Usia Sekolah Melalui Gerakan Literasi Rumah Baca Di Dusun Sentono," *DEVELOPMENT: Journal of Community Engagement* 1, no. 1 (2022): 13–26, <https://doi.org/10.46773/djce.v1i1.273.h.15>.

advances in technology, all information can be obtained quickly. All we have to do is enter a few words in the application and the news that we are looking for and want will appear.

The relationship between advanced society and literacy is very strong. A society that is said to be advanced is a society that has extensive knowledge. However, nowadays many people are starting to abandon reading books and prefer to surf the internet via their devices. Accessing various information whose source and truth sometimes cannot be confirmed. Society is said to be advanced if they gain a lot of knowledge by reading books, both conventionally and through digital *libraries*.³ So the correlation between advanced society and literacy is very strong. Without a book, people can still get knowledge or information, but awareness of literacy is very lacking. Especially among parents who are busier at work and have very little time to read. They just ask their children to read without any thought that the children's behavior imitates their parents. Parents' literacy habits will indirectly influence the children at home

This is the case with the community of Baru Ranji village located in South Lampung Regency, which in 2023 will be included in the disadvantaged village category. According to village officials, Baru Ranji village is included in the underdeveloped village category due to the large number of children dropping out of school for many reasons. The effect of this is that many children cannot read and write, they spend more time playing even though the village has schools at kindergarten, primary, and even secondary levels.

The Merbau Mataram District of South Lampung is moving through the sub-district PKK program to form literacy mothers to foster families who have children who have dropped out of school in Baru Ranji village and children who cannot yet read in elementary school in Baru Ranji village by providing understanding and awareness of the importance of family literacy to the child's parents. That views reading literacy as an individual's ability to communicate effectively in real life, which thus involves the ability to read, write, listen, and think. Thus, literacy covers all aspects of communication in real-life situations. Ultimately, literacy will empower people to be able to contribute to society and improve their standard of living.

One of the concentrations of global issues in literacy education is achieving the goal of equipping young children with literacy so that in adulthood literacy can equip them to participate in society.⁴ These young children will learn to develop their literacy skills through real experience and of course support from the surrounding environment, including parents, teachers, and peers.

To achieve this goal, the family, as one of the supporting pillars of literacy, is as conducive as possible to developing literacy in children. Family literacy,⁵ which is mainly influenced by the mother's perception, influences children's cognitive abilities at school age. Mother is the first school for her sons and daughters.⁶ By implementing education, skills, and health programs in the family, the literacy mission will be achieved which makes the family the first center of education for their sons and daughters

³ Syamsul Hadi and Ade Irma Suriani, "Kebijakan Literasi Digital Bagi Pengembangan Karakter Peserta Didik," *JKPD) Jurnal Kajian Pendidikan Dasar* 7 (2022): 54–64, <https://journal.unismuh.ac.id/index.php/jkpd/article/view/7030%0Ahttps://journal.unismuh.ac.id/index.php/jkpd/article/download/7030/4326.h.56>

⁴ Meliyanti Meliyanti et al., "Kajian Literatur: Perkembangan Literasi Dan Numerasi Di Lingkungan Keluarga," *Jurnal Pendidikan Tambusai* 5, no. 3 (2021): 6504–12, <https://jptam.org/index.php/jptam/article/view/1973.h.6505>

⁵ Desti Fatin Fauziyyah, "Strategi Pendidikan Literasi Keluarga Melalui Analisis Nilai Didaktis Pada Cerita Anak Litara," *LITERASI: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia Dan Daerah* 10, no. Volume 10 (2020): 61–70, <https://doi.org/10.23969/literasi.v10i2.2800.h.69>

⁶ Amallia Putri Kartika Sari and Lisnawati Ruhaena, "Peran Ibu Dalam Menumbuhkan Minat Literasi Pada Anak Prasekolah," *Prosiding SEMNAS Penguatan Individu Di Era Revolusi Informasi*, 2017, 21–34, <https://publikasiilmiah.ums.ac.id/xmlui/handle/11617/9258.h.32>

Many studies have been conducted on family literacy, including Sri Dewi Nurmala showing that the factors causing students' low literacy skills are: (1) the socio-economic situation of the family; (2) communication and guidance for children at an early age; (3) communication and tutoring during school; (4) reading facilities or collections at home; (5) cell phone, computer, television facilities; (6) gender; (7) relationships between family, school and community; and (8) use of strategies/models in learning to read. Based on these findings, it can be recommended: (1) the provision of literacy support infrastructure, (2) intensive guidance, especially in reading activities at home, (3) increasing GLS activities, and (4) using reading learning models in the learning process in elementary schools. Likewise, research done by Amzi Rizki Annisa shows the opposite results regarding the misalignment that occurs. We assume that this inconsistency comes from differences in the duration of time carried out as well as the targets and the number of respondents which are very different. Likewise, research results of Resti Hermayati show that literacy activities based on local wisdom can indeed develop the character of students. In this activity, researchers and class teachers have provided literacy-based learning by giving assignments that relate to local wisdom values, such as writing how to make emping and writing the history of Tuk Village.

The results of this research show how weak the literacy culture of Indonesian society is. One of the reasons for the low literacy culture in Indonesia is because people's culture is a culture of watching, a culture of fairy tales and stories, not a culture of reading. Low interest in reading is a problem that must be overcome. The steps that must be taken to overcome this problem of low interest in reading are optimizing literacy movements for students/children. To overcome the problem of low interest in reading, parents who have an important role, apart from parents, in the family environment are also very determined to cultivate their son's and daughters' interest in reading.

Interest in reading does not just grow, but there are certain efforts to do so. fostering interest in reading becomes even better. Thus, increasing children's interest in reading is closely related to the AIDA action framework (Attention, Interest, Desire, and Action). A sense of curiosity or attention towards an object (book/text) that is read can create a feeling of interest or interest in that object (Interest), a feeling of interest will give rise to a desire and desire to read. A child's high desire will create a passion to continue reading (action).⁷ so that children always try to fulfill their reading needs and understand the meaning of the words written in the text or reading material. Efforts that can be made to increase children's interest in reading include: (a) needing support from parents, teachers, and friends (b) getting children used to reading books before learning takes place (c) choosing reading that children like but still educational (d) providing positive influences so that children like to read (e) utilizing existing facilities and infrastructure

Literacy skills are often the opening for success. The vicious circle relationship between poverty, ignorance, and underdevelopment is closely related to literacy culture.⁸ When literacy culture strengthens, the impact will gradually eliminate the status of ignorance. With the disappearance of the status of ignorance, the status of backwardness also disappears. The impact of a strong literacy culture will be able to improve living standards.

Early literacy does not mean teaching reading, but making children love reading, and building a foundation for reading so that in the future when it is time for children to learn to read they are better prepared. There are forms of early literacy abilities that children will have, namely *Early Literacy skills*, covers *Print Motivation* Where the positive construction will grow that reading books is something fun,

⁷ Mulqohibah Jamaliyah Nur Alifah et al., "Menumbuhkan Minat Baca Anak Usia Dini Melalui Media Pojok Baca Di RA Sunan Giri Dan KB Sunan Giri Desa Ngebruk," *Empowerment: Jurnal Pengabdian Kepada Masyarakat* 3, no. 1 (2023): 19–29

⁸ Ria Nurhayati, "Membangun Budaya Literasi Anak Usia Dini Dalam Keluarga," *Jurnal Pembangunan Masyarakat* 4, no. 1 (2019): 79–88. h. 80

meaning that as parents and teachers, we can generate interest and enjoy books. A child with *motivation* will be in the process of loving reading, playing with books, and pretending to write, trips to the library that feel fun, motivating children to read books in the library, parents teach exchanging books between children and parents or children exchanging books with other friends at the child's age early age.

Parents have an important role in cultivating children's interest in reading. Therefore, parents must participate by cultivating and modeling a love of reading at home.⁹ Parents are the center of children's learning at home. Children must be guided well by example. So mothers and fathers must first love reading.

The child's learning process needs to involve the role of accompanying parents because children are still in the area of parental responsibility and care. In this process, the position of parents is vital because one of the duties of parents is to act as a means of control over their sons and daughters. If a problem arises with a child, it is mainly the fault not only of the child but also of the parents involved in it, the child is not an adult who has complete freedom to make choices.¹⁰ Reading activities must be started from an early age to form an interest in reading and instill the habit of exploring books, so it's not just books at school. Thus, reading is expected to be a fun activity.

This research is expected to provide an in-depth picture of the literacy movement of women or sub-district and sub-district heads in carrying out literacy activities through the PKK program with the hope of growing and increasing interest in reading to produce a society that likes to read, a learning society to make the nation's life more intelligent, as indicated by creating quality human resources as a medium for national development towards civil society so that in South Lampung District there will no longer be any data on underdeveloped villages. Not only that, reading opens up knowledge, adds insight and skills, and increases creativity as a result, children are more energetic to keep reading. Therefore, this dedication must be able to promote positive reading behavior through reading.

As previously stated, the perception that villages are underdeveloped is closely related to low literacy skills. Then, the patriarchal culture is still strong in the Indonesian nation. One of the efforts made by the South Lampung district government along with sub-district and village levels to reduce the high level of underdevelopment is through the children's reading literacy movement, including the School Literacy Movement, Family Literacy Movement, and Community Literacy Movement. The dimensions are reading and writing literacy and digital literacy. The Family Literacy Movement is based on the desire to improve the literacy skills of family members. Therefore, understanding literacy as the ability to identify information needs, search for, obtain, process and re-inform information needs to be improved in the family domain. To improve literacy skills, the role of the family is very important. The family as the smallest unit in society, in the context of education, is the first and main learning environment for children.

This research uses a descriptive analysis method based on qualitative data through the results of questionnaires, interviews, and observations. The subjects of this research were literacy mothers who were members of the Merbau Mataram sub-district as well as families in Baru Ranji village who had children who had dropped out of school and children who could not read in elementary school. Meanwhile, the informants or data complements for this research were assisted by Baru Ranji village officials such as the Village Head, village secretary, and hamlet head as well as several from the school.

⁹ I Ketut Artana, "Anak, Minat Baca, Dan Mendongeng," *Acarya Pustaka* 3, no. 1 (2017): 26–36. h. 29

¹⁰ Dinar Nur Inten, "Peran Keluarga Dalam Menanamkan Literasi Dini Pada Anak," *Golden Age: Jurnal Pendidikan Anak Usia Dini* 1, no. 1 (2017): 23–32, <https://doi.org/10.29313/ga.v1i1.2689.h.31>

RESULT AND DISCUSSION

Portrait of Low Literacy Culture in Baru Ranji Village, South Lampung

Desa Baru Ranji has a total population of Jiwa in 24 RT, 7 RW, 1,658 KK with the details of the following table:

Table. 1. Baru Ranji Village Population Data

No	Village	Number of RT	Number of RW	Number of KK	Number of People		
					M	F	Total
1	RANJI	5	1	359	715	619	1.334
2	SUKANEMAH	2	1	138	267	223	490
3	SIMPANG SARI	3	1	155	309	286	595
4	PILAR	4	1	277	484	403	887
5	HUTAN TUA	4	1	231	504	484	988
6	CIDADAP	3	1	211	370	351	721
7	MERBAU	3	1	197	367	371	747
Total		24	7	1.658	3.025	2.737	5.762

Source: Village Documentation. Baru Ranji Village Population Data for 2023

Baru Ranji Village is located in Merbau Mataram District, South Lampung which consists of 7 hamlets within the village. Baru Ranji Village is an agricultural and plantation village, so the majority of its residents make their living as farmers. Meanwhile, the level of education of the people of Baru Ranji Village is

Table. 2. Education Data

No	Educational level	Amount
1	No School	100 people
2	Not finished elementary school yet	800 people
3	Not completed in primary school	200 people
4	Finished elementary school	700 people
5	Finished high school (SLTP)	500 people
6	Finished high school	300 people
7	Graduated from Academy/Higher Education	30 people

Source: Village Documentation 2023

Based on the table above, the level of education in Baru Ranji village is very worrying, several hundred elementary school graduates do not continue to the next level. This affects the reading index of children of active age because of low education so there is no motivation to read.

Currently, the reading literacy index in Indonesia is very low. There are many reasons why the reading ability and culture of Indonesian society are very low compared to other countries. Various

solutions implemented by the government include implementing reading before starting learning at school and creating libraries in several areas. However, the solutions presented are still not effective for people to implement a reading culture.

In 2016, the Ministry of Education and Culture's Pusspendik implemented the Indonesia National Assessment Program (INAP) or Student Competency Assessment (AKSI)¹¹ to master the reading, mathematics, and science skills of class 06 students. Specifically regarding reading, it managed to get a ranking of 48.83%, which was in the poor criteria, 47.11% in the Fair criteria, and only 6.06% in the good criteria. Thus, student literacy in Indonesia is still in the low category and thus still needs to be improved. In this case, the government needs a special strategy to increase literacy to improve students' reading abilities, namely by synchronizing school programs with family and community activities and combining these activities with school literacy movement activities. One of the activities in the School Literacy Movement is 15 minutes of reading non- lesson books before class time starts.¹² This effort is a breakthrough to improve the quality of education, according to the Minister of Education and Culture Regulation No. 23 of 2015.¹³ This activity is intended to increase students' interest in reading and develop students' reading skills so that they can understand more deeply the reading material which includes character values, in the form of local, national, and global content material which is delivered according to the student's level of development. This important breakthrough should involve all high-ranking officials in the education sector, including officials at the central, provincial, district, and school-level education units. The role of the community and support by parents and guardians of students is an important part of the success of the School Literacy Movement



Figure. 1. Integration of Three Educational Centers

Increase the participation of all stakeholders related to the implementation of education in schools, including parents, the community, and the world of business and industry. As a legal basis for involving the role of the community in education, in article 4 point 6 of Law No. 20 of 2003 concerning the National education system,¹⁴ it is emphasized that education is carried out by empowering all

¹¹ "https://www.kemdikbud.go.id/Main/Blog/2019/11/Kemendikbud-Kembangkan-Asesmen-Kompetensi-Siswa-Untuk-Identifikasi-Capaian-Belajar," n.d

¹² D. R. Ade, "Minat Baca Siswa Kelas Rendah Dalam Pelaksanaan Literasi Sekolah Di Sd Islam Al Azhar 34 Makassar," PhD Thesis. UIN Raden Intan Lampung, 2020, 1–11.h.8.

¹³ Kemendikbud, "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2015 Tentang Penumbuhan Budi Pekerti," Permendikbud, 2015, 45

¹⁴ Peraturan Pemerintah et al., "Undang-Undang Republik Indonesia Nomor 35 Tahun 2014," 2013

components of society through participation in the implementation and control of the quality of educational services. The role of the family is very significant in children's education. If you order them from the greatest influence, then how do parents provide encouragement, motivation, encouragement, and hope to their children? Parents who can motivate their children and place expectations on their children tend to give birth to children who excel. Meanwhile, family factors that have a moderate influence include communication between parents and children regarding school assignments such as doing homework and discussions related to lessons at school. Meanwhile, parental supervision at home, for example regarding time to watch television, play on cellphones, and the right time to study, has the smallest effect. However, there are still many parents who do not understand how to give good encouragement or expectations to their children.¹⁵

The low interest in reading in Baru Ranji village can be influenced by first, no habit of reading has been instilled from an early age. Childhood is the golden age where in this phase children are experiencing very rapid growth so that parents can shape their children's character. Second, unequal access to educational facilities and minimal quality of educational facilities. The factors causing the lack of literacy are the low literacy culture in the community, economic conditions, parents' mindset, school environment, local government attention, and together with the growth of increasingly advanced technology. This has a certain impact on interest in reading books. Books are often thought to be boring, even though they are not textbooks, Children prefer playing with gadgets, watching television, and playing online games, as a result, this will reduce children's interest in reading books. This situation is exacerbated by parents not caring about reading activities and people's awareness of the benefits of literacy or in fact, people are not familiar with literacy programs so reading is considered low and cannot yet be made into a habit. Many things influence, such as each individual's interest in reading, especially children. If every child has a high interest in reading, of course, reading activities will often be carried out by children wherever they are.

The problem in the school environment in this village is that limited reading facilities and infrastructure, such as the availability of libraries and a variety of reading books, is one of the factors causing low literacy culture. Library book collections are still dominated by textbooks, making students lose interest in reading. The facilities in several library rooms were considered still cramped, cramped, and lacked air ventilation, so students felt uncomfortable being there. Apart from that, books arranged irregularly make reading in the library boring, unexciting and uncomfortable. In several sub-districts in South Lampung district, there are already reading corners or reading houses located in hamlets or villages in the Merbau Mataram sub-district. However,

Baru Ranji Village has not been touched by the sub-district literacy mother, in this case, the cause could be the location of the village at the end of the sub-district and the road terrain is not good so it is beyond the reach of the relevant parties. Another factor is the learning situation which does not motivate students to study certain books outside of textbooks. Usually, learning in the classroom is more teacher-centered or even just an activity to transfer knowledge where students are only exposed to the information/knowledge possessed by the teacher. Infrequent discussion activities or providing a problem regarding the material being discussed to then be solved together can also make students unmotivated to seek information from other sources and not trained to increase knowledge by reading and make the knowledge that students have limited. Lack of role models (from teachers) for students in terms of reading. There are still some teachers who have not made reading a necessity in education. This

¹⁵ Ryska Nurzuliani, M Syukri, and Dian Miranda, "Peran Orang Tua Dalam Meningkatkan Minat Membaca Anak Usia 5-6 Tahun," *Journal of Equatorial Education and Learning* 11 (2022): 1–9, <https://doi.org/10.26418/jppkv.11i11.59482>

can be seen from the use of free time at school for staff and teachers. Not many teachers spend their free time reading. Most teachers fill their free time by chatting, joking, or other activities that are not related to reading activities, so that students do not have role models among teachers in terms of their love of reading.

Meanwhile, the problem outside of school is that the development of information technology has caused a lack of public interest in the activity of reading books. The development of cell phones and the internet has caused a lack of human interest in books. The emergence of sophisticated technology called cellphones¹⁶ which offer various cheap packages for communication is also one of the causes of people's low interest in reading because people often spend more time conversing on cellphones compared to spending time reading. Families who have not instilled the mandatory reading habit in forming a child who has an interest in reading, of course, must start from the child's closest environment, namely the family. Because children will imitate the habits of their family members, especially parents. However, more people in society have not been supported by a narrow mindset about the importance of education when they are still free from age. Baru Ranji Village has a population with a large number of people who are not in school and even children who have dropped out of school. However, library facilities outside of school facilities, namely village libraries or what is usually called reading houses or reading corners, have not been realized by the village

Mother's Family-Based Literacy Movement

In essence, reading is a storehouse of knowledge or a window to the world. Because by reading a lot, we can find out many things that we didn't know before. The more diligent we are in reading, the more we can be sure we will know and be able to do more. This means, that if someone has a lot of knowledge, then that knowledge will subconsciously help him or her in doing many things that they had not previously mastered. The influence of the low interest in reading or literacy in Indonesia is also caused by the factor of not having the habit of reading from an early age.

One of the problems being faced in the world of education, especially in schools in Indonesia, is the low level of students' critical thinking abilities when learning reading activities at school. A low level of critical thinking ability in students usually occurs because, during the process of carrying out daily learning, it is considered less effective in developing the interests, talents, and potential that exist within the students.

Literacy is a word that is very familiar to people because of the incessant discussion regarding demands and the reality of their abilities. Literacy skills relate to the ability to expand Indonesian language competence for various purposes,¹⁷ especially those related to reading and writing. The literacy problem is one of the problems that must receive special attention from the Indonesian people. This is because, in the last few decades, the competitiveness of the Indonesian nation among other nations has tended to be less competitive. Indonesia is currently in a literacy culture crisis.

Building literacy habits at home can be started by telling stories, reading books, or writing. Children who are used to being told stories or having books read to them will certainly grow up to be people who love books. Children's linguistic intelligence will be better honed, they will become more communicative,

¹⁶ Pratama Sari, "Faktor-Faktor Penyebab Rendahnya Minat Membaca Siswa Kelas IV," *Jurnal Pendidikan Guru Sekolah Dasar* 7, no. 32 (2018): 3128-37 <http://journal.student.uny.ac.id/ojs/ojs/index.php/pgsd/article/viewFile/13875/13400>

¹⁷ I Gusti Agung Made Gede Mudana, "Pembelajaran Literasi Melalui Pendekatan Saintifik Dalam Mata Pelajaran Bahasa Indonesia Di Sekolah Dasar," *Pendidikan Pasraman Dalam Peningkatan Kualitas Karakter Generasi Muda Di Era Globalisasi* 6, no. 2 (2020): 1-10.h.2

and expressive and children's imaginations will be more developed Children's great curiosity encourages them to search and explore more through books, modeling writing habits, for example just writing an agenda for daily activities will encourage children's writing skills. Not having the habit of reading from home is one of the factors in the low reading literacy of Indonesian society. At home, parents only teach reading and writing at an ordinary or basic level. Literacy culture must be accustomed to from childhood. Especially the house is a place that shapes all our habits. It would be a good idea to prepare books other than textbooks at home so that children are encouraged to read.

Technological developments are becoming more and more sophisticated today. Technology has a big role in today's low literacy. People prefer playing with their gadgets rather than reading. Never mind taking the time to read, sometimes we even lose track of time and forget our tasks because of technology. The development of technology should be used to increase insight and become literacy material.

Communication and interaction with children must be built through things that children like. They cannot be forced, let alone through orders or figurative words alone. But by modeling the habits carried out by parents, the intention to "copy" children will grow by doing the same thing. This will continue to develop as we grow and age, which of course must remain in line with support from parents.

The habit of reading and writing has a positive influence on children's growth and development. They will grow into more disciplined individuals and will be accustomed to looking for correct sources of information so that they will not easily fall for hoaxes/fake news in the digital age like now. Two factors influence reading interest, including environmental factors and motivational factors. Environmental factors are one of the things that will influence a person in their life, a good environment will provide positive encouragement for their life. While the motivation factor is a much-needed stimulant for someone to enjoy reading, the more you understand the benefits of reading, the more you will realize how important reading is and the more interested you will be in reading. The factors above will have a big influence on someone's reading. Meanwhile, to increase interest in reading, it can be built from a positive environment and with high encouragement or motivation to read and make positive use of technology One of the factors causing Baru Ranji Village, South Lampung to become a disadvantaged village is the lack of motivation from parents regarding children's education, which has an impact on children dropping out of school and being lazy about going to school, and the location of the village with very poor infrastructure and parents' narrow mindset about the future of children who consider high school. only increases the number of unemployed and society is more intense in improving the economy for family welfare at this time, such as children working with their parents. Literacy mothers from the Merbau Mataram sub-district started to move through the PKK program.

The South Lampung Regency Government, through Mother Literacy, has a strategy to foster a culture of literacy. Conditioning the physical environment to be literacy-friendly. Striving for a social and affective environment. Strive for a family, school, and community environment that supports the literacy movement. PKK activities cover all aspects of community life. The PKK program contained in 10 programs is a dynamic of literacy activities, namely: The appreciation and practice of Pancasila, is one form of implementing literacy in carrying out religious activities, being ethical in daily life, reading the holy book, socializing, socializing, and so on. By reading, spiritual intelligence and better character will be formed. Literacy or reading is not just reading books, but also being literate with those around us, being sensitive to the environment, and caring for others. Literacy for prosperity is our passion for building a healthy and prosperous family. Education, skills, and health. Mother is the first book for her children.

Several other factors that cause the literacy culture of the Baru Ranji village community to remain low are: First, the use of more sophisticated electronic information technology so that books are no longer the main medium for obtaining the desired information even though village conditions are not yet by village developed like the surrounding villages because they are not supported by a good internet network.

Second, educational facilities and infrastructure are not evenly distributed. Another factor causing low literacy skills is that the available infrastructure is insufficient to support literacy activities. Limited facilities and infrastructure for literacy activities, such as school libraries that do not meet standards and a lack of variety of reading books, can be the cause of students' lack of interest in literacy. These facilities and infrastructure are educational support components that are important for the continuity of the learning process. Schools in these villages do not have infrastructure and facilities that can optimize literacy activities.

Third, the development of the School Literacy Movement (GLS) activities from the government is still not in line with expectations. As is known, policies related to literacy culture have been pursued by the Ministry of Education and Culture. Based on Minister of Education and Culture Regulation Number 21 of 2015 concerning the Development of Character, the School Literacy Movement has been disseminated to all schools in Indonesia which consists of 3 processes, namely: 1) growing interest in reading, 2) increasing literacy skills in enrichment books, and 3) increasing literacy skills in textbooks (Kemdikbud, 2016).¹⁸ There are still several schools that have never implemented GLS activities in South Lampung Regency, including in Merbau Mataram District, especially in Baru Ranji Village.

Fourth, people's purchasing power for books is not yet comprehensive. For some people, books are still priced relatively expensive,¹⁹ specially for the lower middle class. Especially nowadays, many people are experiencing economic difficulties after the pandemic, so books are not a necessity. Moreover, the price of books is not comparable to basic needs, making some people reluctant to set aside money to buy books. Therefore, it is not surprising that books are still considered a 'luxury item' for most people



¹⁸ Novi Resti He
Untuk Mengembangkan Karakter Peserta Didik, Jurnal PGSD o, no. 1 (2020): 7–16,
<https://doi.org/10.32534/jps.v6i1.1150.h.9>

¹⁹ Afina Nafotira, "Peran Orang Tua Dalam Mengembangkan Minat Baca Pada Anak Usia Sekolah Dasar Kelas 1 (Satu) Di Surabaya," Ir - Perpustakaan Universitas Airlangga 1 (2020): 1–20,
https://repository.unair.ac.id/74813/%0Ahttps://repository.unair.ac.id/74813/19/JURNAL_Fis.IIP.56 18 Naf p.PDF.h

Figure. 2. Synergy of the roles of parents, teachers, and literacy mothers (government)
Source: Research Results Processed in 2023

PKK Merbau Mataram District has collaborated with Dispuspa and Disdik to create a program that fosters literacy. For example, the Reading Corner Learning Community or Reading House program which is located in villages in the Merbau District of Mataram, and currently starting to move towards pioneering a Reading Corner in Baru Ranji village because Baru Ranji village has just been touched by the District, the Public Library with Car program will also be implemented. Mobile Libraries are entering villages, Most recently there was a direction for village libraries to innovate into digital libraries.

However, to support all library literacy activities in the village to foster interest in reading in children, of course, the role of the family is very important, especially parents, in this case, a mother, because the mother, as the child's first teacher, has a central role in fostering literacy in the family environment, the role of the mother. It is important to foster literacy in the family environment. One important factor in increasing children's interest in reading is the family environment. If parents have a habit of reading at home, it will certainly have a good impact on children's interest in reading. Reading activities must be accustomed to in a family environment. Because family is the first education for the formation of children's character. So habits carried out in the family environment have a significant impact on a child's growth and development.

Most parents in villages do not know the benefits of reading. Since childhood, children need to know the benefits of books and be given reading media. By reading, children can broaden their horizons, and hone their imagination and ability to create.

The following are several ways that parents or educators can try to improve children's literacy: (1) Introduce reading habits from an early age. Reading habits that are built from an early age will help students become more accustomed to reading and broaden their horizons. Parents and educators can provide books that are appropriate to students' ages and interests to help them build reading habits., (2) Create a conducive learning environment. A conducive learning environment can help students focus and be comfortable in the learning process. Parents and educators can create an attractive classroom by providing adequate learning equipment, such as books, whiteboards, and computers, (3) Using technology in learning. Technology can help students develop their literacy. Parents and educators can use interesting software and applications to help students learn to read and write more easily and enjoyably. However, like a double-edged sword, the use of technology such as the internet and software also has negative effects, apart from providing positive effects. Therefore, good supervision must continue to be carried out so that students only get positive effects from using this technology, (4) Encourage discussion and reflection. Discussion and reflection can help students develop a better understanding of what they read. Parents and educators can invite students to discuss the books or articles they read and help them formulate their questions and opinions, (5) Provide feedback and support. Feedback and support from educators are critical to helping students improve their literacy skills. Parents and educators can provide constructive feedback and provide support to students in the learning process.

Improving reading literacy in children is not an easy task, parents and educators can help children develop better reading, writing, and speaking skills. This will help foster children's interest in reading so that children are not left behind.

CONCLUSION

The low literacy level of society should be a challenge for us to try to find the best solution. To be able to improve it, it can start from public awareness of the importance of cultivating a culture of literacy starting from an early age. In this way, it is hoped that literacy activities will become a habit to fill time, no longer just to pass the time. From now on, society must introduce literacy activities to the next generation from an early age so that interest in literacy can be formed from childhood. Creating a culture of reading in the family. Make reading a fun activity. Parents can act as inspirers and facilitators for children. As an inspiration, the family is the main role model for children's growth and development. What is instilled at home has a big influence on children in the future. Parents as captains are the ones who determine where they will be taken and how they want their children to develop. The family has a strategic role in achieving children's literacy because the family is the first and main place of education that instills knowledge and values in every child. The nation's superior and highly competitive human resources depend on what we build in our families today. So that the nation's significant progress will indirectly be influenced by the actions and choices of parents in educating the current and future generations.

REFERENCES

- Ade, D. R. "Minat Baca Siswa Kelas Rendah Dalam Pelaksanaan Literasi Sekolah Di Sd Islam Al Azhar 34 Makassar." *PhD Thesis. UIN Raden Intan Lampung*, 2020, 1–11.
- Alifah, Mulqohibah Jamaliyah Nur, Prayoga Fajar Setyawan, Putri Maulidah Al Khusna, and Debby Luzsanti. "Menumbuhkan Minat Baca Anak Usia Dini Melalui Media Pojok Baca Di RA Sunan Giri Dan KB Sunan Giri Desa Ngebruk." *Empowerment: Jurnal Pengabdian Kepada Masyarakat* 3, no. 1 (2023): 19–29.
- Fatin Fauziyyah, Desti. "Strategi Pendidikan Literasi Keluarga Melalui Analisis Nilai Didaktis Pada Cerita Anak Litara." *LITERASI: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia Dan Daerah* 10, no. Volume 10 (2020): 61–70. <https://doi.org/10.23969/literasi.v10i2.2800>.
- Firdaus, Wildani, Winda Badiatul Jamila, Adiba Maulidiyah, and Nazahah Ulin Nuha. "Meningkatkan Minat Baca Pada Anak Usia Sekolah Melalui Gerakan Literasi Rumah Baca Di Dusun Sentono." *DEVELOPMENT: Journal of Community Engagement* 1, no. 1 (2022): 13–26. <https://doi.org/10.46773/djce.v1i1.273>.
- Hadi, Syamsul, and Ade Irma Suriani. "Kebijakan Literasi Digital Bagi Pengembangan Karakter Peserta Didik." *JKPD) Jurnal Kajian Pendidikan Dasar* 7 (2022): 54–64. <https://journal.unismuh.ac.id/index.php/jkpd/article/view/7030%0Ahttps://journal.unismuh.ac.id/index.php/jkpd/article/download/7030/4326>.
- Hemayati, Novi Resti, and Susilawati Susilawati. "Pelaksanaan Gerakan Literasi Sekolah Berbasis Kearifan Lokal Untuk Mengembangkan Karakter Peserta Didik." *Jurnal PGSD* 6, no. 1 (2020): 7–16. <https://doi.org/10.32534/jps.v6i1.1150>.
- "<https://www.kemdikbud.go.id/Main/Blog/2019/11/Kemendikbud-Kembangkan-Asesmen-Kompetensi-Siswa-Untuk-Identifikasi-Capaian-Belajar>," n.d.
- Inten, Dinar Nur. "Peran Keluarga Dalam Menanamkan Literasi Dini Pada Anak." *Golden Age: Jurnal Pendidikan Anak Usia Dini* 1, no. 1 (2017): 23–32. <https://doi.org/10.29313/ga.v1i1.2689>.
- Kemendikbud. "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2015 Tentang Penumbuhan Budi Pekerti." *Permendikbud*, 2015, 45.
- Ketut Artana, I. "Anak, Minat Baca, Dan Mendongeng." *Acarya Pustaka* 3, no. 1 (2017): 26–36.

- Meliyanti, Meliyanti, Palupi Raraswati, Didin Nuruddin Hidayat, and Sani Aryanto. "Kajian Literatur: Perkembangan Literasi Dan Numerasi Di Lingkungan Keluarga." *Jurnal Pendidikan Tambusai* 5, no. 3 (2021): 6504–12. <https://jptam.org/index.php/jptam/article/view/1973>.
- Mudana, I Gusti Agung Made Gede. "Pembelajaran Literasi melalui Pendekatan Saintifik dalam mata pelajaran Bahasa Indonesia di Sekolah Dasar." *Pendidikan Pasraman Dalam Peningkatan Kualitas Karakter Generasi Muda Di Era Globalisasi* 6, no. 2 (2020): 1–10.
- Nafotira, Afina. "Peran Orang Tua Dalam Mengembangkan Minat Baca Pada Anak Usia Sekolah Dasar Kelas 1 (Satu) Di Surabaya." *Ir - Perpustakaan Universitas Airlangga* 1 (2020): 1–20. [https://repository.unair.ac.id/74813/%0Ahttps://repository.unair.ac.id/74813/19/JURNAL_Fis.IIP.56 18 Naf p.PDF](https://repository.unair.ac.id/74813/%0Ahttps://repository.unair.ac.id/74813/19/JURNAL_Fis.IIP.56%2018%20Naf.p.PDF).
- Nurhayati, Ria. "Membangun Budaya Literasi Anak Usia Dini Dalam Keluarga." *Jurnal Pembangunan Masyarakat* 4, no. 1 (2019): 79–88.
- Nurzuliani, Ryska, M Syukri, and Dian Miranda. "Peran Orang Tua Dalam Meningkatkan Minat Membaca Anak Usia 5-6 Tahun." *Journal of Equatorial Education and Learning* 11 (2022): 1–9. <https://doi.org/10.26418/jppkv.11i11.59482>
- Pemerintah, Peraturan, Republik Indonesia, Perubahan Atas, Peraturan Pemerintah, Dengan Rahmat, Tuhan Yang, Maha Esa, and Presiden Republik Indonesia. "Undang-Undang Republik Indonesia Nomor 35 Tahun 2014," 2013.
- Rizky Anisa, Azmi, Ala Aprila Ipungkarti, and dan Kayla Nur Saffanah. "Pengaruh Kurangnya Literasi Serta Kemampuan Dalam Berpikir Kritis Yang Masih Rendah Dalam Pendidikan Di Indonesia." *Conference Series Journal* 01, no. 01 (2021): 1–12.
- Sari, Amallia Putri Kartika, and Lisnawati Ruhaena. "Peran Ibu Dalam Menumbuhkan Minat Literasi Pada Anak Prasekolah." *Prosiding SEMNAs Penguatan Individu Di Era Revolusi Informasi*, 2017, 21–34. <https://publikasiilmiah.ums.ac.id/xmlui/handle/11617/9258>.
- Sari, Citra Pratama. "Faktor-Faktor Penyebab Rendahnya Minat Membaca Siswa Kelas IV." *Jurnal Pendidikan Guru Sekolah Dasar* 7, no. 32 (2018): 3128–37. <http://journal.student.uny.ac.id/ojs/ojs/index.php/pgsd/article/viewFile/13875/13400>