

## 40 Minutes with “Sang Penjemput”: A Concept of Creating Literacy Culture at SMP N 17 Kendari



## 40 Menit Bersama “Sang Penjemput”: Konsep Membangun Budaya Literasi di SMPN 17 Kendari

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## Abstract

**Problem Statement:** This research is conducted in response to low reading motivation of society, especially parents/guardians in spending their spare time when picking up their children after school in SMP N 17 Kendari. **Purpose:** This research aims to describe how “40 Minutes with Parents/Guardians (*Sang Penjemput*)” program has influenced reading literacy of SMP N 17 Kendari. **Method:** This research uses a qualitative research with library study method supported by observation. Data sources are reference books and scientific journal articles which was in line with this research. Observations are in the forms of authors’ own experiences as authors directly participated in this program. **Results:** The findings show that: The headmaster of SMPN 17 Kendari had a significant role in carrying out this program; Many readers (*Sang Pembaca*) were fond of fiction books, newspaper, and magazines; Additional facility such as comfortable place to read was a significant factor in implementing this program. **Conclusion:** It can be concluded that 40 Minutes with Parents/Guardians (*Sang Penjemput*) program, which was carried out with reading activity while picking up their children, is quite effective in influencing reading habits of the Parents/Guardians (*Sang Penjemput*). Through this program, it can also affect students’ reading literacy, as well as persuading nearby residents who live near SMPN 17 Kendari to read.

**Keywords:** *Creating Literacy Culture; Reading Interest; Sang Penjemput; SMP N 17 Kendari; 40 Minutes with “Sang Penjemput” Program*

## Abstrak

**Latar Belakang:** Penelitian ini diilhami oleh kenyataan rendahnya motivasi membaca masyarakat/walimurid/Sang Penjemput dibanding dengan pemanfaatan waktu yang sangat luang saat menunggu jam pulang anak di SMP N 17 Kendari. **Purpose:** Penelitian ini bertujuan untuk mendeskripsikan bagaimana Program “40 Menit Bersama Sang Penjemput” dalam membangun budaya literasi di SMPN 17 Kendari. **Methods:** Penelitian ini merupakan penelitian kualitatif dengan metode studi pustaka yang diperkuat dengan observasi. Sumber data penelitian berupa buku-buku referensi dan artikel-artikel jurnal ilmiah yang memiliki relevansi dengan penelitian. Observasi berupa pengalaman penulis secara langsung terjun sebagai pelaksana. **Result:** Temuan penelitian antara lain: Pucuk pimpinan SMPN 17 Kendari memiliki peran yang cukup kuat dalam mensukseskan program; Bahan bacaan yang banyak diminati Sang Pembaca diantaranya buku fiksi, surat kabar, dan majalah; Fasilitas penunjang seperti tempat yang sejuk dan nyaman juga tidak kalah penting dalam mensukseskan program kedepan. **Conclusion:** Penulis menyimpulkan bahwa Program Kegiatan 40 Menit bersama Sang Penjemput yang dilaksanakan melalui konsep pembiasaan membaca bahan bacaan sembari menunggu jemputan siswa tergolong efektif mempengaruhi kebiasaan membaca Sang Penjemput. Melalui kegiatan ini juga dapat memaksimalkan potensi membangun budaya literasi kepada siswa yang dijemput, serta dapat mempengaruhi dan menularkannya kepada seluruh warga sekolah SMPN 17 Kendari termasuk warga sekitar sekolah.

**Keywords:** *Membangun Budaya Literasi; Minat Baca; Sang Penjemput; SMP N 17 Kendari; Program 40 Menit bersama “Sang Penjemput”*

## I. INTRODUCTION

**Background.** One of the indicators of successful education implementation in a particular region is the increasing number of society's literacy index (Pambayun et al., 2020). Although literacy index covers reading, writing, speaking, listening, observing, and expressing opinions (Fatmawati, 2016), reading motivation is still listed as literacy index benchmark in Indonesia (Wijayanti, 2020). In the meantime, Indonesia becomes the second worst out of 61 countries based on reading interest survey of the "*Most Literate Nation In the World*" in 2016 (Central Connecticut State University, 2016). It turns out that Indonesia's interest in reading is only 0,001 according to a survey conducted by UNESCO (Permatasari, 2015). Apart from the various pros and cons, these results show that the Indonesian interest in reading is still far from excellent. That is why researchers have decided to do an observation and create a program to increase interest in reading of society, especially parents/guardians who every day pick up their children at the end of school day at SMP N 17 Kendari.

**Problem.** The essential problem of this research is not the illiterate Parents/Guardians (*Sang Penjemput*), but their low interest in reading is. One of the reasons is that there are no facilities available. In other words, it means that no facilities provided has made low interest in reading. In fact, Parents/Guardians (*Sang Penjemput*) have plenty of spare time while picking up their children after school at SMP N 17 Kendari. Meanwhile, the picker (*Sang Penjemput*) is also the parents/guardians of the students who are responsible of their own children and ought to have good influence on improving students' literacy culture outside school hour.

**Previous Literature Review.** This research was inspired by several previous studies, one of which titled "Students' Interest in Reading Reviewed from Perceptions of Parental Involvement in Education". Through a correlational quantitative approach, it showed that students' interest in reading is in the middle category and students have high perception of parental involvement in education (Ama, 2021). Another research was done by Rachman et al., whose journal titled Elementary School Students' Interest in Reading in Depok: A Case Study of SDN Anyelir 1 Depok Jaya. By implementing qualitative approach with a case study model, the findings showed that interest in reading of 2<sup>nd</sup> grade elementary school students of SDN Anyelir 1 Depok Jaya was still low due to the lack of students who read in their leisure time, as they were not used to or accustomed to doing so (Rachman et al., 2018). The next research which was conducted by Rahmawati covers a topic about relation between reading Interest and reading habit shown by the ability of identifying short story settings of 4<sup>th</sup> grade elementary school students of SDN Gugus Drupadi Kota Semarang. It inferred that there was a positive connection between reading interest and reading habit with the ability of identifying short story settings (Rahmawati, 2017).

**State of The Art.** This research adopts humanistic approach in persuading people to read, as well as educating students to read by participating in the 40 Minutes with Parents/Guardians (*Sang Penjemput*) program. This program has never occurred before at SMP N 17 Kendari and the most interesting thing is that people were willing to change their way of thinking by joining this literacy program. This research tries to fill the gap as the aforementioned studies only focused on observing elementary school student's reading literacy (Ama, 2021; Kinanti, 2020; Rachman et al., 2018) while this research uses literature review and the objects are older age groups (parents/guardians/caretaker) from various background whom their children are in middle school.

**Purpose.** Therefore, this study aims to describe how “40 Minutes with Parents/Guardians (*Sang Penjemput*)” program creates literacy reading culture at SMP N 17 Kendari.

## II. METHODS

The method used in this research is a qualitative with library research approach supported by qualitative description based on authors’ experience as research objects. Data sources are reference books and scientific journal articles which were in line with the research, combined with field observation. The steps of library research were done as follows: 1. Writing down every finding of “culture interest in reading” obtained from the result of several sources; 2. Integrating all of the findings; 3. Analyzing the findings by figuring out the drawbacks, advantages, or relation about the topic discussed; 4. Criticizing by delivering critical ideas of study result of previous topics with presenting new findings and collaborating different ideas. Then, the data was analyzed by using content analysis technique which includes: (1) Determining a topic being discussed; (2) Having the important terms explained in detail; (3) Classifying the units being analyzed; (4) Finding relevant data; (5) Creating rational or conceptual relation to explain how several data are related with the purpose; (6) Planning on how to get data samples; (7) Formulating category coding. Content analysis was used to obtain valid inference and can be re-examined based on its context. In this analysis, process of choosing, comparing, and sorting various information was carried out until the relevant data were found.

## III. RESULTS AND DISCUSSION (60-70%)

**A Concept of Creating Literacy Culture at SMP N 17 Kendari.** Practice of creating literacy culture in school begins with strengthening motto underlined by the Principal of SMP N 17 Kendari to the entire school, called “We reap what we sow”. It is in line with the school’s vision namely “Producing graduates with good faith, responsibility, mastering basic science and technology skill as well as having innovative, creative, and competitive mindset in this era of global competition”. The concept of creating literacy culture can be carried out by empowering teachers, staffs, school committees, and parents/guardians to be sincerely dedicated and pay attention to the students’ future, shown by creating reading literacy. As a consequence, the involvement of parents in creating literacy culture at SMP N 17 Kendari is very necessary. One of the ways of parent’s involvement is through reading program or activity done with their own children (Curtis, 2002). With reading activity done by parents/guardians, it will indirectly affect the students to read. The right stimulation by parents will be able to support learning activity at school so that there is continuity of education between home and school learning. An effective method of stimulating students’ literacy requires an active participation (Burgess et al., 2002; Levy et al., 2006) including doing an invented spelling (Martins & Silva, 2006). The involvement of parents/guardians and teachers can increase the student’s literacy. However, what happens these days is that parents tend to let teachers do all of literacy learning (Antasari, 2016). Although most children start reading when they are in the elementary school, literacy experience during pre-school age is believed to create a strong foundation in their reading development (Ziegler et al., 2010). To help students with their literacy development, the role of environment is needed during the learning process. At the pre-school age, the most responsible stakeholder in developing their children’s literacy is parents. The involvement of parents in literacy development process will have an impact on their children’s reading ability in the future.

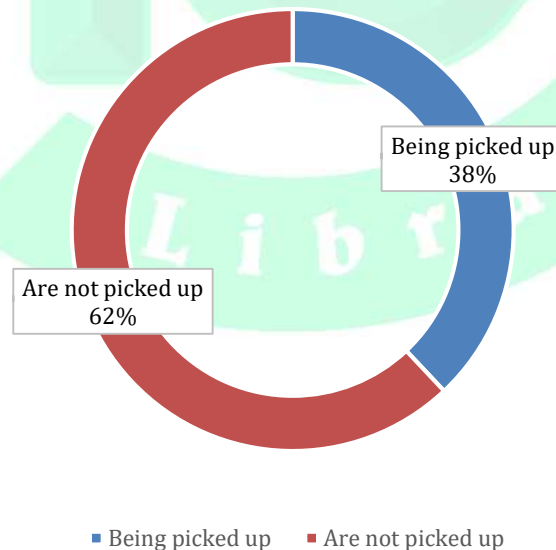
Several studies found out that children’s reading achievement is affected by parents’ intervention. The involvement of parents in the process of children’s literacy development also gives significant contribution in accomplishing children’s achievement (Sugarmam,

1997). According to the aforementioned concept, the school has provided several books for parents/guardians who come to school every day to pick up their children. The school also encouraged parents/guardians to read the books provided by the school. At this stage, the staffs advise parents/guardians to take the books they like to read, then write down in a borrowed book list and take a seat in the designated area provided. This library is categorized as a self-library, which means parents/guardians (*sang penjemput*) by themselves choose and take the book they want to read, write down the book they borrow, and finally return the book in the original place when school time is over.

Through the approach of reading while waiting for after school time, parents/guardians (*sang penjemput*) are also given the understanding of how important parents/guardians role are in developing students’ education at home. It is because study at home with parents/guardians is also quite influential in students’ achievement. Parents are actually the main teacher of their children when they are at home. The success and failure of education process cannot be imposed only on one component, such as teachers or school, but also the parents (Nazarudin, 2018). Parents and teachers have to collaborate together in increasing children’s reading motivation.

**40 Minutes with “Sang Penjemput” Program.** Creating literacy culture at SMP N 17 Kendari with program “40 Minutes with “Sang Penjemput” is an innovation carried out by researchers since 2016. *Sang Penjemput* in this study referred to person who come to pick up their children, be they parents, guardians, older siblings, cousins, and so on. Because not all students of SMP N 17 Kendari were being picked up, the research objects are only those who pick up their children/relatives. Parents/guardians (*sang penjemput*) arrived at school around 11.00 – 12.00 WITA. Then some of them sat under *Tanjung* tree, some sat on their motorcycle, and others were just relaxing, mingling with the others, waiting for the bell rings at 12.40 WITA. The number of parents/guardians (*sang penjemput*) can be seen in Figure 1 below.

**Figure 1.**  
Percentage of Parents/Guardian who Pick Up Their Children (Sang Penjemput) at SMPN 17 Kendari in 2019



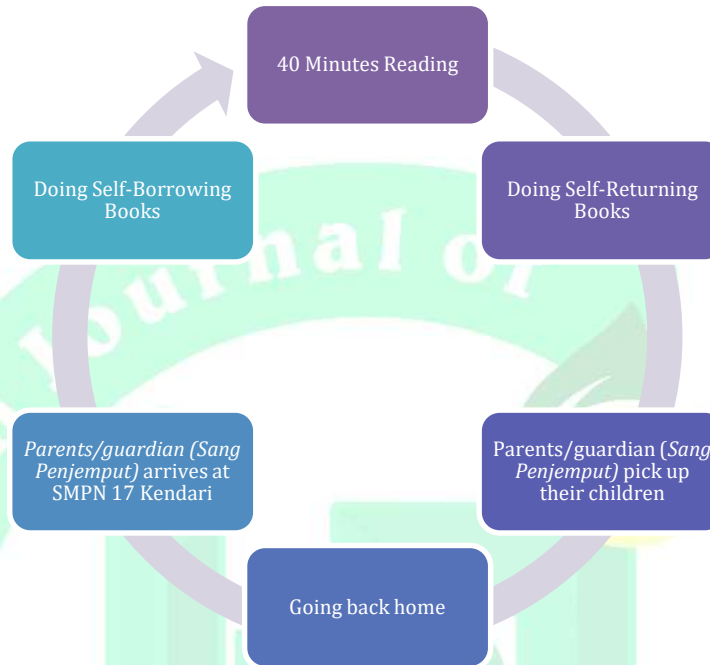
Source: Primary data, 2020

Based on researchers' observations about student's parents/guardians (*Sang Penjemput*), it can be inferred that average effective time that can be utilized better, rather than only sitting, mingling with others, or just waiting for the bell rings, is approximately 40 minutes. In 2019, there were 245 (38%) students who were picked up, while 400 (62%) others were not picked up. According to researcher's observation, parents /guardians (*sang penjemput*) who come every day were less than 75 people. Usually they borrow and write down in the borrow book list by them selves. The readers people who join this program and actively read, has increase since 2016 because the average number of people /month who utilizing the books used to be 67 people /month. This number is actually not the high, considering that in 2016 there were only limited facilities and habit forming process was quite time consuming. In 2017 there was a sharp rise in which the total of readers/month was approximately 120 people / month. In 2018 and 2019 tehere were also an increase with estimated total readers in a row, 160 readers per month and 150 /month. In early 2020 there are 120 readers/month and there are no readers at all in 2021. The declined number in 2020 and absence of parents/guardians who read the books in 2021 was due to the school temporally cancelling this program in March 2020 considering Learning done by virtually during covid 19 pandemic (Hapsari et al., 2020). Even though this this program temporarily unavailable, the passion to read and study during 40 minute with parents/guardians (*sang penjemput*) program is even more intensely carried out by each teacher and Parents/guardians, considering the full time of study at home with parents/guardians. Parents can take advantage of the e-resource database (iPusnas) of the Indonesian National Library to support children's learning (Pambayun, 2021).

In 2019, SMP N 17 Kendari has prepared several books for parents/guardians who pick up their children (*Sang Penjemput*) namely: Religion Books (110 copies), Fiction and Non-Fiction Books (130 copies), Newspapers (19 copies), Journals (37 copies), SMP N 17 Kendari Code of Conduct (25 copies), and Profile of SMP N 17 Kendari (27 copies). The books were displayed in front of SMP N 17 Kendari office and put in a decent mini library-lookalike room. Based on observations, the number and types of books were not sufficient considering high enthusiasm of readers every month. The most popular books were fiction books, while books which have not been provided by the school yet are Jawa Pos newspaper, Kompas, Tempo, Sindo, Media Indonesia, Rakyat Merdeka, and Republika. On the other hand, magazines that have not been provided are National Geographic Indonesia, Nova, Saji, Gadis, Bobo, computer, and telecommunication magazines. Novels were also popular in this program but there are several novels which are unavailable yet, such as Tere Liye's *Pulang, Pergi, Pulang Pergi, Tentang Kamu, Janji, Sepotong Hati yang Baru, Tentang Berjuta Rasanya*, and *Hafalan Surat Delisa*, as well as Andrea Hirata's *The Rainbow Troops (Laskar Pelangi)*. 40 Minutes with The Readers program were performed based on the readers' reading motivation. The flow of the program is illustrated in **Figure 2** below.

**Figure 2.**

The Flow of 40 Minutes with Parents/Guardians (*Sang Penjemput*) Program

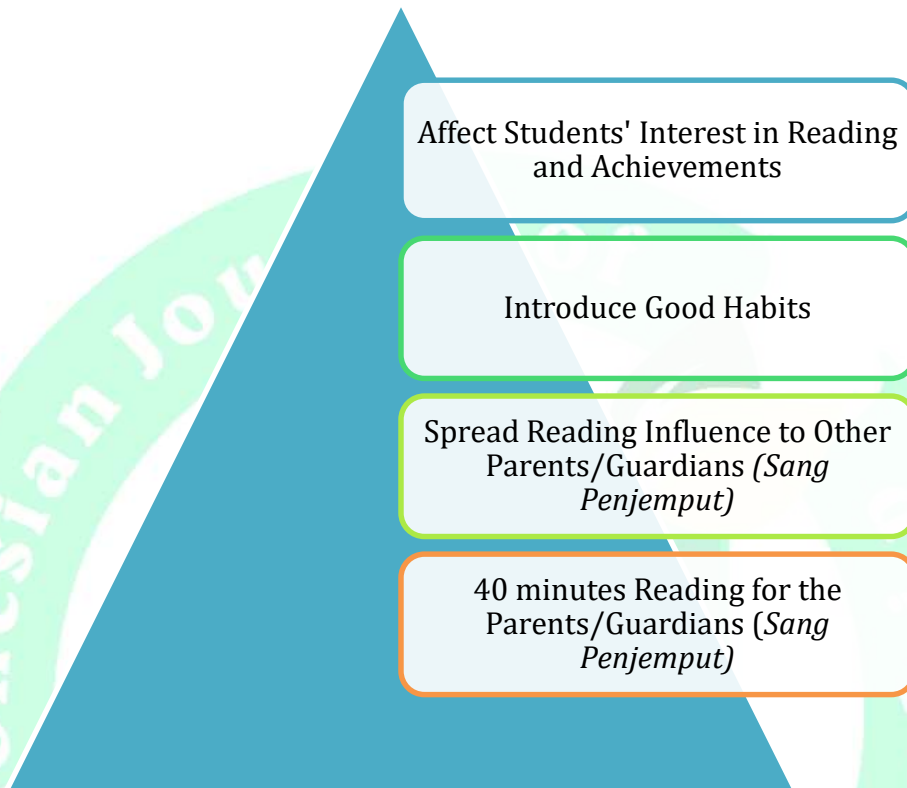


Source: Author's Compilation, 2021

In **Figure 2**, it can be seen that 40 Minutes with Parents/Guardians who pick up their children (*Sang Penjemput*) program started when parents/guardians arrived at school. Parents/guardians directly went to the place where the books were located, not far from the parking lot. Parents/guardians could pick the books by themselves, write down the book's title in the borrowed book list, and place themselves somewhere cozy to read, whether in an available seat or on their motorcycle. Even though it was a self-service program, there was a staff who acted as information desk staff. Furthermore, the headmaster often comes around to deliver the message of the importance of reading to the parents/guardians as well as motivating the students to read. At this point, researchers have found that there was a strong communication of the school headmaster, which also became a significant role of creating literacy culture at school. Because of his strong influence on teachers and staffs, he was able to empower the entire staffs at best in encouraging reading habit of parents/guardians.

After the bell rang at the end of school day, the parents/guardians returned the books in the shelf or in the designated place. Sometimes there were students who joined reading while waiting for the parking queue to be less crowded, or even waiting for their parents/guardians' late pick up. All in all, the reading materials were not only for parents/guardians, but also the students or the school's nearby residents who were just stopping by.

**Figure 3.**  
Purpose of 40 Minutes with *Sang Penjemput* Program



Source: Author's Compilation, 2021

Although this program was originally addressed to parents/guardians, it was indirectly aimed to improve students' literacy by implementing reading habit in a particular family whose parents/guardians join this program. The readers (parents/guardians) were only a few in the beginning of the program. Some of them were even reluctant to utilize the books but as the time went by, they started reading and were able to influence other parents/guardians. In the end, the rest of parents/guardians joined the reading program while waiting for the school bell rang. Through this approach, parents/guardians can also be shown the importance of their role in creating literacy culture. If this activity of reading becomes the parents/guardians' habit, and also their own children habit, parents/guardians will surely support their children's accommodation. Moreover, parents will likely give appreciation such as reward. They are also able to increase their children's interest in reading and achievement as the family spends time together at home.

**Figure 4.**

Photos of 40 Minutes Reading with Parents/Guardians (*Sang Penjemput*)



Source: Authors' Documentation, 2019

As seen in **Figure 4**, parents/guardians enjoyed reading books provided by SMP N 17 Kendari. Some read while leaning against the wall, sitting on a motorcycle, still wearing a helmet, crossing their legs, and sitting comfortably under the tree on a long concrete seat provided by the school. The one who enjoy reading activity did not only come from the older age group, but also children. If this activity continues to be held in the future, it is going to be a good habit which can be implemented in their own homes. So, situation and cold air in the shade of a tree has affected parents/guardians' comfort and spending time with reading makes the time goes really quickly.

In order to evaluate 40 Minutes with Parents/Guardians (*Sang Penjemput*) program, authors conduct a review of number of weekly/monthly readers to find out whether the number underwent a rise or drop (for example there is a condition when number of parents/guardians are decreasing), types of the most popular books, and which books are needed. The evaluation done by researchers was then followed up so as to increase parents/guardians' satisfaction, for example doing book rotation and adding new books every month, arranging more comfortable seating area under the tree, and distributing mineral water to the parents/guardians.

The headmaster, as the leader of the school, has a crucial role in determining policies related to the program development based on the follow up evaluation, namely (a) Creating

literacy culture in school enables to empower teachers and staffs of supporting parents/guardians' reading habit; (b) The implementation of 40 Minutes With Parents/Guardians (*Sang Penjemput*) is actually a strategy to familiarize parents/guardians in reading scientific, fiction, or non-fiction books; (c) Habit of reading while waiting for their children to end the school day is an indirect participation in strengthening children's literacy culture.

#### IV. CONCLUSION

All in all, it can be concluded that 40 Minutes Reading with Parents/Guardians (*Sang Penjemput*), which was implemented through a concept of reading books while waiting for the children to end the school day, is quite effective in improving parents/guardians' reading habit. Through this program, the potential of students' literacy culture as well as influence on the entire students of SMP N 17 Kendari, including the nearby residents, can be maximized. To improve this program, researchers suggested that (1) the school should add more types/genres of books based on the readers' recommendation or even the latest trend; (2) Teachers and staffs have to actively provide education to the parents/guardians on the importance of reading; (3) The readers must be equipped with more convenient, cooler, and comfortable place including the reading seat and free mineral water (considering the humid weather of Kendari).

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