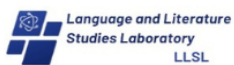


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## Kaca “Kita Membaca” Buy Book, By Book: Review of Indonesian Literacy

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### Abstract


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**Background of the problem:** According to data from the Organisation for Economic Co-operation and Development (OECD), Indonesia ranks lowest in reading culture among 52 countries in Asia. **Purpose:** To assist the Indonesian government in increasing reading interest throughout Indonesia, including in remote areas. **Method:** A quantitative method with correlation research design. Data sources are SD/MI and SMP/MTs students. The result primarily in numerical data which are then analyzed primarily by statistical methods. **Result:** In this regard, administrators remain neutral and do not involve religious or political matters. Thus, anyone can become a donor regardless of race, ethnicity, religion, or culture, and contribute to the effort of fostering a reading culture for a more prosperous Indonesian society. **Implication:** Children whose quality and skills are properly honed will have good quality and value in the eyes of society. An online literacy control system is needed, ready to distribute to all provinces in Indonesia with the support of volunteer instructors who directly engage in street activities, provide free book donations, and conduct scientific and artistic skill training. Books received from donors or to be distributed must first be screened for content.

**Keyword:** Reading Enthusiasm; Golden Years of Childhood; Book Distribution; Indonesia; Literacy

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## **INTRODUCTION**

It is still fresh in our memory that in the new school year of 2000, Indonesian students did not have issues with their textbooks (May, 2024). When relatives were in different grade levels, unused books would be donated directly to those who still needed them (Brenner, Bleys, de Caro, Catereniuc, Chirculescu, Destrieux, & Osorio, 2024). Today, however, students and university students are required to have reference books in addition to the textbooks provided by schools or universities to further expand their knowledge (Almulla & Khasawneh, 2024). This has created problems in remote areas where obtaining desired books at affordable prices is challenging due to family economic constraints (Morris, W., Crossley, S., Holmes, L., Ou, C., Dascalu & McNamara, 2024). On the other hand, UNESCO reported in 2012 that European children read an average of 25 books per year, while Indonesia reached a low point of 0%, specifically 0.001% (Luyten, 2024; Andajani, Karmina, & Rahmania, 2024; Baltikian, Kärkkäinen, & Kukkonen, 2024).

This issue was first raised during informal interviews with four junior high school students from Islam City of Ternate and some parents of first-grade students from Albina Elementary School in Ternate City, who complained about the limited and inappropriate distribution of reference books and the economic situation of predominantly lower-middle-class families (Rakuasa & Pakniany, 2022). A serious concern for parents is the spread of textbooks containing religious insults and pornography, as has been happening in Indonesia recently.

### ***Research Problem***

This issue was first raised during informal interviews with four junior high school students from Islam City of Ternate and some parents of first-grade students from Albina Elementary School in Ternate City, who complained about the limited and inappropriate distribution of reference books and the economic situation of predominantly lower-middle-class families (Rakuasa & Pakniany, 2022).

### ***Importance of Research for Field***

The growing discussion about literacy by national leaders, academics, and education advocates in Indonesia has revealed the problem to the public, highlighting the need for serious attention not only from the government but also from concrete actions and community support (Wijaya, Siantoro, & Layuk, 2022). Although this issue is not as urgent as energy or food problems, how can we prepare the future of this country if literacy levels are so low? This is the reason the author is motivated to establish KACA ("KITA MEMBACA") online, with branches throughout Indonesia. KACA aims to minimize unused reading materials and channel them to those in need in remote areas of Indonesia.

### ***State of the Art***

While many innovations exist, KACA is prepared to compete with crowdfunding systems. Indonesia, unlike other countries with low literacy rates such as in Africa, is in a position to contribute significantly. With a significant number of new car buyers every year, Indonesia's contribution, even if small, to advancing its children's education through innovative solutions, combining human resource empowerment, literacy, and technology, is invaluable. We start from the remote areas, far from modernity, and if mobile facilities are delayed, there is still hope for more accessible manual technology to reach KACA.

### ***Research Objective***

Based on the objectives outlined above, the benefits of this essay are as follows:

1. To assist the Indonesian government in increasing reading interest throughout Indonesia, including in remote areas.
2. To help the government track the development of literacy in Indonesian society through results and charts monitored by KACA "KITA MEMBACA," focusing on children aged 4-12 years.
3. To help the community obtain desired book references without incurring high costs, especially in 3T areas.
4. To provide donors with a book of their choice for every donation made according to the program's minimum requirements.
5. To offer quality books that are safe from negative content that could damage the dignity of the nation's children in the future, following a process that checks book content without involving racial, cultural, or religious biases.
6. To provide training in scientific and artistic skills for volunteer teachers and their students.

### ***Research Question***

Are there any ways to develop literacy and digital collaboration easier to be access for isolated people?

### ***Role of Researchers***

It is time for Indonesia to overcome its literacy deficits, making literacy a part of students' time before official curriculum hours. Although not necessarily optimal, KACA / "KITA MEMBACA" holds the potential to improve the country's human resources in the future, equipping them with competencies and qualifications in various disciplines.

## **THEORETICAL FRAMEWORK**

This has created problems in remote areas where obtaining desired books at affordable prices is challenging due to family economic constraints. On the other hand, UNESCO reported in 2012 that European children read an average of 25 books per year, while Indonesia reached a low point of 0%, specifically 0.001%. Stripling (1992) states that "literacy means being able to understand new ideas well enough to use them when needed. Literacy means knowing how to learn." This definition is based on the concept of literacy as a discourse, encompassing all efforts to understand and master information. Robinson (1983:6) defines literacy as the ability to read and write well enough to compete economically. He further explains that literacy is the ability to read and write related to success in an academic environment, making it a tool for achieving success in a social context.

## **METHOD**

### ***Research Design***

Qualitative as outlined in the background, have led to shifts in educational strategies. Literacy culture in Indonesia's education standards is divided into four competencies: listening,

speaking, reading, and writing. By the end of their education, SD/MI and SMP/MTs students are expected to have read at least 9 books, while SMA/MA students should have read at least 15 literary and non-literary books. These standards are the minimum targets set by the Ministry of National Education Regulation No. 22 of 2006 on Graduate Competency Standards (SKL).

### *Data Source*

SD/MI and SMP/MTs students are expected to have read at least 9 books, while SMA/MA students should have read at least 15 literary and non-literary books. At the end, we will do survey from questionnaire and interview to collaborate effectiveness of the application for digital literacy of "Buy book by book"

### *Data Collection and Procedure*

This research used a quantitative method with correlation research design. Dörnyei (2007, p. 24) states that quantitative research involves data collection procedures that result primarily in numerical data which are then analyzed primarily by statistical methods.

### *Data Analysis*

The instrument used for this research is questionnaire with close ended response to know students' motivation in learning listening comprehension. Most professional questionnaires were primarily made up of 'closed ended' items, which do not require the respondents to produce any free writing instead, respondents are to choose one of the given alternatives (regardless of whether they prefer to answer is among them). The selected response options can, then, easily be numerically coded and entered a computer database (Dörnyei, 2007, p.19). After that, the researcher took students' final scores of listening comprehensions subject to see the relation with their motivation. The questionnaire on motivation is adapted from Gardner. It consisted of 30 items with four options relating to listening comprehension. The items of questionnaire are in Indonesian to avoid misunderstanding. Their responses to the questionnaire were then translated into English. Document obtained consist of documents public and private records of students' scores in listening subject. The instrument used for this research also a document of listening comprehension achievement was taken from students' scores of the middle test examination of listening comprehension subject.

### *Accuracy*

We start from the remote areas, far from modernity, and if mobile facilities are delayed, there is still hope for more accessible manual technology to reach KACA.

### *Trustworthiness*

The original recordings were reviewed by researcher to ensure accuracy of all transcriptions. The participants were informed that they could read the findings of the research and determine whether the writing reveals the true experience for them. The same researcher interviewed all 20 participants. The same interview questions were utilized to elicit the personal story from the participants.

### *Ethical Review*

This study was permitted by the school and approved by school along collaboration with school. The agreement with the participants also enacted, to put their initials in the research if necessary.

As gratitude, at the end of the interviews, the researchers give a memento in the form of souvenir.

## FINDING AND DISCUSSION

### *Finding*

This research applied Pearson Product Moment Correlation Coefficient with the independent test formula to analyze the data and to know the relationship 20 between students' motivation and their listening achievement using level of significance of 0.05. The writing style for the schemes and figures is presented below as prototype of the application.

Schemes follow the same formatting. Format examples for Figure are as follow.



Figure 1. This is a figure. Schemes follow the same formatting

### *Discussion*

Changes, as outlined in the background, have led to shifts in educational strategies. Literacy culture in Indonesia's education standards is divided into four competencies: listening, speaking, reading, and writing. By the end of their education, SD/MI and SMP/MTs students are expected to have read at least 9 books, while SMA/MA students should have read at least 15 literary and non-literary books. These standards are the minimum targets set by the Ministry of National Education Regulation No. 22 of 2006 on Graduate Competency Standards (SKL).

Stripling (1992) states that "literacy means being able to understand new ideas well enough to use them when needed. Literacy means knowing how to learn." This definition is based on the concept of literacy as a discourse, encompassing all efforts to understand and master information. Robinson (1983:6) defines literacy as the ability to read and write well enough to compete economically. He further explains that literacy is the ability to read and write related to success in an academic environment, making it a tool for achieving success in a social

context. This change is part of the implementation of Government Regulation No. 19 of 2005 on National Education Standards, which outlines the quality of education in the 2005-2025 strategic plan, focusing on improving quality, relevance, and competitiveness.

## CONCLUSION

It is time for Indonesia to overcome its literacy deficits, making literacy a part of students' time before official curriculum hours. Although not necessarily optimal, KACA / “KITA MEMBACA” holds the potential to improve the country’s human resources in the future, equipping them with competencies and qualifications in various disciplines. We start from the remote areas, far from modernity, and if mobile facilities are delayed, there is still hope for more accessible manual technology to reach KACA. While many innovations exist, KACA is prepared to compete with crowdfunding systems. Indonesia, unlike other countries with low literacy rates such as in Africa, is in a position to contribute significantly. With a significant number of new car buyers every year, Indonesia's contribution, even if small, to advancing its children's education through innovative solutions, combining human resource empowerment, literacy, and technology, is invaluable.

### *Recommendation for Future Research*

Prospective researchers could conduct further study dealing with listening skills. Prospective researchers are recommended to use both intrinsic and extrinsic motivation questionnaire to see the effectiveness of using application “Buy book by book” study between motivation and their achievement in digital literacy subject. Prospective researchers are also recommended to check more in each item number of research instrument for validity and reliability of the data. Prospective researchers might conduct research on the other genre of questionnaire to increase their literacy skills in different kind field of study.

## DECLARATION OF CONFLICTING INTEREST

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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