STRATEGIES TO RESOLVE THE CRISIS OF LITERACY CULTURE

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Abstract
This study aims to determine student interest in the 5th semester BISPRO Study Program with literacy. This research was conducted using a descriptive qualitative approach. Data was collected using observation and documentation techniques. The object of this research is the 5th semester BISPRO Study Program students. The results show that literacy activities among 5th semester BISPRO Study Program students are still relatively low, this can be seen from student activities in academic and non-academic activities. The factors causing the low level of student literacy culture in the 5th semester BISPRO Study Program include the lack of awareness of the importance of literacy culture.

Keywords: Literacy, Literacy Culture

1. INTRODUCTION

Literacy is inseparable from the world of education. Nowadays literacy is very much needed in the world of education, especially students. Literacy is needed to broaden horizons and prepare to compete in the world of education and the world of work. Building a literacy culture will be a challenge in itself because building a habit is not something that can be done in a short time. The wider access to various worlds will make students face various competitions with his comrades around the world. When entering the world of work, competition will be increasingly difficult and without broad insight it will be difficult for the prospective worker to compete in the world of work. As a student, not only skills are needed in the world of work later, but also requires broad insight. For this reason, it is necessary to increase literacy for all students of the 5th semester BISPRO Study Program.

According to KEMENKO PMK 2021Based on a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia ranks 62 out of 70 countries, or is the bottom 10 countries with low literacy levels. Literacy is an inseparable part of everyone, especially in the field of education. Muslimin (2018) said that This low interest in reading cannot be allowed to continue because it will form lazy generation and close to stupidity. Siti Hamdah Literacy is an important skill in life. Most of the educational process depends on literacy skills and awareness.

Better understand the meaning of the word literacy itself, there are several definitions of literacy according to several studies, including: According to the Big Indonesian Dictionary, "literacy is the ability to write and read. However, the meaning of literacy actually has a more complex and dynamic understanding, it is not only understood as the ability to read and write". Meanwhile, according to Esti Swatika Sari and Setyawan Pujiono (2017) "Literacy is one's language ability (listening, speaking, reading, and writing) to communicate in different ways according to the purpose".

Asngadi Rofiq (2022) explained "The School Literacy Movement (GLS) is the ability to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing, and/or speaking. Eva Susanti Ginting (2020) says "Literacy is a person's ability to use skills and potential in managing and understanding information when doing reading, writing, arithmetic and solving problems in everyday life".

Deti Nudiati and Elih Sudiapermana (2020) state "Reading and Writing Literacy, is knowledge and skills to read, write, search, search, process, and understand information to analyze, respond to, and use written texts to achieve goals, develop understanding and potential, and to participate in the social environment". Asngadi Rofiq (2022) explains "The School Literacy Movement (GLS) is the ability to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing, and/or speaking.

Based on the opinions above, it can be concluded that literacy is the ability to write, read, and examine various written information in order to achieve a desired goal. If you have an interest in literacy culture, of course, processing information can be done quickly and precisely. Nowadays literacy is needed especially among students because in addition to helping in solving problems in everyday life, literacy is also needed when working on theses and supplies to compete in the world of work later. Having a high level of literacy can be useful in the future.

2. REVIEW OF LITERATURE

The term literacy can be interpreted as the ability to write, read, and examine various written information in order to achieve a desired goal. Examples of literacy activities are reading, writing, listening, seeing and speaking. Some of the previous studies that became the basis of this research, among others.

Setyarum. A & Kustriyono. E. (2020). Pekalongan University entitled Growing Student Literacy Movement (Glm) Using the Batik Method (Read, Write, Work). The purpose of this study is to grow and instill awareness of the Student Literacy Movement (GLM) at Pekalongan University, which can be started by using the BATIK (Read, Write, Work) Method. The method in this study uses research and development (R&D) methods. This activity was carried out by observing and applying the BATIK method in Indonesian language courses at Pekalongan University.

Jalaluddin. (2021). UIN Sultan Thaha Saifuddin Jambi entitled Efforts to Grow Literacy Culture Among Students. Based on this research, it was found that through a literacy culture a person will have three advantages, namely a strong will to devour knowledge through what is read, have a serious effort in avoiding laziness in reading, and have the courage to be different from others. The growth of student literacy culture is determined by two factors. First, the factor of student attitudes towards reading materials. If they have a positive attitude towards reading material, interest in reading will arise. Second, the availability and ease of accessing reading materials. The results of the description show that efforts to increase student interest in reading are activities that cannot be postponed anymore.

3. RESEARCH METHODS

This research is a qualitative descriptive study using observation and documentation methods. The object of the research is the 5th semester BISPRO Study Program students. Observations in this study were made by interpreting the data descriptively, namely by explaining the facts about the findings found in the study. Documentation in this study is to understand and analyze existing theories and explain them.

4. FINDING AND DISCUSSION

According to Ariesma Setyarum and Erwan Kustriyono (2020) the Student Literacy Movement includes:

1. Reading Literacy Learning

Learning in higher education is a process that contains a set of activities carried out by students to achieve learning objectives. Basically, learning in higher education is a series of activities carried out by students in order to achieve certain learning outcomes in the

guidance, direction and motivation of a lecturer. Efforts to define the concept of further reading literacy learning must combine two main concepts, namely learning to read comprehension and reading carefully.

Learning to read comprehension in higher education can be interpreted as a series of activities carried out by students to achieve reading comprehension skills. Learning to read is not only done so that students are able to read, but a process that involves all mental activities and thinking skills of students in understanding, critiquing, and reproducing a written discourse.

Reading literacy learning in higher education requires learning that should be carried out based on the development of students' ability to think at higher levels. In order to achieve this condition, there are several reading sub-skills that must be considered so that reading skills function for mastery of various subjects. Some of the reading sub-skills at the university are described as follows.

a. The skill of choosing the right reading strategy. This reading sub-skill states students to use various reading learning strategies that are in accordance with the content of the material to be read.

b. Skills in understanding text organization. This reading sub-skill requires students to be skilled at understanding the structure of the various types of writing they read. This reading sub-skill can be developed through direct involvement of students in comparing organizational patterns of various types of discourse.

c. Text critiquing skills. This reading sub-skill requires students to get used to testing and criticizing the truth of a text, the accuracy of reading sources, and the completeness of the text.

d. The skill of constructing the meaning of words. This reading sub-skill requires students to understand the meaning of certain words that are usually used in certain subjects.

If examined more closely, the four sub-skills above have a fairly high relevance to the concept of careful reading. Therefore, in the context of learning to read carefully as part of the concept of reading literacy, during the learning process students must carefully observe what they read, and look for facts and explanatory ideas that they can use in interpreting the text.

2. Writing Literacy Learning

Learning writing literacy in higher education must be interpreted as a process aimed at developing a series of student activities. This series of activities is carried out in order to produce a scientific writing through an iterative writing process under the guidance, direction and motivation of the lecturer. In the process, writing literacy learning in higher education should be directed at fostering students' abilities to write various text genres for various purposes, various reading targets, and various scientific and socio-cultural contexts. Essentially, there are at least three main objectives of writing literacy learning carried out by lecturers in universities. The three objectives are described as follows.

a. Writing literacy learning in universities aims to use writing activities as a means of understanding certain texts or scientific concepts.

b. Writing literacy learning in higher education aims to use writing skills to criticize certain information or concepts that students are studying.

c. Writing literacy learning in higher education aims to make students able to produce various types of writing according to the scientific context, type of writing, purpose of writing, and target readers.

The first purpose of learning writing literacy in universities is for writing activities to be used as a means of understanding certain scientific texts or concepts. Therefore, this writing activity must always be related to certain scientific fields that students are studying. The second objective is that writing literacy learning in higher education should be oriented so that students are able to think critically, problem solving oriented, and creatively. Therefore, learning writing literacy is not only so that students are able to write, but so that students are able to use their thinking skills in writing. The third goal is that students are able to produce various genres of writing that are in accordance with the scientific field they want to write. In this case, apart from being able to write in various genres, students must also be able to produce writings taking into account various interests, goals, and socio-cultural contexts. Based on this goal, writing literacy learning in higher education should be directed to be able to equip students with various writing strategies, various types of writing, as well as media and means of writing publications.

The role of lecturers in learning writing literacy in tertiary institutions is not as a teacher, but as a mentor and guide in the learning process. Lecturers are only able to guide students in every stage of writing, provide corrections and feedback on students' abilities, including introducing various technological media in learning to write. Lecturers must also be able to create a learning environment that is able to encourage students to write.

3. **Working Literacy Learning**

Literacy must be interpreted as a process of procuring projects or small research activities in learning. Creative literacy emphasizes innovative learning and emphasizes contextual learning through complex activities. The focus of working literacy learning lies in the core principles and concepts of scientific disciplines, involving students in problem solving investigations and other meaningful task activities, giving students the opportunity to work autonomously in constructing their own knowledge, and reaching its peak to produce real products. Learning literacy works is carried out with learning stages that are adopted from product-based learning. The stages in learning to work, namely:

a. Orienting students to observing phenomena or writings that can be used as a reference in making works later.
b. Organizing students to learn to conceptualize work in outline form.
c. Guiding students to develop the outline into various types of writing according to the scientific context or concept that students are studying
d. Develop and present the work.

According to Rika Ariyani, Habibah and Dina Puspita (2021) In improving student literacy culture, there are several things that need to be done as follows:

1. Raising Awareness of the Importance of Reading and Writing for Students. The importance of writing from among students is not only intended in the process of writing a thesis. Writing

is also something that must be studied in making papers, research journals, research reports, proposals for activities and research, and others. The result of a student's writing is a manifestation of their creativity and knowledge. 2. Optimizing the Role of the Library Libraries must be able to play a role, especially in helping students to achieve educational goals. Utilization of the library to the fullest, is expected to print students to always be familiar with reading activities, understanding learning, and producing quality creativity or works. The habit of reading books by students, will improve his mindset so that it needs to be used as daily activities. 3. Providing Literacy Motivation to Students. Student literacy motivation in higher education can be done through emphasis on lecturers who serve as role models and assignments given by lecturers to students in each lecture. Literacy motivation can also be done through literacy activities such as holding writing competitions and so on.

5. CONCLUSION

Adult literacy is very important, especially in the student sphere. In addition to making it easier for students to solve daily problems, doing college assignments, literacy is very much needed in the world of work. Siti Habsari Pratiwi (2021) said that Mastery and a good level of basic literacy not only enable them to achieve a better life, play a meaningful role in life together, but also enable them to participate in the wider arena of life. To overcome the literacy crisis, it takes the will and consistency to realize this literacy culture. Through this research can help students in overcoming the literacy cultural crisis that occurred.

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