

# The Literacy Movement in Labuhanbatu Regency

Agus Marwan, R. Hamdani Harahap<sup>a</sup>, Humaizi<sup>b</sup> and Hendra Harahap

<sup>1 2 3 4</sup>Doctoral Program of Development Studies, Faculty of Social Science and Political Science, Universitas Sumatera Utara, Jl. Prof. Dr. A. Sofyan No. 1 Kampus USU, Medan, Indonesia

**Keywords:** literacy movement, Labuhanbatu regency, the literacy skill of the 21st century

**Abstract:** Labuhanbatu is one of the literacy regencies in Indonesia. Since 2015, the literacy movement has started and developed in Labuhanbatu. Discovering how the literacy movement and the orientation of its movement in Labuhanbatu regency become the formalization of the problem of this study. Thus, the objective of the study is to analyze the literacy movement and the literacy skill orientation in the Labuhanbatu regency. The study methodology is qualitative descriptive. Describing existing data and facts, then interpreted and analyzed. The data is obtained through a data collection technique, then interpreted according to the research objective formulated before. There are two types of literacy movements growing in the Labuhanbatu Regency. First, is the undertow or grassroots movement which is a movement initiated independently by societies in various models or types of organization and communities e.g., Taman Baca Masyarakat (TBM/community reading), writers' communities, literature communities, Art and culture communities, and library communities. Second, is the upstream or elite movement which is initiated by the government by developing the school's literacy movement and making literacy policies e.g., the bupati decree and district education decree. There are six literacy skills in the 21st-century of life skill, they are reading, numeracy (maths skill), scientific literacy, digital literacy, financial literacy, and cultural and civic literacy. From those six skills, the literacy movement that has developed in Labuhanbatu still focuses on reading skills and numeracy skills. The literacy movement in Labuhanbatu has not yet fully developed the 6 basic literacy skills of the 21st century.


## 1 INTRODUCTION


Indeed, the movement to grow the culture of reading and literature has been carried out by various communities in Indonesia. However, this movement is still informal and limited to certain communities. Only since 2015, formally the literacy movement has been launched by the government through the Regulation of the Ministry of Education and Culture (Permendikbud) No. 23 of 2015. In this Permendikbud, it is explained that literacy activities are part of the movement to grow ethics. Through this literacy movement, it is arranged to read and write for 15 minutes every day.

Since the Permendikbud was launched, the education community has welcomed this literacy movement with great enthusiasm. The 15-minute reading movement every day begins in many schools, complemented by classroom reading corners, reading

areas in schools, and the development of school libraries. In addition, local governments have also begun to express their support through regional policy tools by declaring themselves as literacy districts/cities. In 2015 the Surabaya City Government (Pemko), Labuhanbatu Regency Government (Pemkab) and Serdang Bedagai Regency Government have declared themselves as literacy regencies/cities.

Permendikbud No. 23 of 2015 encouraged the emergence of the School Literacy Movement (GLS) at the Directorate General of Primary and Secondary Education, the Indonesian Reading Movement (GIM) at the Directorate General of ECCE and Community Education, and the National Literacy Movement (GLB) at the Language Development and Development Agency. All of these programs are housed in the National Literacy Movement (GLN). This movement is part of an effort to answer the problem of low literacy rates in Indonesia.

<sup>a</sup>  <https://orcid.org/0000-0001-9035-6729>

<sup>b</sup>  <https://orcid.org/0000-0001-8520-9724>

In North Sumatra Province, Labuhanbatu Regency is a pioneer of the literacy movement. When none of the districts/cities have spoken out about literacy, Labuhanbatu has declared a Reading Culture on May 20, 2015. This declaration requires each school to conduct a reading activity 15 minutes before learning begins. This declaration was welcomed and received support from various literacy communities in Labuhanbatu.

Along with the declaration, various literacy groups and communities have also grown and moved a lot in Labuhanbatu Regency. This literacy community grows and moves independently in various community models, such as in the form of Community Reading Parks (TBM), Writers' Communities, Literary Communities, Art and Culture Studios, Village Library Communities. Even before the Labuhanbatu Regency Government declared the Reading Movement, TBM and various Literacy Communities already existed in the community.

From the report of the Labuhanbatu Regency Library and Archives Office, the number of literacy institutions and communities that are still active and existing colors the Labuhanbatu Literacy Movement, namely: there are 12 Community Reading Parks, 3 District Libraries, 34 Village Libraries, 45 Houses of Worship Libraries (37 Mosque Libraries and 8 Church Libraries), 3 Puskesmas Libraries, 2 Special Libraries. In addition, there are 10 literacy communities driven by young people, which he ushered in: Arus Kata, Malam Puisi Rantau Prapat, Forum Lingkar Pena, Forum Writer Labuhanbatu, Rumah Literasi, Mata Pena, Komunitas Literasi Bilah Hilir En La Cendikia, Komunitas Literasi Ajamu, Forum Seni dan Teater Labuhanbaturaya, and Forum Masyarakat Literasi Labuhanbatu. And there are also 4 local art and culture-based literacy communities, including: Sanggar Budaya Pesona Permata, Sanggar Visual, Sanggar Nusantara, and Sanggar Sedyas Laras.

There are two main forces that drive literacy in Labuhanbatu Regency, namely the literacy movement from the undercurrent, namely the community, and the literacy movement from the upper current, namely from the government. The two currents of the literacy movement synergize with each other and support each other to develop the Literacy Movement in Labuhanbatu. The seriousness of the Labuhanbatu Regency Government in growing the literacy movement is shown by the birth of a Regent Regulation (Perbup) related to literacy in 2016. This regulation encourages all parties to take on the role of the reading movement in Labuhanbatu. This commitment made the Regent of Labuhanbatu receive the Priority Literacy Award from the Ministry

of Education and Culture of the Republic of Indonesia (Kemendikbud RI), because it was considered successful in promoting reading culture, the Ministry of Education and Culture included Labuhanbatu along with 18 regencies/cities in Indonesia as the highest Dearah Literacy Development Index (IPLD) area in Indonesia.

The Literacy Movement in Labuhanbatu Regency with a large number of literacy institutions and communities is interesting to map and study. And referring to the six types of basic literacy skills that are part of the skills of the 21st century, of course, each of these literacy institutions and communities has a developed literacy orientation.

The orientation of each literacy institution and community is interesting to study, so that we can connect and see the orientation pattern of the Labuhanbatu Literacy Movement in developing literacy as part of the skills of the 21st century.

The literacy movement in Labuhanbatu grows and develops in the social background of the community which has a variety of literacy orientations in accordance with the growing local social and cultural values. Without a social and cultural background that supports literacy, it is certainly difficult for the literacy movement to grow and develop. Usually the social and cultural background that develops in one area will affect the orientation of the literacy movement developed in the area. Apart from the inside, usually a movement will quickly develop if there is encouragement or support from outside (external). In addition to support from the government, the literacy movement in Labuhanbatu also received support from other stakeholders. The most prominent support is from USAID (United States Agency for International Development) through the PRIORITAS (Prioritizing Reforms Innovation and Opportunity For Reaching Indonesian Teachers Administrators and Students) Program. USAID PRIORITAS plays a significant role in developing the literacy movement, especially in schools.

The lively Literacy Movement in Labuhanbatu Regency is still growing and developing today. The government grew the literacy movement at the school level, while the community grew the literacy movement at the institutional and community level. Both the government and the community are strengthening the literacy movement by building synergy, and strengthening it by seeking support from other stakeholders. How the Literacy Movement and Literacy Proficiency Orientation in Labuhanbatu Regency, this is the formulation of the problem in this study. Through this research, it is hoped that the

pattern of the Literacy Movement and its literacy skills orientation in Labuhanbatu Regency can be explored and illustrated. So that it can be useful for the development of the literacy movement in an area. In addition, it is hoped that it can add literature related to the literacy movement in one area that has recently become more lively.

## 2 LITERATURE REVIEW

### 2.1 The Concept of Literacy

Literacy is generally understood as the ability or skill to read, write and count. The word literacy comes from the Latin *littera* which means letter, or often interpreted as literacy. When viewed from the meaning of the letter literacy means a person's ability to read and write. People who can read and write are usually called literate, while people who cannot read and write are called illiterate or illiterate.

Literacy according to the Oxford Dictionary is the ability to read and write; competence or knowledge in a specified area. Meanwhile, the Big Dictionary of Indonesian (fourth edition, 2008) has not included "literacy" in it, instead of "literator" for literary experts, professional authors; also "literal" which means it relates to the writing tradition. If we interpret "literacy" as "literacy", the Big Dictionary Indonesian define it very limitedly, namely the ability to read and write. People who are able to read and write are referred to as "aksarawan". In the Indonesian-English dictionary by Alan M. Stevens and A. Ed. Schmidgall-Tellings published in 2014, there is no mention of "literacy" in the dictionary.

According to experts, such as Harvey J. Graff (2006) define Literacy as an ability in a person to write and read. Meanwhile, according to Elizabeth Sulzby (1986), literacy is the language ability possessed by a person in communicating "reading, speaking, listening and writing" in different ways according to their goals.

UNESCO defines literacy as a set of abilities using reading, writing and numeracy skills acquired and developed through the process of learning and application in schools, families and communities. Long before that, UNESCO had also formulated the definition of literacy four times. First, literacy is defined as a person's ability to understand readings and write short and simple statements in everyday life (UNESCO, 1951). Second, literacy is the continuity of reading and writing activities in the context of daily life (UNESCO, 1957). Third, literacy is a person's possession of the essence of knowledge and skills that

enable himself in all activities that require functioning effectively within his group or community and realizing that reading, writing and arithmetic will allow him to use that knowledge and skills in the development of his own community (UNESCO, 1962). Fourth, literacy is the ability of a person to associate all literacy activities with their effective use within their group or community and enable themselves to use reading, writing, and counting continuously for the development of themselves and their communities (UNESCO, 1978).

The National Institute for Literacy, defines Literacy as an individual's ability to read, write, speak, calculate and solve problems at the level of expertise required in work, family and society. This definition interprets Literacy from a more contextual perspective.

The Education Development Center (EDC) states that Literacy is more than just literacy. But more than that, Literacy is the ability of an individual to use all the potential and skills possessed in his life. With the understanding that literacy includes the ability to read words and read the world.

### 2.2 The Concept of 21st Century Proficiency

According to Scott CL (2015) The development of the 21st century is characterized by a significant shift in the development of world civilization, from manufacturing-based services to services that emphasize information and knowledge. Knowledge itself is growing and expanding exponentially. Information and communication technologies have changed the way we learn, the nature of the work that can be done, and the meaning of social relationships. Joint decision making, information sharing, collaboration, innovation, and speed of work are all very important aspects at this time. Today, success indicators are more based on the ability to communicate, share, and use information to solve complex problems, be adaptable and innovate in response to new demands and changing circumstances, and expand the power of technology to create new knowledge. New standard skills are needed in accordance with the development of this 21st century.

In 2015, the World Economic Forum (WEF) a Geneva-based non-governmental international organization published a report entitled *New Vision For Education: Unlocking the Potential of Technology*. The report focuses on the pressing issues of the 21st century skills gap and ways to address it. In the report, a set of 16 essential skills for

education in the 21st century is defined. Those skills include six basic literacy, 10 skills labeled competence and Character qualities.

Here are 16 skills for 21st century, as depicted in the diagram below.

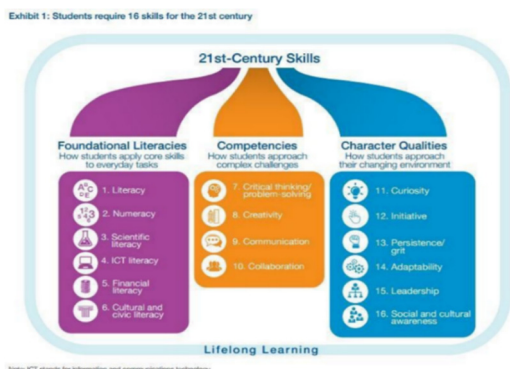


Figure 1: 16 skills that students required for 21<sup>st</sup> Century.

In this formulation of 21st century proficiency, literacy is a key skill used by students or a person to apply their various skills in doing their tasks or living their lives. There are 6 basic literacy skills that are indicators of 21st century skills, including: Reading and Writing Literacy, Numeracy Literacy, Science Literacy, Digital Literacy, Financial Literacy, and Cultural and Citizenship Literacy.

These 21st century prowess that have been formulated through the WEF are rapidly influencing the discourse of educational development in the world. Many countries, make these 16 skills as the main indicator in achieving the targeted outcomes of their graduate students. Especially in developing countries such as Indonesia, this 21st century proficiency is a reference in the development of curriculum and learning strategies.

In Indonesia itself, this 21st century proficiency has been adopted as a reference in the development of basic and secondary education. The Ministry of Education and Culture has formulated 17 skills that are achievements in the learning process so that students can compete globally. Of the 17 skills, 16 of them are fully adopting the 21st century skills formulated by the WEF. The Ministry of Education and Culture only added one proficiency to the category of character qualities, namely by adding one proficiency: religious or faith and taqwa.

### 2.3 New Social Movement Theory

New social movements generally respond to issues originating from civil society, and target the social domain of civil society rather than the economy or the

state, and raise issues related to demoralizing the structure of daily life and focusing attention on forms of communication and collective identity. Jean Cohen (1985:669) states that new social movements limit themselves in four senses namely, (a) Actors of new social movements do not fight for the return of unattainable utopian communities of the past (b) Their actors strive for autonomy, plurality (c) Their actors make conscious efforts to learn from past experiences, to relativize their values through reasoning, (d) Its actors consider the formal state of the state and the market economy, thus the purpose of the new social movement was to reimagine the relations of the state, society and economy and to create a public space in which there was a democratic discourse of individual autonomy and freedom.

A new social movement is a form of collective activity that is partly extra-institutional or anti-institutional and that aims to bring about change or prevent a social change. The goals and values of this movement are at their core universal. Their actions are directed by defending the essence and protecting the conditions of humanity for a better life.

The New Social Movement gained popularity in the late 1960s or early 1970s, which is viewed in this perspective, is a mirror reflection of the image of a new society, this movement signifies the need for a new paradigm about the collective, an alternative model of culture and society, and a new self-awareness of communities about their future.

The theory of the new social movement has some of its main features. *First*, it views and places the activities of social movements as a collective action that is rational and has positive values. *Second*, to refine and contextualize the theories of previous social movements into the contemporary era such as internalizing Karl Mark's theory of class exploitation into a theory of grievance that is more suitable for use in the current context where collective actions develop not only and are solely driven by the class exploitation of the means of production against the workers in capitalist society. *Third*, the increasing number of research and studies of social movements in countries outside North America and Western Europe is making the study of social movements richer. *Fourth*, modern social movement theory manages to identify what factors facilitate the growth of a social movement, whether a social movement is strong or not.

### 3 RESEARCH METHODS

This research will use qualitative research methods. According to Moleong Lexy J, qualitative method research is the research intended to understand the phenomenon of what the subject of the study experiences holistically and in a descriptive way in the form of words and language, in a special context that is natural and by utilizing various scientific methods. The approach used in this study is to use a descriptive qualitative approach, which is a study that intends to understand the phenomenon of what the research subject experiences, for example behavior, perception, motivation, action, etc. holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing various natural methods. Meanwhile, according to Elvinaro Ardianto, the descriptive qualitative method focuses on observation and natural atmosphere (natural setting). The researcher plunged directly into the field, acting as an observer. He created behavioral categories, observed symptoms, and recorded them in observation books. It does not seek to manipulate variables.

The sources of research data are primary and secondary data. Primary data is collected from key people, while secondary data is derived from policy documents and literacy programs that have been formulated and implemented. In addition, secondary data is taken from several program reports. Both primary and secondary data are collected and analyzed, with qualitative descriptive data analysis techniques. The data obtained through the data collection technique is then given sufficient interpretation in accordance with the research objectives that have been formulated.

## 4 RESULTS AND DISCUSSION

### 4.1 the Beginning of the Literacy Movement in Indonesia

The National Literacy Movement began to emerge through the state in line with the issuance of the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) Number 23 of 2015 concerning the Growth of Ethics. This Minister of Education and Culture contains various activities carried out by students and teachers, both mandatory and elective in order to strengthen character education with the growth of ethics. Various activities and good behaviors mentioned in

the Permendikbud are used as habituation and grow up in schools. One of the activities mentioned in the Permendikbud is reading activities. This habit of reading is expected to become a habit and culture in schools and then become accustomed at home. In the appendix of the Minister of Education and Culture point F, the habituation of activities in point VI (Developing the potential of students as a whole) is: "Using 15 minutes before the learning day to read books other than subject books that are carried out every day".

With the emergence of Permendikbud No. 23 of 2015, literacy has begun to grow, especially at the school level. The Ministry of Education and Culture in this case obliges all schools in Indonesia to carry out reading activities and start cultivating reading. This echo of literacy has also begun to be felt in schools in districts/cities. The government through the Ministry of Education and Culture and the National Library continues to encourage the growth of the literacy movement nationwide. Through this Minister of Education and Culture, the School Literacy Movement (GLS) program emerged at the Directorate General of Primary and Secondary Education, the Indonesian Reading Movement (GIM) at the Directorate General of ECCE and Community Education, and the National Literacy Movement (GLB) at the Language Development and Development Agency. All of these programs are housed in the National Literacy Movement (GLN). This movement is part of an effort to answer the problem of low literacy rates in Indonesia. Under the umbrella of the National Literacy Movement, the Ministry of Education and Culture designed the national literacy policy program and roadmap. The Ministry of Education and Culture then sets indicators for the achievement of literacy programs for regions nationally. The indicator is formulated in the form of the Regional Literacy Index (ILD).

This ILD consists of five components that describe the literacy program implemented by stakeholders as stated in the 2016 National Literacy Movement Report issued by the Directorate General of PAUD-Dikmas of the Ministry of Education and Culture in 2016, it was stated that the ILD consists of five components that describe the literacy program implemented by stakeholders. The five components of the ILD are: Publication and Socialization, Strengthening Literacy Actors/Activists, Providing Reading Materials, Strengthening Institutions, and Public Engagement.

## 4.2 Literacy Movement in Labuhanbatu Regency

Various literacy communities have started to grow in Labuhanbatu Regency in 2015. This community emerged initiated by educational leaders and volunteers who care about literacy. This form of literacy community consists of a Community Reading Garden, a Literary Community, and an Arts Community. Formally, the Literacy Movement in Labuhanbatu Regency began with the launching of Labuhanbatu Regency as a Literacy Regency through the Reading Culture Declaration which was held on May 20, 2015 at the Children's Playground, Bina Raga Field Complex, Rantau Prapat City. This declaration was led directly by the Regent of Labuhanbatu dr. Tigor Panusunan Siregar, Sp.PD. This declaration of reading culture was attended by 5000 students from the elementary, junior high, and high school/vocational levels. In addition to the Regent, educators, students, declarations were also followed by various elements of the community that care about literacy.

Through this declaration, the government is determined to increase interest in reading, and make reading a culture at school and at home. All schools in Labuhanbatu Regency are required by the Regent to develop various literacy programs through the School Literacy Movement. Along with the emergence of Permendikbud No. 23 of 2015, the School Literacy Movement in Labuhanbatu Regency has begun to be promoted.

After the declaration of reading culture, and the emergence of the school literacy movement, the spirit of the literacy movement has strengthened in various literacy communities. It has begun to add up and emerge literacy communities such as the literary community, and the Community Reading Garden. In addition to continuing to encourage the Literacy Movement in Schools, the district government through the Education Office and the Library Office also continues to encourage literacy movements in various communities. The map of the Literacy Movement in Labuhanbatu District appears and moves in two currents. First the Literacy Movement that emerged and moved from the bottom, that is, from society. Second, the Literacy Movement that emerged from the upper current, namely from the government.

### 4.2.1 Community Literacy Movement

Some literacy communities that emerged from the community have begun to grow in Labuhanbatu

Regency before this district launched a reading culture. The community grows and moves independently in various forms of Literacy institutions & communities, such as the Community Reading Park (TBM) community, writers' community, literary community, cultural arts studio, and library community. Since its establishment as a literacy district in Labuhanbatu, the movement of various literacy communities has grown and existed. The TBM community focuses on increasing interest in reading. TBM provides free reading facilities to visitors who come from around the TBM location. In addition to lending books, this TBM activity also helps children to learn to read and write, storytelling activities, write short stories and poems. Some TBM create vocational skills courses for adolescent children and mothers. There are also TBM that have begun to develop inclusion programs by developing training programs for the empowerment and improvement of the household economy.

The writers' community and the literary community focus on the literacy activities of the writing-writing world and the literary world. Forms of activities such as writing poems, reading poems, writing short stories, writing novels, musicalizing poems, theater, organizing writing training activities, creating poetry evening activities in various cafes, and publishing books written by community members. The sanggar arts and culture community focuses on Malay music activities, dance, pantun, storytelling, hikayat, karawitan art, and wayang. Meanwhile, the library community focuses on reading books and borrowing books.

Based on a report from the Labuhanbatu Regency Library Office, there are 12 Community Reading Parks that are managed independently by the community. The 12 Community Reading Parks are TBM Cahaya Ilmu, TBM Khatarina, TBM Pelangi Ilmu, TBM Komunitas Rumah Pelangi, TBM Cakrawala, TBM Gema Wisesa, TBM Astana Tears, TBM Latanza, TBM Kampung Dongeng, TBM Pena, TBM Ananda, and TBM Anak Panai.

There are also 10 youth-driven literacy communities focused on developing writing, reading and literature programs. The 10 literacy communities are Arus Kata, Malam Puisi Rantau Prapat, Forum Lingkar Pena, Forum Writer Labuhanbatu, Rumah Literasi, Mata Pena, Komunitas Literasi Bilah Hilir En La Cendikia, Komunitas Literasi Ajamu, Forum Seni dan Teater Labuhanbaturaya, and Forum Masyarakat Literasi Labuhanbatu. Then there are 4 literacy communities based on local arts and culture, such as: Sanggar Budaya Pesona Permata, Sanggar Visual, Sanggar Nusantara, and Sanggar Sedyas Laras.

In addition to TBM and the literacy community, the literacy movement is also strengthened by the establishment of territorial and sectoral-based libraries such as sub-district libraries, village libraries, houses of worship libraries, puskesmas libraries, and special libraries. Labuhanbatu Regency has 3 Subdistrict Libraries, 34 Village Libraries, 45 Houses of Worship Libraries (37 Mosque Libraries and 8 Church Libraries), 3 Puskesmas Libraries, 2 Special Libraries.

The literacy movements of various community communities are running synergistically and mutually strengthening the literacy movement in Labuhanbatu. When one community creates an activity, various other literacy communities also participate and are involved in the activity. Even in some activities they carry out jointly and support each other.

#### 4.2.2 Government Literacy Movement

The seriousness of the Labuhanbatu Regency Government in fostering a reading culture is shown by the birth of the Regent Regulation (Perbup) in 2016. This regulation encourages all parties to take on the role of the reading movement in Labuhanbatu. This commitment made the Regent of Labuhanbatu received the Priority Literacy Award from the Minister of Education and Culture of the Republic of Indonesia, because it was considered successful in promoting reading culture. The Ministry of Education and Culture included Labuhanbatu along with 18 other districts/cities, as the area with the highest Regional Literacy Development Index (IPLD) in Indonesia.

Institutionally, there are two agencies that lead and drive the Literacy Movement in Labuhanbatu, namely the Education Office and the Labuhanbatu Library and Archives Service as the Regional Apparatus Work Unit (SKPD) which is directly related to the literacy movement, translating the commitment of the Labuhanbatu Regent into a variety of programs and activities. The Education Office made a policy by issuing a Decree for all schools to develop the School Literacy Movement. The Library Service encourages the participation of citizens to take part in the literacy movement. Over time, the literacy movement became more and more intense in Labuhanbatu. The community welcomed this movement with enthusiasm. Various literacy programs in schools began to be implemented. Reading and writing communities grew independently. They stage educational actions in new and innovative ways.

**School Literacy Movement.** The school literacy movement has begun to grow in schools in Labuhanbatu Regency. The beginning of the School literacy movement in Labuhanbatu began with a literacy program developed by USAID PRIORITAS since 2013. Long before the emergence of Permendikbud No. 23 of 2015, dozens of schools in Labuhanbatu Regency had actually begun to develop the Literacy Movement. Only then after the Declaration of Reading Culture of Labuhanbatu District in 2015, the School Literacy Movement was massively promoted to all schools in Labuhanbatu.

After the school received capacity building related to the literacy program, various literacy activities in the school have been carried out in Labuhanbatu. Schools are the main targets of real literacy programs. Through schools, the intelligence of the nation's generation can be well forged, and one of them is through literacy programs.

In the early stages of the school literacy program is the growth of interest in reading culture with reading activities. This is done by requiring reading activities for 15 minutes before starting lessons throughout the school. Then a silent reading program is carried out with a set time, and then students present the reading results in between learning.

In addition to reading, writing activities are also carried out, with the presentation of the results of writing in between learnings carried out. Guided listening activities are also carried out and then presentations of the results he hears in between lessons. Students also make regular school visits.

The school also prepares and provides various physical facilities for reading culture programs in the school, such as: reading corners in every classroom, reading huts, reading trees, and reading baskets. In order to increase the number of books in the school, book donation activities were made from alumni, and also from other parties that were not binding. Some schools have already begun to create school bulletins and student writing collection books. There are reading Ambassadors in schools, students who have a high commitment and passion for literacy are selected to be school reading ambassadors.

Various literacy competitions are also carried out at the school level, such as speech competitions, storytelling, poetry reading, writing stories, reading the Qur'an, reading illustrated stories, and being careful. These competitions are usually carried out in celebrations of religious holidays as well as national holidays.

**Literacy Policies and Programs in Labuhanbatu District.** In order to realize the

National Literacy Movement program that has been organized by the central government through the Ministry of Education and Culture, the Labuhanbatu district government formulates various policies and programs. The forms of policies that have been issued include: Regent's Regulation of 2016 concerning Reading Culture, Decree of the Education Office of 2016 concerning Literacy Development, Decree of the Library Service 2017 concerning Literacy Development. The policy of the regional head was then continued by the Education Office and the Library Service by compiling various programs and activities.

In fostering the development of the Literacy Movement, the Labuhanbatu Regency government has taken five strategic steps: *First*, Policy. The District Government through the Education Office and the Library Office carried out a number of policies that provided a climate for the growth of the School Liberation Movement and Community Reading Parks (TBM), such as: (a) sharing capacity building guidance to schools, TBM and reading communities. (b) involve public and private schools in encouraging the growth of reading culture through activities such as training, workshops, library visits. (c) assistance of books to TMB, schools and communities. (d) hold literacy-related competitions such as library competitions, storytelling, writing, and poetry reading.

*Second*, Communication. The government actively communicates with schools, communities and TBM. This is shown by: (a) building an approach both structurally and personally, so that there is no distance from schools and TBM. The reading community in Labuhanbatu seems like a family. (b) The Education Office and the Library Service always involve themselves in literacy activities. Inviting the head of the service is enough just to use texting or telephone. It doesn't have to use bureaucratic correspondence.

*Third*, Participation. The government is not alone in implementing work programs. The Education Office and the Library Office always involve schools, communities and TBM, such as: (a) often involving schools, TBM and reading communities in activities and competitions at the provincial level. (b) encourage and encourage the community and TBM to be present in every activity carried out by TBM.

*Fourth*, Campaign. The government constantly campaigned for the reading movement through various activities and media, such as: (a) reporting programs and activities through the website. (b) use official social media and staff-owned social media to campaign for the reading movement. (c) campaigns

using mainstream mass media such as newspapers, online and radio. (d) create jingles that are broadcast over local radios.

*Fifth*, Leadership. The regent in this case was directly involved in declaring a culture of reading. The Head of the Education Office and the Library Service became a role model for the literacy movement. The Head of the Education Office, Mr. Sarimpunan, and the Head of the Library Service, Mr. Leo Sunarta, are the key figures. They were able to become locomotives of the literacy movement. Here is the leadership shown by these two service chiefs. (a) Always be hands-on in literacy activities. His demeanor and appearance are simple, and more down-to-earth. The reading community and TBM welcomed him as an unpretentious person. (b) He did not even hesitate to spend personal money to donate books to TBM and the newly growing reading community.

In addition, to further strengthen the literacy movement and the development of public opinion, the Labuhanbatu Government again launched the Literacy District and at the same time managed to break the Record of the Indonesian World Record Museum (MURI) for the category of "Writing Hopes about labuhanbatu development by the most students". A total of 10,120 students were involved in creating this essay. The activity was held on November 29, 2016 at the Rantauprapat Sports Arena. MURI appreciates the commitment of the Labuhanbatu Government as a pioneer of the literacy movement in North Sumatra.

#### 4.2.3 Support from USAID PRIORITAS

USAID PRIORITAS is an educational partnership program between the United States government and Indonesia. The purpose of this program is to improve the quality of wider education in Indonesia. USAID stands for United State Agency for International Development of the United States. This body is directly subordinate to the embassies of the United States. Meanwhile, PRIORITAS stands for Prioritizing, Reform, Innovation, and Opportunities for Reaching Indonesian Teachers Administrators and Students. A program that prioritizes renewal, innovation and opportunities for teachers, education staff and students.

The program collaborates with partners at the national and local levels to improve the quality and relevance of learning, improve education governance and management and improve coordination support within and between schools, teacher education/training institutions and governments at all



levels. Labuhanbatu District conducted a Memorandum of Understanding (MOU) with USAID PRIORITAS on November 22, 2012, and the program began running in early 2013. One of the educational programs that are collaborated is related to reading culture programs. The reading culture program only started in mid-2014, and is still very limited to 24 partner schools alone. In addition to training school stakeholders related to reading culture in schools, it also provided 3600 copies of books to 24 partner schools.

In 2016, this partnership program with USAID PRIORITAS was continued with the Tiered Reading Book (B3) program. This program will specifically help children in the early grades to have reading skills and understand the content of the reading well. This program trains teachers and principals in 176 partner schools that have been selected. After the training at the school level was completed, USAID PRIORITAS provided book assistance to 176 partner schools whose teachers had been trained before. Each school gets 312 tiered reading books and its guidebooks.

### 4.3 Literacy Skills Orientation in Labuhanbatu

There are 6 basic literacy skills that are indicators of 21st century skills, including: Reading and Writing Literacy, Numeracy Literacy, Science Literacy, Digital Literacy, Financial Literacy, and Cultural and Civic Literacy. Of the six literacy skills of the 21st century, the majority of TBM groups in Labuhanbatu district are still conducting reading and writing literacy programs, and few inclusion programs to improve the economy of residents through various vocational training activities.

Literacy-based literacy communities are also still oriented towards developing reading, writing and a little cultural literacy skills. Likewise, the library community is territorial, sectoral, and specialized libraries only develop reading literacy skills. In the art-based literacy community, the orientation of literacy skills only focuses on art activities and is not much oriented towards cultural development. Its activities are more about the preservation of art and culture.

Similar to the literacy movement in schools, the development of the movement is still dominated by the literacy skills of reading, writing, numeracy, and starting to develop science literacy. These various literacy skills are carried out integrated in learning, and also in the form of separate activities specifically designed by the school.

The literacy movement in Labuhanbatu is still not fully developing the 6 basic literacy skills of the 21st century. Both the literacy movement from the community and the literacy movement from the government to develop their literacy skills are still oriented towards reading, writing and numeracy literacy. The science, digital, financial, and civic and cultural literacy skills that are part of the basic literacy skills of the 21st century are still not widely developed.

## 5 CONCLUSIONS

Labuhanbatu Regency is a district that is serious about developing the literacy movement. The literacy movement grew out of the community with various communities, institutions and community reading parks. This movement was strengthened by the literacy movement from the government with the development of the literacy movement in schools and the issuance of various literacy policies and programs by the government, such as in the form of regent regulations, programs carried out by the Education Office and the Library Office.

The literacy movement from the community and the government is running synergistically. The literacy movement of the community driven by various literacy communities supports the literacy movements and policies that have been carried out by the government. On the other hand, the government through the Library Office also supports the literacy movement from the community through various programs, book grant support, socialization, communication and coordination. The literacy movement in Labuhanbatu also received support from USAID PRIORITAS by providing reading book grants and capacity building for principals, teachers, and education stakeholders.

Although the Literacy Movement in Labuhanbatu has begun to exist since 2015, the literacy skills orientation developed is still not fully oriented to the 6 basic literacy skills of the 21st century. Both the Literacy Movement from the Community and from schools is still predominantly oriented towards reading, writing, and numeracy literacy skills. Science, digital, financial and civic and cultural literacy skills are still not widely developed.

## REFERENCES

Antoro, B. 2017. *Gerakan Literasi Sekolah: Dari Pucuk Hingga Akar Sebuah Refleksi*, Direktorat Jendral

- Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan. Jakarta.
- Ardianto. E. 2011. *Metodologi Penelitian Untuk Public Relations Kuantitatif dan Kualitatif*, Simbiosis Rekatama Media. Bandung.
- Badan Pusat Statistik. 2015. *Indeks Pembangunan Manusia 2014*, Badan Pusat Statistik. Jakarta.
- Dewayani. S & Retnaningdyah.P. 2017. *Suara Dari Marjin: Literasi Sebagai Praktik Sosial*, Remaja Rosdakarya. Bandung.
- Dinas Perpustakaan dan Arsip Kabupaten Labuhanbatu. 2021. *Dokumen Laporan Dinas Perpustakaan dan Kearsipan Kabupaten Labuhanbatu Tahun 2021*, Dinas Perpustakaan dan Arsip Kabupaten Labuhanbatu. Labuhanbatu.
- Direktorat Jendral Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan RI. 2016. *Desain Induk Gerakan Literasi Sekolah*, Kementerian Pendidikan dan Kebudayaan RI. Jakarta.
- Education for All Global Monitoring Report. 2016. *Literacy for Life*, UNESCO. Paris.
- Gong. G.A. & Irkham. A.M. 2012. *Gempa Literasi: Dari Kampung untuk Indonesia*, KPG. Jakarta.
- Gross. J. 2006. *The Long-Term Cost of Literacy Difficulties*, KPMG Foundation. London.
- Ibrahim. G.A. dkk. 2017. *Peta Jalan Gerakan Literasi Nasional*, Kementerian Pendidikan dan Kebudayaan. Jakarta.
- Kalida. M. & Mursyid. M. 2020. *Gerakan Literasi Mencerdaskan Negeri*, Aswaja Pressindo. Yogyakarta.
- Kamus Besar Bahasa Indonesia Pusat Bahasa. 2008. *Kamus Besar Bahasa Indonesia*, Departemen Pendidikan Nasional. Jakarta.
- Kusuma. C.S.D. 2017. Counteract Hoax Through Reading Interest Motivation. *International Conference on Ethics of Business, Economics, and Social Science*, Vol. 2. pp. 34-54. <https://eprints.uny.ac.id/52390/>.
- Marwan. A. & Hutasoit. E. 2017. *Geliat Literasi Labuhanbatu: Upaya Masyarakat Membangun Budaya Baca*, Dinas Perpustakaan dan Kearsipan Kabupaten Labuhanbatu dan Fire Publisher. Rantau Prapat.
- Marwan. A. 2020. *Membangun Literasi Bangsa: Upaya Serdang Bedagai Mewujudkan Kabupaten Literasi*, Ragam Pustaka. Yogyakarta.
- Meliyawati. 2016. *Pemahaman Dasar Membaca*, Deepublish Publisher. Yogyakarta.
- Mibtadin 2017. *Gerakan Sosial Masyarakat Sipil, Studi Gerakan Sosial LKiS, Fahmina, dan The Wahid Insititute*. Doctoral Thesis. Pascasarjana. Jurusan Doktor Studi Islam. UIN Sunan Kalijaga Yogyakarta. pp. 1-336. Yogyakarta: Universitas Islam Negeri Yogyakarta.
- Milles & Huberman. 1992. *Analisis Data Kualitatif*, Universitas Indonesia Press. Jakarta.
- Moleong. L.J. 2013. *Metodologi Penelitian Kualitatif*, PT Remaja Rosda Karya. Bandung.
- Mubarok.H., Zubaidah.S. & Mardianto. 2018. Kontribusi USAID PRIORITAS Dalam Menumbuhkembangkan Budaya Literasi di Sekolah SD/MI di Kabupaten Langkat. *Jurnal Analytica Islamica*, Universitas Islam Negeri Sumatera Utara (UINSU), Vol. 7(1). pp. 47-59. <http://jurnal.uinsu.ac.id/index.php/analytica/article/view/7053>.
- Nudiati. D. 2020. Literasi Sebagai Kecakapan Hidup Abad 21 pada Mahasiswa. *Indonesian Journal of Learning Education and Counseling*, Vol. 3 (1), pp. 34-40. <https://journal.ilinstitute.com/index.php/IJoLEC/article/view/561/338>.
- Nugraha. D. & Octavianah. D. 2020. Diskursus Literasi Abad 21 di Indonesia. *Jurnal Pendidikan Edutama*, Vol 7(1), pp. 107-125. <https://ejournal.ikipgribojonegoro.ac.id/index.php/JPE/article/view/789/0>.
- Puspitoningrum. E. 2018. Implementasi Literasi Untuk Meningkatkan Memotivasi Pembelajaran Pada Materi Aksara Jawa Siswa SMA. *Jurnal Wacana*, Vol. 2(1), pp. 35-45. <https://ojs.unpkediri.ac.id/index.php/bind/article/view/12743>.
- Redaksi. [Artikel Online Prioritas Pendidikan.org]. [www.prioritaspendidikan.org](http://www.prioritaspendidikan.org).
- Redaksi. "Literacy noun" [Kamus Online Oxford Learner's Dictionaries.com]. Available at: <https://www.oxfordlearnersdictionaries.com/definition/english/literacy>.
- Saepudin. E. 2015. Tingkat Budaya Membaca Masyarakat: Studi Kasus Pada Masyarakat di Kabupaten Bandung. *Jurnal Kajian Informasi dan Perpustakaan*, Universitas Padjadjaran, Vol. 3(2), pp. 271-282. <https://jurnal.unpad.ac.id/jkip/article/view/10003>.
- Saidah. Z. 2018. *Pengembangan Budaya Literasi Dalam Meningkatkan Pemahaman Peserta Didik pada Matapelajaran Agama Islam di SMAN 1 Batu*. Fakultas Agama Islam Universitas Muhammadiyah Malang. Malang.
- Saputra. A. 2014. Peran UNESCO Dalam Pemberantasan Buta Aksara di Indonesia Tahun 2007-2012. *Jurnal Online Mahasiswa FISIP*, Universitas Riau, Vol. 1(2), pp. 1-11. <https://www.neliti.com/id/publications/31679/peran-unesco-dalam-pemberantasan-buta-aksara-di-indonesia-tahun-2007-2012>.
- Sari. E.S. & Pujiono. S. 2017. Budaya Literasi Dikalangan Mahasiswa FBS UNY. *Jurnal Litera*, Vol. 16(1), pp. 105-113. <https://journal.uny.ac.id/index.php/litera/article/view/14254>.
- Singh. R. 2010. *Gerakan Sosial Baru*, Resist Book. Yogyakarta.
- Sirojuzilam dan Mahali.K. 2010. *Regional: Pembangunan, Perencanaan, dan Ekonomi*, USU Press. Medan.
- Situmorang. A.W. 2007. *Gerakan Sosial Studi Kasus Beberapa Perlawanan*, Pustaka Pelajar. Yogyakarta.
- Solin. M. 2004. *Pengaruh Pendekatan Pembelajaran Dan Penguasaan Proposisi Terhadap Pemerolehan Keberaksaraan*. Doctoral Thesis. Program Pasca Sarjana. Universitas Negeri Jakarta. Jakarta: Universitas Negeri Jakarta.
- Stevens. A.M. & Tellings. A.E.S. 2014. *Kamus Lengkap Indonesia-Inggris*, Mizan. Bandung.
- Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Alfabeta. Bandung.
- Sukmana. O. 2016. *Konsep dan Teori Gerakan Sosial*, Intrans Publishing. Malang.

- Supit, C.M. 2020. New Social Movement (Studi Tentang YRBK sebagai Gerakan Literasi dalam Upaya Mewujudkan Kesadaran Politik Kaum Milenial di Kota Banjar). Undergraduate Thesis. Fakultas Ilmu Sosial dan Ilmu Politik. Jurusan Ilmu Politik. Universitas Siliwangi Tasikmalaya. Tasikmalaya: Fakultas Ilmu Sosial dan Ilmu Politik.
- USAID-PRIORITAS. 2016. *Laporan Program Buku Bacaan Berjenjang USAID PRIORITAS Sumatera Utara Tahun 2016*, USAID-PRIORITAS. Sumatera Utara.
- Wahyuni. S. 2009. Menumbuhkembangkan Minat Baca Menuju Masyarakat Literat. *Jurnal Diksi*. Vol. 16(2), pp. 179-189. <https://doi.org/10.21831/diksi.v16i2.6617>.
- Waspada. 2012. USAID Luncurkan Program Peningkatan Mutu Pendidikan. *Harian Waspada*, 22 November 2012.
- World Economic Forum. 2015. *New Vision for Education: Unlocking the Potential of Technology*, . Geneva.
- Zahara. A. & Fithriana. A. 2018. Kerjasama Indonesia Dengan Amerika Serikat Melalui USAID PRIORITAS Dalam Sektor Pendidikan (2012-2017). *Budi Luhur Journal of Contemporary Diplomacy (BALCONY)*, Vol. 2(2), pp. 183-193. <https://jom.fisip.budiluhur.ac.id/index.php/balcony/article/view/95>.
- Zubaidah. S. 2016. Ketrampilan Abad 21: Ketrampilan Yang Diajarkan Melalui Pembelajaran. Makalah Ilmiah. Malang: FMIPA Universitas Negeri Malang.

