THE READINESS OF LIBRARIAN IN FACING “READING TIME” AT SURABAYA

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ABSTRACT

Reading time is a program suggested by Surabaya government as one of its commitment to realize Surabaya as “literacy city”. The change of Curriculum 2013 which supports the increase of reading interest among students has been one of the aspects that underlie the emergence of “reading time” program to increase the reading interest through “literature reading” obligatory activity. Surabaya government through its major declares Surabaya to be literacy city in the anniversary of National Education 2014. Reading time has created a new atmosphere, in which the integration among librarians, teachers, and students has become very dynamic and school environment seems to be alive. SMA 5 Surabaya is a school model to develop this program among high schools in Surabaya. Since 2012, this school has already implement “fiction reading” policy every 15 minutes before the morning lesson start. Librarians are also involved in the development of the “reading time”. Therefore, this research discusses the readiness of high school librarians in running the reading time based on a case study conducted in SMA 5 Surabaya, which is one of favorite high schools in the city. This is a qualitative descriptive research with total samplings of librarians at SMA 5 Surabaya. The research results show that there is integration among individual students, teachers, and librarians in developing reading culture through “reading time”, however, the role of librarians is insignificant. This regulation creates certain behavior, reading guidance, and final result in a form of writing. It also consequently results in the environment that supports the implementation of reading time. The researcher suggests further research to be conducted on academic librarian as a role model that is directly involved in students’ curriculum.

Keywords: Reading Time, Librarian, SMAN 5 Surabaya, Social Learning Program
1. INTRODUCTION

Literacy program of Surabaya government is an alternative solution suggested by Surabaya to increase the society’s reading interest. It is well-known among us that the reading interest of our Indonesian societies is very low. Based on an assessment conducted in 42 countries, Indonesia ranks at position 36 (Kusmana in Arisma : 2012). Therefore, it is important to run programs that can increase society’s reading interest. The literacy-city program made by Surabaya government obligates reading program at schools. It practically goes into the curriculum as the legal foundation of its implementation.

Increasing reading habit by putting it in the curriculum of formal education is considered necessary because it will lead to routines of students’ learning activity. Such simultaneous program at schools is believed to be able to increase students’ reading ability. Reading ability in the process of knowledge transformation is a basic skill to analyze, evaluate, and synthesize reading materials which, in the long run, will create intellectual culture instead of cheap entertainment culture (Putra : 2008).

The reading program in which students have to read 15 minutes before the morning lesson start is a social program to stimulate students to have reading habit. A research conducted by Arisma (2012) at SMP 1 Puri proved there is a difference in the reading abilities of the students before and after they implement reading hour policy. The students show better reading ability after the program is implemented. This research even brings greater optimism to run this program at school formal curriculum.

SMA 5 Surabaya is one of the schools that has implemented the reading program starting from 2013 until today. In the practice, SMA 5 decided that the students should read 15 minutes before the first lesson start every day. The students are free to choose whatever they want to read (Peppy: 2015). It explains why the integration of this program and the curriculum has certain power that makes it continuously obeyed by the students. Such phenomenon inspired Surabaya mayor to decide Surabaya as literacy city.

Literacy-city program is a very important moment for school librarians to participate in the concepts and field activities. It conforms the Law Section 43 regarding librarian role in increasing students’ reading habits to take the best benefit of school library. To make this program successful, librarians role is significantly needed. However, how is the readiness of the librarian in executing the program? This question leads the researcher to research further using samples of librarian from SMA 5 Surabaya as the model for the program.

2. LITERATURE

2.1 Reading Ability

There are two approaches that grow “reading ability”: directed reading and development reading. These are the explanations:

- Directed Reading for basal reading is an approach that works on the habit of reading since childhood in which the teachers are demanded to give clear guidance and direction.
- Development Reading Abilities Through every reading experience develops reading culture by using systematic guidance. This research implements such approach by creating “reading time” policy in which the students have to read fiction 15 before their first lesson. (Betts, 2015)
2.2 Social Learning Theory

This research uses cognitive learning theory literature as one of human psychological concept that covers all forms of introduction including mental behavior that is related to comprehension, attention, consideration, information processing, and problem solving. Cognitive learning theory considers learning process more than the learning result itself. Besides, in cognitive learning theory developed by Albert Bandura (1977), he tries to explains why someone does an action and says that the emergence of action is due to the interaction of three factors: personal, behavior, and environment. In practice, these three factors are integrated and influencing one another.

- **Personal/Cognitive.** Cognitive factor covers expectation, belief, thought strategy, and intelligence. According to Bandura, investigation and modelling other person’s attitude and behavior are the models of learning action. In this case, reading time can be used as an example for the students to develop reading habit.

- **Behavior and environment factor** is a factor in which most people through their experience learn to observe effectively and remember what other people do. It is also a factor in which someone is accidentally chosen and changed by the other people through his own behavior. In this factor, the existence of reading time can change students’ and librarians’ behavior to develop their reading interest or prepare for a better program.

3. RESEARCH METODOLOGY

The method used in this research is descriptive qualitative method, which according to Made Winartha (2006:155): “Descriptive qualitative analysis method is analyzing, describing, and summarizing many different condition and situation from the data collected in the field, in a form of interview or observation on problems that are investigated in the field.” It is called qualitative because of the nature of the data collected is has qualitative pattern and does not use measurement tool. The sources of main data in qualitative research are words and actions with the total sampling: librarians of SMA 5 Surabaya

4. DATA FINDING AND ANALYSIS

3.1 Data Finding

3.1.1 SMAN 5 Surabaya

SMAN 5 Surabaya used to be international school. However, due to government policy to remove Section 50 clause (3) of Law Number 20 year 2003 about UU SISDIKNAS, SMAN 5 Surabaya remains at its original status as ordinary state school. As one of outstanding schools in Surabaya, the students’ enrollment to this school becomes more difficult each year. It does not only require national exam score, but also entrance exam. Therefore, the students who are accepted in this school are selected among so many applicants.

3.1.2 Reading Time Program

Reading time is a reading program that is made to develop reading habit among students starting from light reading such as fictions. SMAN 5 Surabaya is one of the schools that have implemented “reading time” since 2012. At the anniversary of National Education 2014, Surabaya mayor, Trirismaharini, declares Surabaya to be literacy city (www.jawapos.com). This
policy leads to the creation of reading culture in every school in Surabaya. It is also supported by the Curriculum 2013, which is implemented in 2014 which includes the development of reading interest among students.

The reading program obligates each student in SMAN 5 Surabaya to bring fiction books every day to be read 15 minutes before the first lesson starts. Every time they finish reading, the students are asked to write a review on their reading and submit it to student-affair office. The students who made the longest review in each month will get a reward. Then, the book they have accomplished will be contributed to the library (Nur, 2015).

3.1.3 Students’ Characteristics

Students at SMAN 5 Surabaya are special students, as it is explained above. Most of them are active readers. According to Nur, “Library has never been vacant here. Sometimes I just need to ‘chase them out’ when it is full”. Some of the students like discussion especially when the school provides sufficient facility for discussions, including the library.

3.1.4 Librarian as “Partner”

In the formulation of library development of SMAN 5 Surabaya as role model in “reading time” program, some school principals were invited in an assembly at the school. However, the forum has not produced much significant recommendation. The implementation of reading time in SMAN 5 Surabaya puts the librarians in the committee position which is responsible of collecting book the students had accomplished and contributed to the library while the duty to design the reading habit program is entirely in the hands of school principal, school affair manager, and some teachers.

The librarians of SMAN 5 Surabaya have been a role model for the students; they master the content of all collections in the library so that the transfer of knowledge to the students is faster. They are not ashamed to ask the teachers of the knowledge they do not know, read school dictates, magazines, all new books, etc.

The librarians in SMAN 5 Surabaya have high enough dedication to satisfy the library user. They are willing to wait the library users even until evening, when their work hour is over.

3.1.5 Library Utilization

Library as the center of school information is used to find readin materials. Every day, library is never been vacant. It is always visited by many students. Some teachers also often utilize it for class during library touring. It becomes the place for gathering and practicing some extracurricular activities.

Users with high reading level often look for outdated collections which are worth putting at storage. However, the librarians in SMAN 5 Surabaya still provide those ancient collections.

3.2 Analysis
3.2.1 Systematic guidance for Developing Reading Abilities

The students of SMAN 5 Surabaya are intermediate readers who are potentially upgraded to be critical readers. SMAN 5 Surabaya made certain rules to guide its students, which Betts (2015) called as systematic guidance. This kind of guidance leads the students what is indicated in the work program. The students of SMAN 5 Surabaya are on their way to “reading for pleasure” program, which according to Nell in Rahma (2010) is a game that enables us to explore the world experience and other role through our imagination.

3.2.2 Social Learning Activity

In the learning theory, there are 3 elements that determine the success of children learning: personal, behavior, and environment (Bandura, 1971). The following is the analysis of each element:

- **Personal**, It covers students, teachers, and also librarians. The harmony of these three elements from the side of the librarians. The librarians of SMAN 5 Surabaya can show prime performance and present themselves as librarians with intellectual role. According to Said, one of the traits of librarian with intellectual role is integrity. Librarian is a role model in the “reading time” activity by giving a model that they read a lot of books. Another trait is “making the library user happy”. It is also done by the librarians of SMAN 5 Surabaya, under the principal that all library rules can be discussed, such as the rules of borrowing reference book. If the students badly need the reference, they can borrow it when reason is acceptable. Furthermore, the librarians of SMAN 5, in the effort of supporting the literacy program sometimes went home late beyond their work hour, because they have to wait some library users who are still using the library. Another trait is working through marginality. Librarian is not a promising profession. However, the librarians in SMAN 5 Surabaya are always open minded and diligent to join outside-school program to promote the library.

- **Behavior**, The behavior of library users is usually active with high reading level. The information search is done by the library users themselves.

- **Environment**, The environment of SMAN 5 Surabaya has a pretty good atmosphere which makes the students keep reading every morning. They are encouraged by follow up program, which is to make a reading report and those who read the most book get rewards. It makes the students encouraged to finish their reading. Afterwards, they are also supported by adequate facility, books, and rooms. The two components can stimulate the creation of new knowledge, just like the concept of knowledge management introduced by Nonaka and Takeuchi (1995) which explains that the knowledge creation is the result of interaction between tacit knowledge and explicit knowledge described in four models, one of which is tacit to explicit pattern. This pattern explains the transformation of tacit knowledge an individual possesses in a written form. The writing makes sharing with other members in an organization or team easier.

3.2.3 Reading Time’s Impact

- **Student’s Impact**

  The ability reading fiction is improving student learning, grant fiction books owned by the library schools to help students who are less able to have the needs of reading fiction.

  It seems even the spirit of reading students outside of school hours, where students access a library of more than an hour effective schools, and librarians facilitate for the students still want to read.
Students are also increasingly frequent discussions with peers and teachers during the interval school hours, on matters that will be developed into research. Furthermore, students also make a report on reading fiction that has been read, the process is a concern specially students than as a means of entertainment, students are also required to remain professional in retelling the plot of the novel / fiction reading. This activity triggers the power to write the students, the ability to write systematically

➢ Social Impact
  Impact For Other School, SMAN 5 Surabaya has been initiating all the headmeasters of high schools in Surabaya to develop a “reading act” program for their students. Not only initiating, SMAN 5 Surabaya also hosted the conference for establishing the plan and the program milestone. Furthermore, in fact, this program became the foundation of an idea that Surabaya should be an “Literacy City”

Government impact, is the impact which is appeared from the government side in face the reading time program. It has been serious discussion of Risma’s leadership that triggers the regulation regarding Surabaya as a Literacy City. This regulation leads the legalization of Government regulation No. 5/2009 that requires the high school libraries in East Java province to encourage their students to read fiction literatures.

➢ Collaborative Teachers and Librarians

Teachers are required provide appropriate formulation a model for student learning, teachers and librarians work together to create innovation and creativity for students. Teachers donate extra time to examine the results of reading time every day. Meanwhile librarians prepare a variety of resources to support the implementation of a program that is capable of reading time with both, as well as prepare the system for storage and retrieval of works that have been created by students. Teachers and librarians also collaborate formally by holding regular meetings as well as monitoring and evaluation of the activities together.

5. CONCLUSION

Based on the above discussion, it can be concluded that there is integration among individual students, teachers, and librarians in developing reading custom through “reading time”. However, the role of librarians is not quite insignificant. This regulation creates certain behavior, reading guidance, and final result in a form of writing. It also consequently results in the environment that supports the implementation of reading time. The readiness of Librarian in facing “reading time” at Surabaya is not quite insignificant, as a figure who created methods in reading time. Librarian just collected the books from “reading time” activity.

6. FURTHER RESEARCH

The researcher suggests that the next research about reading time can broaden the population of the research and can find the right method. The researcher also suggests that the reading time program can be recommended to be included in curriculum elaboration or guidance.

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