

THE RELATIONSHIP OF LITERATURE CULTURE AND STUDENT'S LEARNING MOTIVATION WITH SCHOOL LIBRARY READINESS IN SMA NEGERI 1 EAST SUWAWA

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THE RELATIONSHIP OF LITERATURE CULTURE AND STUDENT'S LEARNING MOTIVATION WITH SCHOOL LIBRARY READINESS IN SMA NEGERI 1 EAST SUWAWA

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ABSTRACT

The results showed that: (1) The relationship between literacy culture and school library readiness at SMA Negeri 1 Suwawa Timur. From the results of the research above, it is known that the test is carried out by comparing the alpha value with a significant value $(0.006) > (0.05)$, then H_0 is rejected and H_1 is accepted. That is, partially there is a relationship between literacy culture with school library readiness. It can be concluded that literacy culture has a relationship with the readiness of school libraries at SMA Negeri 1 Suwawa Timur. (2) The relationship between students' learning motivation and the readiness of the school library at SMA Negeri 1 Suwawa Timur. The test is done by comparing the alpha value with a significant value $(0.000) > (0.05)$ then H_0 is rejected and H_1 is accepted. That is, partially there is a relationship between student learning motivation and school library readiness. It can be concluded that partially there is a relationship between school library readiness and student learning motivation at SMA Negeri 1 Suwawa Timur. (3) The Relationship between Literacy Culture, learning motivation and school library readiness for students at SMA Negeri 1 Suwawa Timur. count $(496.29) > F$ table value (2.70) with a significant value $(0.000) > (0.05)$ then H_0 is rejected and H_1 is accepted. That is, there is a relationship between Literacy culture of learning motivation with school library readiness can be concluded that simultaneously the literacy culture of

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student learning motivation with school library readiness at SMA Negeri 1 Suwawa Timur.

KEYWORDS

Literature Culture, Learning Motivation, Library



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INTRODUCTION

One of the functions of the library is as a source of information that plays an important role in creating a literate society to educate the nation's life and support the implementation of national development and be utilized by the community (Wandasari, Kristiawan, & Arafat, 2019). society becomes an information literate society or what is commonly called an information literacy society. Because it is considered as a source of information, the library also plays a very important role in creating a literate society, namely an information literate society. Libraries as a source of information, educational media, recreation media and research media for the community (Herr Stephenson, Rhoten, Perkel, & Sims, 2011). The library is also a place to store, collect collections of books, printed materials, and other records for the benefit of the general public.

Information literacy is a person's ability to search, collect, evaluate or interpret, use, and effectively communicate information from various sources (De Paor & Heravi, 2020). Mastery of information literacy will keep away from stupidity, because when they have a problem people know where to look for information to solve the problem.

The lack of interest in reading from the community can affect the information literacy skills that the community gets. In 2006, the Central Statistics Agency (BPS) conducted a census the results showing that 85.9 % of the people chose to watch television instead of listening to the radio (40.3%) and reading newspapers (23.5%). In 2009, from the Organization for the Development of Economic Cooperation (OECD) Indonesia occupied the lowest place in reading interest in the East Asia region. In 2011, UNESCO released data that the reading index of Indonesians was only 0.001 which means that out of a thousand people there is only one who is interested in reading books. In 2012 (Setiadi, 2020), the results of the HDI survey showed that Indonesia was in position 124 out of 187 covering the primary needs of the Indonesian population. Reading and writing have not been deeply rooted in our nation's culture. People watch or listen more often than reading let alone writing. We are not used to doing things based on understanding from reading or actualizing ourselves through writing (Compton, 2018).

A person's literacy ability includes basic literacy, library literacy, media literacy, technological literacy, and visual literacy (Koltay, 2011). In 2015, the Indonesian Ministry of Education and Culture issued Ministerial Regulation No. 23 of 2015 concerning the growth of character through the School Literacy Movement (GLS). Literacy Movement The school views literacy skills as an effort to cultivate character that emphasizes the ability to access, understand, and use things intelligently through various activities such as speaking and communicating, seeing, reading, writing, or listening to an object. students who have a creative, critical, communicative, and collaborative mindset.

To implement a culture of reading and writing for students at school cannot be done just like that, but must have several stages that must be done (Shin, 2012). First, the habituation stage, this stage requires the school to implement activities of reading non-lesson books to students for 5-10 minutes before studying. Second, the development stage, this stage requires students to show the involvement of their thoughts and emotions in the process of reading and writing without any academic assessment. Third, the

learning stage, this stage requires schools to emphasize the implementation of literacy in all subjects without exception and must be associated with academic assessments in schools. Schools have a very important role in instilling and growing a reading and writing culture for students. Therefore, every school must provide full motivation for the growth and development of a literacy culture in schools. This motivation can be done by accommodating the physical environment, social environment and affection, as well as an academic environment that has a literacy culture in the good category (Nakpodia, 2011).

The relationship between school library readiness and literacy culture with students' learning motivation in SMA Negeri 1 Suwawa Timur that what students know has been implemented by the existence of a reading culture for these students and for library readiness at school, Alhamdulillah, a library building and books have been provided in the school. the library, but the student does not yet have the motivation to study to visit the library, the motivational power from himself or the encouragement from the teacher has not been able to succeed in generating students' intention to visit the library.

This phenomenon shows that schools still have not fully developed a literacy culture as part of self-development for students. Students prefer the canteen to the library as a place to rest, indicating that reading and writing activities have not become an interesting thing for students. Schools are the most important part in cultivating a reading culture for students, but not all schools are able to provide facilities and infrastructure to create a reading-friendly environment for students. enrichment, biographies/ autobiographies, encyclopedias, novels, story books, journals, or books that are in accordance with the current developments are very rarely found on the bookshelf in large quantities.

In fact, we often encounter library rooms that are not tidy in the arrangement of books, these books are rarely touched by students or teachers so that many fleas or small animals nest in the book (Saccardi, 2014). Not infrequently we meet even natural writers themselves, from elementary school, junior high school, until high school, the author has not found a school that rewards a student who often visits the library or often borrows books (both textbooks and non-lessons) in the school library. expressing ideas in written form in the school environment. The lack of student writings on the school wall magazine shows that the level of literacy in the school is weak (Duke, 2000).

6 RESEARCH METHOD

This research design uses quantitative research with a simple correlation technique approach, because this research is used to find the relationship of certain treatments to others under controlled conditions (Fraenkel, Wallen, & Hyun, 2012). Known variables include: literacy culture (X1) Achievement motivation (X2) As an independent variable, namely in increasing school library readiness (Y).

The object population is as straight as students at Sma Negeri 1 Suwawa Timur totaling 352 students divided into three classes, namely class 1 totaling 132 people, class 2 totaling 80 people and class 3 totaling 140 people.

The total population in this study were 352 students of Sma Negeri 1 Suwawa, totaling 352 students. In this study, the authors narrow the population, namely the total number of students as many as 352 students by calculating the sample size using the Slovin technique.

RESULT AND DISCUSSION

Literacy is a person's language ability (listening, speaking, reading, and writing) to communicate in different ways according to his goals (Sørensen et al., 2012). The frequency distribution is presented in the following table:

Table 1. List of Frequency Distributions of Literacy Culture Variables

No	Interval Class	Class Limit	Frequency
1	67-71	66.5	3
2	72-76	71.5	4
3	77-81	76.5	6
4	82-86	81.5	37
5	87-91	86.5	35
6	92-96	91.5	9
7	97-101	96.5	6
Amount			100

Source: Data Processing, 2020

From the results of table 1 it can be seen that the largest frequency is in class 87-96 with a frequency of 53 while the lowest frequency is in class 97-100 with a frequency of 2. This can be described as follows:

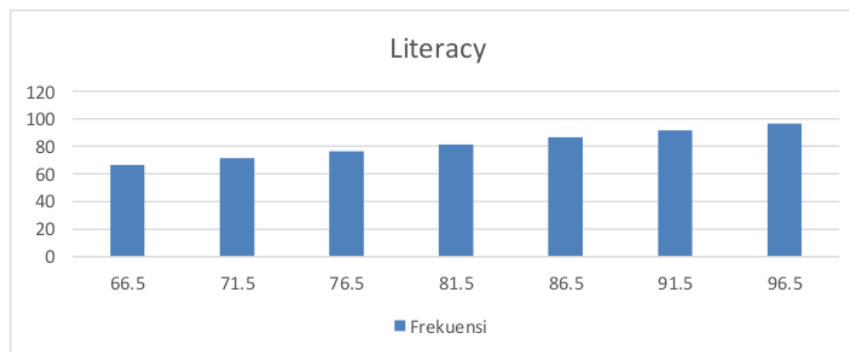


Figure 1. Histogram Literacy culture variables

Based on Figure 1 above, it can be seen the results of the calculation of scores for the following library variables:

$$Pr. Question Score = \frac{skor\ aktual}{skor\ ideal} \times 100\%$$

$$= \frac{8601}{10000} \times 100\%$$

$$Pr. Question Score = 86.01\%$$

Then it can be seen that the results of descriptive analysis for the library variable. The results show that the literacy culture variable obtained 86.01% results with very good criteria. This illustration shows that the relationship between school literacy culture and school library readiness at SMA Negeri 1 Suwawa Timur is in the very good category .
Motivation to learn

Learning motivation is a condition that exists in an individual where there is an urge to do something in order to achieve a goal (Lee & Hidayat, 2018). The frequency distribution is presented in the following table:

Table 2 List of Frequency Distribution of Learning Motivation Variables

No	Interval Class	Class Limit	Frequency
1	57-59	56.5	5
2	60-62	59.5	21
3	63-65	62.5	20
4	66-68	65.5	22
5	69-71	68.5	16
6	72-74	71.5	12
7	75-78	74.5	4
Amount			100

Source: Data Processing, 2020

From the results of table 4.2, it can be seen that the largest frequency is in class 87-96 with a frequency of 53 while the lowest frequency is in class 97-100 with a frequency of 2. This can be described as follows:

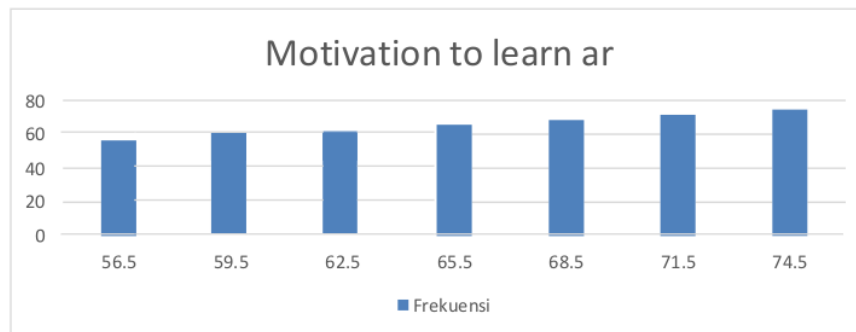


Figure 2. Histogram of learning motivation variables

Based on figure 2 above, it can be seen the results of the calculation of scores for the following library variables:

$$Pr. Question Score = \frac{skor\ aktual}{skor\ ideal} \times 100\%$$

$$= \frac{6670}{10000} \times 100\%$$

$$Pr. Question Score = 66.7\%$$

Then it can be seen that the results of the descriptive analysis for the variable of learning motivation. The results show that the learning motivation variable obtained 66.7% results with good criteria. This picture shows that the relationship between student motivation and school library readiness at SMA Negeri 1 Suwawa Timur is in the good category.

Table 3. Library Variable Frequency Distribution List

No	Interval Class	Class Limit	Frequency
1	67-71	66.5	4
2	72-76	71.5	4
3	77-81	76.5	5
4	82-86	81.5	36
5	87-91	86.5	36
6	92-96	91.5	10
7	97-101	96.5	5
Amount			100

Source: Data Processing, 2020

From the results of table 3, it can be seen that the largest frequency is in class 87-96 with a frequency of 46 while the lowest frequency is in class 67-76 with a frequency of 9. This can be described as follows:

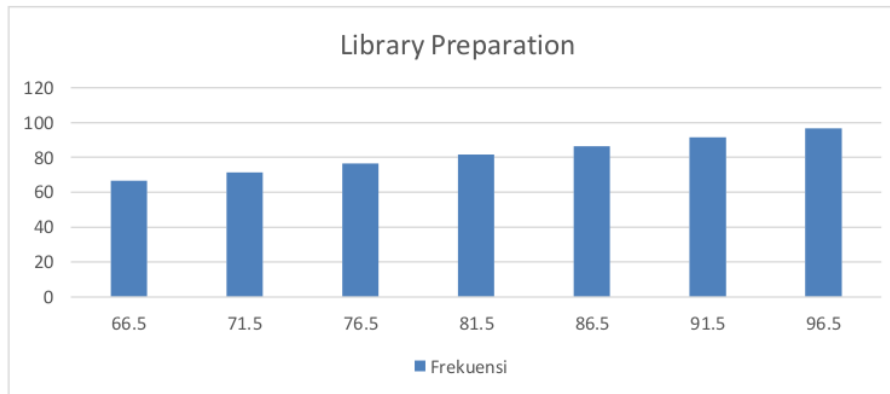


Figure 3. Histogram of Library Variables

Based on Figure 3 above, it can be seen the results of the calculation of scores for the following library variables:

$$\begin{aligned}
 Pr. \text{ Question Score} &= \frac{\text{skor aktual}}{\text{skor ideal}} \times 100\% \\
 &= \frac{8589}{10000} \times 100\%
 \end{aligned}$$

$$Pr. \text{ Question Score} = 85.9\%$$

Then it can be seen that the results of descriptive analysis for the library variable.

The results showed that the library variable obtained 85.9% results with very good criteria. This picture shows that the relationship between the literacy culture of students' learning motivation and the readiness of the school library at SMA Negeri 1 Suwawa

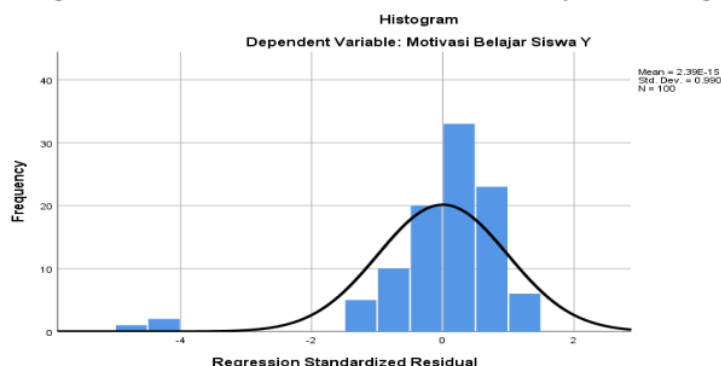


Figure 4

8 Simultaneous Test Results (f)

This test is used to determine whether the independent variables (literacy culture (X1) and student learning motivation (X2) together have a significant effect on the dependent variable (school library readiness (Y).

Table 5 F Test Results

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40865,283	2	20432,641	496,291	.000 ^b
	Residual	3993,557	97	41,171		
	Total	44858,840	99			

a. Dependent Variable: Student Learning Motivation Y

b. Predictors: (Constant), Literacy Culture X2, School Library Readiness X1

Source: Primary Data Processed in SPSS, 2020

The test is done by comparing the calculated F value and the table F value. Calculated F value (496.291) > F table value (2.70) with a significant value (0.000) > (0.05) then H_0 is rejected and H_1 is accepted. That is, there is a significant effect between culture literacy of students' learning motivation with school library readiness. It can be concluded that simultaneously the literacy culture of students' learning motivation is with the readiness of the school library at SMA Negeri 1 Suwawa Timur.

Discussion

The relationship between literacy culture and school library readiness at SMA Negeri 1 Suwawa Timur

The test is done by comparing the alpha value with a significant value (0.000) > (0.05) then H_0 is rejected and H_1 is accepted. That is, partially there is a relationship between literacy culture with school library readiness. It can be concluded that partially there is a relationship between literacy culture and school library readiness at SMA Negeri 1 Suwawa Timur.

According to Sutarno (2006), the school library is one of the facilities and facilities for school management, so that every school should use one that has an adequate library.

The relationship between student learning motivation and school library readiness at SMA Negeri 1 Suwawa Timur

From the results of the research above, it is known that the test is carried out by comparing the alpha value with a significant value ($0.006 > 0.05$), then H_0 is rejected and H_1 is accepted. That is, partially there is a relationship between student learning motivation with school library readiness. It can be concluded that students' learning motivation has a relationship with the readiness of the school library at SMA Negeri 1 Suwawa Timur.

The essence of learning motivation is internal and external encouragement for students, while learning to make changes in behavior is generally based on several indicators or elements that support it. This has a major role in one's success in learning. The indicators of learning motivation can be classified as (1) the desire to succeed, (2) the encouragement and need for learning, (3) the hope for future goals, (4) the appreciation in learning, (5) and interesting activities in learning, (6) the existence of a conducive learning environment that allows a student to learn well. Uno (2016)

Cultural Relations Literacy student learning motivation with school library reading at SMA Negeri 1 Suwawa Timur

From the results of the research above, it is known that the calculated F value ($496.291 > F$ table value 2.70) with a significant value ($0.000 > 0.05$) then H_0 is rejected and H_1 is accepted. That is, there is a relationship between literacy culture of learning motivation with school library readiness. It can be concluded that there is a significant relationship between the literacy culture of students' learning motivation and the readiness of the school library at SMA Negeri 1 Suwawa Timur.

So learning motivation is the overall driving force within students that gives rise to Bajar activities that ensure the continuity of learning activities and which provide direction to learning activities, so that the goals desired by the learning subject can be achieved in educational regulations, motivation both internal and external forces (Zimmerman, 2013).

Literacy is inseparable from the world of education. Literacy is a means for students to recognize, understand, and apply the knowledge they have acquired at school. Literacy is also related to the lives of students, both at home and in the surrounding environment. In addition, literacy also includes how someone communicates in society. Literacy also means practices and social relationships related to knowledge, language, and culture (Lewis, Enciso, & Moje, 2020).

CONCLUSION

Based on the results of research and discussion, it can be concluded that: There is a relationship between literacy culture and school library readiness at SMA Negeri 1 Suwawa Timur. From the results of descriptive analysis for the variable literacy culture. It can be known that the literacy culture variable obtained 85.9% results with very good criteria. There is a relationship between students' learning motivation and the readiness of the school library at SMA Negeri 1 Suwawa Timur. The results show that the student's

motivation variable gets 86.01% results with very good criteria. From the results of the study, it was concluded that the literacy culture of students' learning motivation was simultaneously with the readiness of the school library at SMA Negeri 1 Suwawa Timur. From the results, it can be seen that the school library readiness variable obtained 66.7% results with good criteria.

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