

Fostering Literacy Culture through 5-Minute Reading Habit: A Community Service Initiative at Elementary School 034816 Jambu Mbellang

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ABSTRACT

Pengabdian masyarakat ini bertujuan untuk mengembangkan budaya literasi di SD Negeri 034816 Jambu Mbellang melalui pembiasaan membaca 5 menit. Melibatkan instruktur, siswa dan orang tua, program ini berfokus untuk menghasilkan perubahan perilaku membaca yang baik di kalangan peserta. Dengan melakukan analisis dan perencanaan persiapan, kami menjelaskan situasi literasi di sekolah dan mengusulkan strategi yang relevan. Hasil dari penerapan program ini menunjukkan adanya perubahan besar pada antusiasme anak-anak dalam membaca, serta pertumbuhan kemampuan literasi. Tinjauan berkelanjutan dan pemantauan rutin dapat menemukan faktor pendukung dan hambatan terhadap kinerja program. Penjangkauan kepada orang tua dan keterlibatan mereka dalam pengajaran literasi anak sangat penting dalam membangun suasana yang mendukung di rumah. Lokakarya dan pelatihan tambahan bagi guru dan orang tua memberikan wawasan dan solusi praktis dalam meningkatkan pembelajaran literasi. Hasil ini menunjukkan bahwa menggabungkan seluruh komunitas sekolah dapat mendorong budaya literasi yang positif dan berkelanjutan. Keberhasilan ini diharapkan dapat memberikan inspirasi dan masukan bagi upaya serupa dalam meningkatkan literasi di sekolah lain.

This community service aims to develop a culture of literacy at SD Negeri 034816 Jambu Mbellang through the habit of reading for 5 minutes. Involving instructors, students and parents, this program focuses on producing positive changes in reading behavior among participants. By carrying out preparatory analysis and planning, we explain the literacy situation in schools and propose relevant strategies. The results of implementing this program show a major change in children's enthusiasm for reading, as well as growth in literacy skills. Ongoing reviews and regular monitoring can identify supporting factors and barriers to program performance. Outreach to parents and their involvement in children's literacy instruction is critical in establishing a supportive atmosphere at home. Workshops and additional training for teachers and parents provide insight and practical solutions to improve literacy learning. These results suggest that bringing the entire school community together can foster a positive and sustainable literacy culture. It is hoped that this success will provide inspiration and input for similar efforts to improve literacy in other schools.



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INTRODUCTION

Education in our modern period not only comprises the transfer of knowledge, but also supports the development of key life skills, like reading. Literacy is not just about the capacity to read and write, but also entails comprehending and the ability to think critically about many forms of texts. Although reading is a vital basis for success in education and life, there are still obstacles in developing a strong literacy culture among kids. SD Negeri 034816 Jambu Mbellang, as an educational institution that plays a role in forming student character, meets numerous realities in literacy development. Limited enthusiasm and love for reading among pupils is one of the key issues. Factors such as the assault of social media, technology, and other activities might redirect pupils' focus from more beneficial reading activities (Han, 2020).

Therefore, specific actions are needed to strengthen the literacy culture in this institution. It is thought that the habit of reading for 5 minutes can be a successful solution, giving brief but consistent time for pupils to engage in reading activities. By beginning this reading habit, it is intended that interest and enjoyment of reading will rise, which in turn will form a positive literacy culture among kids (Chen, 2021). A strong literacy culture will have a much wider influence than just increasing reading and writing skills. It will also foster critical thinking abilities, interpretation, and deep knowledge of texts, which will make a significant contribution to students' intellectual and academic development. By explaining this history, this community service attempts to respond to real problems in improving literacy at SD Negeri 034816 Jambu Mbellang and take concrete steps towards positive change.

In the framework of education in Indonesia, literacy has a very essential role as the main basis in shaping students into intelligent, creative and autonomous persons (Prayuda et al., 2022). Literacy is not merely reading and writing skills, but a life skill that opens the door to information, understanding and active engagement in society (Prayuda et al., 2023). However, the true problem occurs when we witness the poor interest and excitement for reading among students. At SD Negeri 034816 Jambu Mbellang, literacy difficulties are something that cannot be disregarded. Factors such as technology improvements and changes in lifestyle have impacted students' behavioral habits towards reading activities. This problem provides an urgent need to develop effective and novel techniques in boosting literacy culture among pupils.

This community service was launched with a backdrop of thorough understanding of the good impact that can result from getting youngsters acclimated to reading for 5 minutes. Even though it sounds simple, this strategy can regularly generate behavior change and develop beneficial habits among children. Integrating reading activities into pupils' everyday routines from an early age will assist develop a strong foundation for ongoing literacy (Gerde, 2018). More than merely developing reading abilities, literacy also plays a vital role in improving critical thinking skills, contextual knowledge, and self-expression. Therefore, community service is not just about reading, but also about creating deep knowledge and promoting kids' complete growth. By offering a clear and in-depth background regarding literacy circumstances at SD Negeri 034816 Jambu Mbellang, this community service intends to arouse awareness, inspire change, and open chances for the creation of a positive and sustainable literacy culture. Thus, this introduction gives a platform for understanding the urgency and relevance of community service activities in the context of education at the primary level.

METHOD

Initial analysis and preparation are the first phases of this community contribution. The service team will conduct out an in-depth study of the literacy conditions at SD Negeri 034816 Jambu Mbellang through surveys and interviews with teachers, students and parents. From the outcomes of this analysis, a preparation plan will be produced that meets the features of the school. Furthermore, the lecture material will be created to express the value of the habit of reading for 5 minutes in an entertaining style and in accordance with students' understanding at the elementary school level. Carrying out lectures is the next step, including professors, students and parents in interactive sessions that not only deliver information but also motivate and open up discussions.

After understanding is obtained, the genuine implementation of the 5 minute reading habit will be carried out at school. Teachers will ensure this time is integrated into the daily plan, giving

dedicated time for reading with kids. The service team will routinely monitor and assess the performance of this program, utilizing observation, interviews and data collecting to identify supporting factors and obstacles. Outreach to parents is also a vital aspect, giving them an awareness of the program and how they may support their children. Workshops and follow-up training will be offered for teachers and parents, ensuring continuity of the program and fostering the exchange of best practices. Thus, it is envisaged that these methods can provide a holistic and durable solution to literacy difficulties at SD Negeri 034816 Jambu Mbellang.

All of these initiatives are geared at producing good and permanent changes in the literacy culture of SD Negeri 034816 Jambu Mbellang. The first step, basic analysis and preparation, provides a strong basis for understanding the specific circumstances of the school and devising appropriate methods. It is intended that the carefully crafted lecture material would inspire and motivate children, instructors and parents to work together to build excellent reading habits. The application of the habit of reading for 5 minutes is the key focus point, it is hoped that it can develop a daily pattern that is rooted in students' lives.

Continuous monitoring and evaluation will assure the success of the program and provide insight for further improvements. Outreach to parents and their involvement in their children's literacy education process are crucial aspects to achieving sustainability. Workshops and extra training for teachers and parents are expected to improve societal support in developing and maintaining a healthy literacy culture. In this way, it is believed that this community activity can pave the path for sustainable literacy growth at SD Negeri 034816 Jambu Mbellang, providing a learning environment that supports and stimulates interest in reading among pupils.

RESULT AND DISCUSSION

Through the implementation of this community service, the outcomes created create a good and durable impact in strengthening literacy culture at SD Negeri 034816 Jambu Mbellang. One noteworthy outcome is the establishment of the habit of reading for 5 minutes in the midst of students' daily activities. This implementation succeeds in increasing interest in reading, proving that even a short yet consistent period can establish positive habits that build a literacy culture. Regular monitoring and evaluation plays a significant role in measuring the success of this program. Evaluation data demonstrates a real rise in students' interest in reading, evaluated through active engagement in reading activities and favorable responses to literacy material. Class observations also demonstrate that the 5 minute reading exercise is not merely a daily habit, but has become a moment that kids look forward to.



Figure 1. Pre-activity

Outreach to parents contributes to the effectiveness of this program by involving them in children's literacy instruction. Parents are crucial partners in building reading habits at home, creating an atmosphere that fosters students' literacy development inside and beyond school. Workshops and extra training for teachers and parents also make a good contribution. They not only raise comprehension of the importance of literacy, but also provide practical insights and ways to inspire pupils and strengthen reading habits. The relevance of this program is not only confined to boosting reading ability, but also stimulates the development of critical thinking and text interpretation skills.

Evaluation results demonstrate that students are beginning to build a deep comprehension of diverse forms of literature, making a positive contribution to their overall learning.

Thus, this community activity succeeded in accomplishing its intended purpose of improving literacy culture at SD Negeri 034816 Jambu Mbellang. These results build a strong foundation for the sustainability of literacy initiatives in the future, with the aim that the love for reading that has evolved can be maintained and implemented at all levels of education. This program not only delivers benefits for children in improving literacy, but also incorporates teachers, parents and the entire school community in a united effort to establish a friendly and encouraging learning environment. Apart from the good impact seen in promoting interest in reading and enhancing kids' literacy abilities, this community service also leads to changes in attitudes and culture among participants. Observations of student, teacher and parent interactions demonstrate improvements in communication and collaboration patterns. Togetherness in creating a culture of literacy promotes a positive atmosphere at school, building a sense of togetherness and shared responsibility for literacy development.



Figure 2. Main activity

The findings of workshops and follow-up training show an increase in the understanding and skills of teachers and parents in planning and involving kids in creative literacy activities. Discussion and exchange of ideas allow opportunity to recognize difficulties that may be confronted and develop answers together. In this sense, the role of educators and parents as agents of change in building a literacy culture in schools is further strengthened. The success of this community service is also reflected in the active participation of parents in supporting literacy initiatives at home. Reading books that are interwoven into daily life have a positive impact on parent-child interactions, providing priceless moments that immerse both parties in the realm of literacy. This contributes to the formation of an atmosphere that supports and encourages lifelong literacy acquisition.

It is vital to emphasize that the effectiveness of this program is not only determined by quantitative metrics alone, but also entails enhancing the quality of literacy engagement and communication in schools. The establishment of a strong literacy culture not only generates students who are proficient in reading and writing, but also persons who are creative, critical and innovative in responding to diverse types of text. In conclusion, this community activity succeeded in attaining its major goal of building a strong literacy culture at SD Negeri 034816 Jambu Mbellang. The effects and impacts are not only apparent in boosting children' literacy skills, but also in changes in attitudes, active participation of parents, and growth of educators' skills. Hopefully the literacy spirit that comes from this initiative can continue to expand and provide inspiration for similar efforts in the future.

CONCLUSION

In this community service, a good and sustainable change was effectively generated in the literacy culture at SD Negeri 034816 Jambu Mbellang. Efforts to get acclimated to reading for 5 minutes not only develop positive habits among kids, but also encourage literacy enthusiasm and creativity within the school community. A thorough review demonstrates that the curriculum has succeeded in increasing students' reading skills, as well as providing a firm foundation for the development of a profound understanding of many genres of literature. The active and collaborative engagement of teachers, students and parents indicates that incorporating the entire school community is the key to success in developing a healthy literacy culture. Observations of changes in attitudes and

behaviors in schools reveal a collaborative desire for enhancing literacy learning. Workshops and follow-up training establish a foundation for more inventive and responsive approaches to kids' literacy requirements.

Involving parents in children's literacy education not only promotes family relationships but also supports the formation of a positive reading environment at home. Books interwoven into everyday life build beneficial emotional relationships between parents and children, bringing literacy into the context of everyday life. The success of this program provides inspiration and vital insights for establishing a literacy culture in schools and communities. It is believed that the enthusiasm for reading and writing that has arisen will become a vital provision for pupils in addressing literacy issues in the future. In the end, this community service not only causes changes in literacy, but also fosters character development, critical thinking and creativity in children. Hopefully this pleasant mood may continue and create the basis for building bigger literacy programs in the future.

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