Improvement Of The Community's Reading Literature Culture Through The Alfata Reading Home Belonged To Baroh Village Society

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Abstract.
Technology and communication advancements have led in a decline in people's reading habits. It is necessary to conduct an activity that educates individuals about the benefits of family reading habits. The function of the school in fostering a reading literacy culture is not exclusive; it may be played by the community as well. The Reading House was founded with the assistance of institutional funding, corporate and religious donations, and community funds. The objective of this research is to detail numerous initiatives made by Alfata Reading House to enhance reading literacy culture. Alfata Reading House, Baroh Village, Pidie District, Pidie Regency, Aceh Province. This research was done at the Alfata Reading House, Baroh Village, Pidie District, Pidie Regency, Aceh Province. A qualitative descriptive study was employed to conduct this research. Data collecting methods included interviewing and observing. According to the procedures and strategies utilized for data collecting. Meanwhile, observations were made about the development of a reading literacy culture inside the Baroh Village community through the Alfata Reading House. This study made use of the following data analysis techniques: data reduction, data visualization, and conclusion drawing. The study's findings indicate that the Alfata Reading House routinely welcomes Nadhlatul Ulama schools in the Pidie area, connects with Nadhlatul Ulama branch leadership, and collaborates with parents.

Keyword: *Improvement, Literacy Culture, Reading, Reading House*

I.   INTRODUCTION

The effect of technology progress causes individuals to undergo a change in their approach to coping with the advancement of the digital world or other sophisticated equipment; this has resulted in a trend for people to communicate without using text. As is well known, reading is the most fundamental aspect of literacy.

Sabarti Akharga (2012: 22) defines reading as an integrated unit of activity that entails many tasks such as identifying letters and words, associating them with sounds and their meanings, and forming inferences about the goal of reading.According to Ibrahim Bafedal (2015: 203), one of the librarian's responsibilities in order for the library to operate as a learning resource center is to instill a love of reading in pupils. Reading is inextricably linked to listening, speaking, and writing. While reading, a skilled reader will comprehend the material. Additionally, readers are required to be able to communicate orally or in writing their readings. Reading is also a critical activity in human existence; it may provide insight and broaden one's capabilities.According to Herman Wahadaniah (2015:16), interest in reading is a strong and profound concern accompanied by positive sentiments about reading activities, which can motivate someone to read on their own or with external assistance.According to Clay in (Taylor & Mackenney, 2016: 230), reading literacy is an activity used to get messages and is flexibly utilized to address issues. The definition is directed towards the printer code, and the reader's linguistic and visual perception reactions are purposefully oriented toward exploring the meaning of the text's clues in order to optimize the reader's comprehension of the author's message.Reading literacy is defined as the capacity to comprehend and use the many kinds of written language required by society and appreciated by individuals. Young readers are capable of deriving meaning from a variety of texts.

They read to educate themselves, to connect with other readers, and to have fun (Mullis, Martin, & Sainsbury, 2016: 3).Reviving a reading literacy culture in a society whose interest in reading has waned over time demands teamwork and well-organized initiatives. Reading presents a variety of difficulties for certain individuals (communities), and these obstacles must be addressed together; otherwise, personal power will be unable to breach the defense wall of global information flow.Together, the government, the private sector, the community, and schools will be a powerful force in emphasizing the importance of literacy for the advancement and intelligence of the people in order to create a fully intelligent Indonesia capable of resolving contemporary issues, while also attempting to make people who understand communication technology enjoy it. Reading as a tool for nation-building.To acclimate people to reading, it is important to search for trends across a variety of contexts, including family, school, and others. The home is the initial learning environment in which a kid develops reading habits. If parents become accustomed to their children reading to them, the kid will develop an understanding that reading has several benefits and is enjoyable. School is the second location where children might acquire an interest in reading; these activities may take the shape of homework, composition, or channeling children's interests via observations that must be expressed through writing.The activities designed to acclimate community members and school pupils to reading include socializing and giving reading materials geared at youngsters under the age of five or in the early stages of schooling. This socialization was provided to parents and communities involved in child care and education in the Baroh Village community, Pidie District, which is in need of improving reading habits due to the high concentration of children in primary and secondary education in this location, which requires additional attention from a socioeconomic standpoint.Numerous academics have conducted study on Reading Houses. Nugraha (2013), Zaimah (2015), and Hilyati Milla et al. are among them (2016).

Nugraha published Rumah Baca Jendela Dunia, A Model for Orphanage Libraries under the title Rumah Baca Jendela Dunia. Nugraha (2013: 57) highlighted that while orphanage children have a strong desire in reading, their access to amenities is inversely proportionate. As a result, an orphanage reading house building program and library management counseling were conducted in order to encourage children's interest in reading. Meanwhile, Zaimah conducted study on the efficacy of Reading Houses in Pontianak City's West Pontianak District. According to Zaimah (2015:6), the efficacy of Reading Houses in Pontianak City's West Pontianak District is not yet ideal. This can be demonstrated by a variety of signs, including a lack of enthusiasm in reading and a scarcity of materials. Then, Hilyati Milla et al. (2016:109) found that (1) There are community organizations that promote the value and advantages of reading, and parents offer reading materials. (2) Community groups that are able to provide reading materials or reading corners in their homes but are unconcerned about their family members' growing interest in reading (3) Community groups that recognize the benefits of reading but do not yet have the ability to provide reading materials (4) Community groups that have not implemented a reading habit program due to their inability to provide reading materials but are also unconcerned about their family members' growing interest in reading reading interest in their families.The purpose of this research is to explain different initiatives to promote reading literacy culture through Alfata Reading House, as well as the barriers encountered by Alfata Reading House in its efforts to improve reading literacy culture. This research has the advantage of serving as educational material for other reading house managers.

II.   METHODS

This is a descriptive qualitative study. Sugiono defines qualitative research as "research in which the researcher is the central instrument, data collecting methodologies are combined, and data analysis is inductive" (2014:9). While Moleong describes qualitative research as the process of making firsthand observations of persons and establishing relationships with them in order to elicit data (2012: 3).This study was place in the village of Baroh, Pidie District, Pidie Regency, Aceh Province. Which is determined on a deliberate basis

(according to the research objectives). The research subjects for this study were visitors to the Alfata Reading House or the surrounding community, as well as the manager or organizer of the Alfata Reading House. Ten visitors or residents from the surrounding region were utilized as responders.

Managers or organizers were chosen as responses because they met the following criteria: they have expertise with and an understanding of Reading House's challenges.Interviews and observations were utilized to obtain data for this investigation. Interviews were done to learn about Alfata Reading House's attempts to improve the community's reading literacy culture. Interviews with informants and tourists or members of the public were done to elicit data. Interviews were performed according to the researchers' intended goals or conditions, using a variety of questions and times.With the following outline: 1) For the implementers or managers of the Alfata Reading House, in the form of efforts or activities directed at the development of a reading literacy culture, as well as measures of success. 2) For visitors or the general public, in the form of reactions and views on the existence of public services in the form of Alfata Reading House.Meanwhile, the observations were made in relation to Alfata Reading House's attempts to improve the reading literacy culture. The following data analysis approaches were utilized in this study: data reduction, data visualization, and conclusion drawing.

III. RESULTS AND DISCUSSION

Findings of the Study Alfata Reading House is governed by the leadership board of Nadhalatul Ulama, Pidie District, Pidie Regency, Aceh Province. Alfata Reading House has been in existence for a relatively short period of time. The Alfata Reading House was founded in order to foster a reading culture among young people, women, and society as a whole.The Alfata Reading House is still managed by the Nadhalatul Ulama administration in the Pidie District, Pidie Regency. This is due to a scarcity of human resources. This, however, does not negate the desire to develop the reading literacy culture. The communities surrounding the Alfata Reading House are aware that information on reading literacy activities is gathered from the management of Nadhalatul Ulama. Its operations include inviting schools in Pidie Regency on a regular basis, partnering with Nadalatul Ulama, and working with parents. This is not a simple task. However, management is continuously striving to make it a reality and evaluating.

Alfata Reading House Manager Interview Guidelines

A. Identity

1. Name :
2. Place and Birth :
3. Age :
4. Gender :
5. Education :

B. Question Lists

1. What is the purpose of holding Alfata Reading House?
2. What are the benefits of organizing Alfata Reading House?
3. How are the characteristics of Alfata Reading House compared to other Reading Houses?
4. Who are the parties involved in Alfata Reading House?
5. How to find partners or parties involved in Alfata Reading House?
6. How is the funding from Alfata Reading House?
7. What types of activities are available at the Reading House apart from reading services? why was this event held?
8. Who manages Alfata Reading House? how many? and how are the wages?
9. Are there any special requirements to become a Manager?
10. What are the rules at Alfata Reading House?

11. How to identify Community needs?
12. When will the Alfata Reading House activities be held?
13. Does the implementation of activities use a special strategy?
14. What types of strategies are used in the implementation of these activities?
15. How are sources of reading services obtained?
16. What media are used in carrying out the activities?
17. What is the evaluation form of the Alfata Reading House activities?
18. How is the follow-up done after the evaluation?
19. What are the factors supporting the activity in terms of planning?
20. What are the supporting factors for activities in terms of implementation?
21. What are the inhibiting factors for activities in terms of planning?
22. What are the inhibiting factors for activities in terms of implementation?
23. What efforts are being made to minimize the obstacles that occur?
24. What are the efforts or ways to increase people's curiosity about the Alfata Reading House so that the role of the Alfata Reading House in improving the reading literacy culture can function properly?

Community Interview Guidelines
A. Identity
1. Name :
2. Place and Birth :
3. Age :
4. Gender :
5. Education :

B. Questsion Lists
1. Do you know about Alfata Reading House?
2. What is your opinion about the Alfata Reading House? Explain!
3. Is the existence of this Alfata Reading House necessary or not?
4. What are the sources of reading at Alfata Reading House?
5. What are the infrastructure facilities at the Alfata Reading House?
6. How is the service at Alfata Reading House?
7. Are there any benefits that you get from the Alfata Reading House?

Observation Grid

No	Observation	Data
1	Alfata Reading House Condition	a. Building Condition b. Facilities and infrastructure c. Reading service conditions d. Room Condition e. Other conditions
2	Environmental Conditions Around Alfata Baca Reading House	a. Security b. Convenience c. Remember the crowd d. Field Condition e. Community Relations

Discussion

Several main results may be drawn from the results of the above description, among others. To begin, attempts to foster a reading literacy culture are not easy, but they are not impossible. It must be prepared and organized meticulously. Second, in order to increase reading literacy, both personal and institutional aspects must be considered. Thirdly, the curriculum developed by Alfata Reading House is critical in the attempt to promote the reading literacy culture. Fourth, Alfata Reading House's primary impediment or impediment is the need for support with program execution. According to these findings, a good endeavor also demands maximal effort and collaboration from all stakeholders.

IV. CONCLUSION

Based on the findings and discussions described previously, it can be concluded that: 1) Efforts to improve reading literacy culture through periodic invitations to Nadhlatul Ulama schools in Pidie Regency, collaboration with Nadhlatul Ulama branch leaders, and collaboration with parents are all excellent activities; 2) Efforts to improve reading literacy culture through reading houses require more structured and organized management; and 3) Efforts to improve reading literacy culture through reading houses require more structured and organized management.

V. SUGGESTION

According to the conclusions above, it is recommended that: 1) The government or other parties that distribute reading materials or mobile libraries visit the area; 2) The government or other parties that distribute reading materials or mobile libraries visit the area return to providing ongoing support to citizens about the culture of reading literacy and its benefits in educating citizens/nations; and 3) Schools must run an effective and programmed reading literacy program.

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