

Acquisition and Designing Youth Non-Fiction Books through School Literacy Programs

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Abstract. It is important to publish the results of student writing obtained through the School Literacy Program. The output produced through writing literacy can be in the form of fiction or non-fiction, where non-fiction texts are usually in the form of journals. Management of nonfiction manuscripts can be maximized by working with publishers to produce, design, and publish student manuscripts. Publishing studies programs serve as a bridge between schools and industry. The method used in this study is a qualitative descriptive method with the stages of acquisition of manuscripts, designs and publications. This research produced 10 criteria that can be applied in acquiring manuscripts in school literacy programs. These criteria serve as standards that can be used to assess the feasibility of student manuscripts. This study concludes that student manuscripts have considerable potential to be developed and acquired by publishers in Indonesia

Keywords: Acquisition, Design, Manuscript, Non-fiction, School Literacy Program.

1 Introduction

The programs to improve reading and writing skills through the school literacy movement launched by the Indonesian government starting in 2016 provide opportunities for students to participate in the book ecosystem. Students who write the manuscript can be part of the book publishing cycle, either in the form of print books or digital books. The manuscripts written by students, especially junior high school students who are in their early teens, have unique characteristics considering that the age range of 11 to 14 years is the age of introduction to the surrounding environment, as well as identification of other individuals socially.[7]. The implementation of the school literacy movement at SMP IT Insan Harapan, South Tangerang City has not been carried out routinely due to various factors [15]. Meanwhile, at SMP Attaqwa Bekasi there are obstacles in increasing students' interest in reading and writing in the implementation of the GLS, namely: indiscipline, lack of habituation of students, lack of interest in reading and writing, and the weakness of the method used by the teacher [11].

There are two forms of writing commonly found in adolescent works, including fiction writing in the form of poetry, short stories, novels, and novellas. Meanwhile, non-fiction writing is based on data and facts, which usually start from students' observations of the surrounding social environment, at home or school. Compared to the development of fiction writing, the development of non-fiction writing among teenagers is somewhat less popular. Teenagers prefer to write and read fiction, both through books and applications. Even though non-fiction books are a type of book that has factual value and is a good medium for increasing knowledge and developing communication skills [7].

Table 1. Recommended reading genres for junior high school students [1]

| Fiction (short stories, novels, comics) | Non-Fiction |
|--|-----------------------------|
| 1. Adventure | 1. Stories of everyday life |
| 2. Fantasy | 2. Historical story |
| 3. Mystery | 3. Popular scientific |
| 4. Classic story | 4. Magazines, newspapers |
| 5. Humour | 5. Science |
| | 6. Sports |
| | 7. Art |
| | 8. Biography/autobiography |
| | 9. Motivation |

There are numerous book recommendations in the non-fiction category. Some of them can be written by students themselves and become material for communication skills when interacting with peers. This type of book, such as a journal book designed in such a way, can be used as a medium for independent or group learning, as well as commercialization, as long as the packaging and content design is attractive, both visually, written content, and market tastes. [1]

A Journal book is a form of a non-fiction book that can be written and packaged interestingly, based on the perspective of teenagers. Books containing daily stories, journeys, and diaries in the view of junior high school students have the potential to provide diverse understandings even of the same object. Lifting and designing this type of book as well as adding value to its production aspect will make students' work ogled by the industry for commercialization.

Book designing is a creative process involving various elements, including content writing, manuscript editing, and designing, including layout, illustration, and design itself. Designing also cannot be separated from the review of the needs of book production, target readers, target markets, and the author's storytelling style in preparing the manuscript.

The things that must be considered in designing book works include: (1) design goals, (2) format and size, (3) content and theme of the story, (4) type of book, (5) writing style, (6) visual style, (7) visualization technique, (8) printing technique, (9) creative title, (10) synopsis, (11) storyline, (12) layout, (13) colour, (14) typography, (15) cover, and (16) finishing. [2]

Indonesian Law Number 3 of 2017 concerning the bookkeeping system states that publishing is all activities starting from editing, illustrating, and designing books. In accordance with this definition, manuscripts are included in book design activities. Book publishing activities in this study will involve book actors, namely writers, editors, designers, printers, and publishers. [3]

In a simple sense, a non-fiction book is a type of book based on accurate data and information. In contrast to fiction books which have resources from the author's imagination, non-fiction books tend to have the strength of the author's observations and the author's foresight in assembling story arrangements whose plots are interesting to follow. The form of non-fiction books can be in the form of biographies, diaries, scientific books, encyclopaedias, dictionaries and so on. There are several elements in writing non-fiction books, including: (1) cover, (2) details of subchapters, (3) subchapter titles, (4) book contents, (5) method of presentation, (6) language, and (7)) writing system. [4] As with previous research, related to writing science books, it has three stages of activity, namely 1) situation analysis, 2)

coordinating, and 3) carrying out activities by providing counseling and training to students [12]

Non-fiction stories are usually based on interesting moments and events that happened around the writer. This occasion is then retold by the writer, reduced to information that is important to tell, and packaged in such a way that it is then compiled into a work worthy of reading and worthy of publication. [5] Nationally, many publications have reviewed the implementation of the GLS program in various schools at the junior high school level. At SMP Negeri 1 Gianyar Bali, a teacher develops a literacy culture and improves student achievement through the “Tali Kasih” program [13]

2 Research Methods

This research is in collaboration with SMPN 10 Depok, Indonesia as a school partner and Shinna Media Publishing as an industrial partner. SMP Negeri 10 Depok has a vision to become a school with character, quality, environmental culture and IT-based [14]. Researchers took advantage of the implementation of the school literacy program conducted at SMPN 10 Depok to capture the acquisition of raw materials in the form of travel writing from students at SMPN 10 Depok. The manuscript is then discussed with the industrial partner to get production and market considerations. This research uses a qualitative descriptive research method, to describe the activities and process of acquiring manuscripts up to the publication of manuscripts.

The manuscripts were obtained through the implementation of the SMPN 10 Depok school literacy program which was carried out in 3 different tourist visits. The first visit was made to Yogyakarta and was attended by 83 students. The second tourist visit was attended by 52 students with tourist destinations to the city of Bandung. While the 3rd destination was in the city of Depok which was attended by 45 students. All students who go on tour are required to make written scripts, so that 180 scripts are ready to be acquired.

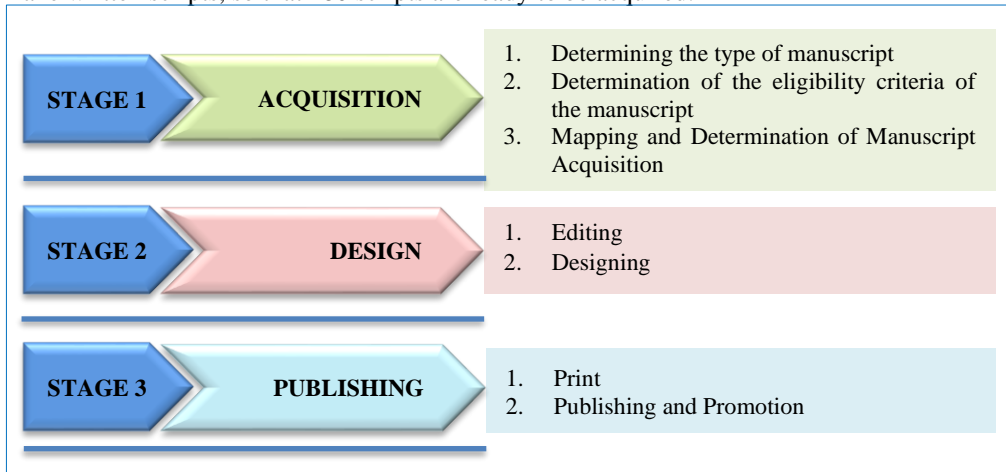


Fig 1. Stages of Research Implementation

Research implementation went through three main stages, starting from the application of the manuscript acquisition method, and manuscript production to publication by industrial partners. Stage 3 is the work area of the industrial partner so this research is not discussed technically. In principle, the acquisition of manuscripts is carried out by publishers by establishing various criteria that become standard manuscripts. Manuscript acquisition models can vary, either directly acquired at the request of the developer editor or publisher, and can also be in the form of submission of manuscripts for publication by the author. Teacher as a profession must keep up with the times. In carrying out the school literacy movement, teachers must become "literacy mecca" for their students [8]

3 Result and Discussion

3.1. Stage of Manuscript Acquisition

The acquisition of manuscripts in the school literacy program is carried out through a personal approach to schools. This program is a mandatory program implemented in all schools from elementary schools to high schools. Reading and writing literacy is a basic literacy component that must be mastered before other literacy models, namely numeracy literacy, scientific literacy, digital literacy, financial literacy, and cultural literacy. [6].

This research classifies the stages of acquisition into three stages. This grouping is adapted to the personal character of acquisitions between "school-study programs-industry". This approach can be further developed into an institutionally structured approach, directly with the Ministry of Education and Culture. Literacy assistance is one of the solutions offered, namely with writing workshops and assistance in writing nonfiction books. [10].

The acquisition of youth manuscripts carried out is manuscripts with non-fiction categories. The criteria for this manuscript were determined because all students were required to take educational tours to three places, namely Yogyakarta, Bandung, and a local tour in Depok. All students are required to produce written manuscripts, either in the form of travel journals, diaries, or travel reports. These manuscripts are then grouped according to the region for substantive and technical examination.

3.1.1. Determining the type of manuscript

The manuscripts produced in this school literacy program are quite diverse. These manuscripts can be in the form of travel notes, travel journals, and activity reports in the form of mini-stories. The manuscripts obtained through the activities of SMP 10 Depok students were then grouped according to the type of manuscript needed. This determination aims to select manuscripts that are suitable for publication. The role of the editor in selecting the raw manuscripts produced through the school literacy program is very important, considering that junior high school students have no experience writing from a point of view that has a special appeal.

Table 2. Number of Manuscripts in the Non-Fiction Writing Literacy Program at SMP 10 Depok

| No | Type | Category | Number of Manuscripts | | | |
|----|-------------|---------------------------|-----------------------|-----------|-----------|-----------|
| | | | Yogyakarta | Bandung | Depok | Invalid |
| 1 | Fiction | No category | - | - | - | - |
| 2 | Non-Fiction | Travel | 13 | 22 | 7 | 22 |
| | | Notes | | | | |
| | | Travel | 10 | 2 | 11 | |
| | | Journal | | | | |
| | | Activity | 49 | 20 | 23 | |
| | | Report | | | | |
| | | Mini Stories | 1 | - | 2 | |
| | | Sum of Manuscripts | 73 | 42 | 43 | 22 |

The number of manuscripts obtained from the writing literacy program at SMP 10 Depok is 180 manuscripts. Of all the manuscripts, 22 manuscripts were declared invalid, due to duplicate submissions, no author data, and several scripts in the form of screenshots. The number of manuscripts that were declared valid were 158 manuscripts, consisting of 73 manuscripts from Jogja tourism, 42 manuscripts from Bandung tours, and 43 local tourism manuscripts in Depok. All submitted manuscripts are non-fiction manuscripts with manuscript categories in the form of travel notes, travel journals, activity reports, and mini-stories.

3.1.2. Determination of the eligibility criteria of the manuscript

Not all of the student manuscripts that have been collected are of publication-worthy quality when measured by publishing industry standards. The quality of manuscripts is very diverse, so it is necessary to determine the standards and criteria for student manuscripts that are eligible for publication. There are several things that become the main notes in the process of acquiring student manuscripts, including:

1. **Plagiarism.** The element of plagiarism is quite high in the manuscripts produced by students. Some manuscripts are copied and pasted from Wikipedia so that the content and the substance of the information tend to be the same.
2. **Manuscripts resemble papers.** Some manuscripts are made in the format of a paper or activity report. This model causes half of the students to write in relatively the same form.
3. **No title.** There are still many student manuscripts that do not have titles. Some don't even have a name/anonymous
4. **Has no grooves.** Writing formats such as standard and formal reports make writing not have a clear flow.

These notes make it difficult for student manuscripts to enter the editing stage, because the substance of the writing is almost the same up to 95%. For this reason, it is necessary to create a manuscript selection system that will be selected for publication. The eligibility criteria for the manuscript for publication are as follows.

Table 3. Acquisition Script Criteria and Indicators

| No | Criteria | Indicators | Notes |
|----|-------------------------|---|--|
| 1 | Plagiarism check | Plagiarism checks are carried out on manuscripts with a maximum value of > 20%. If more than 20% of the manuscript is disqualified. | Plagiarism is excluded from data taken from locations visited by students. |
| 2 | Writing Format | The format used is the article format, including the title, author name, content of the article, and closing. Manuscripts that use the report format will be separated for later checking on the substance of the manuscript is disqualified. | Manuscripts that use the paper format, but have good writing substance, will still be included in the eligibility selection. |
| 3 | Title | Every manuscript must have a title. | The title is an absolute requirement that becomes the author's idea. The title of the post is mandatory. |
| 4 | Point of view | First-, second- or third-person point of view. | The student's point of view captures an event, phenomenon and event in an interesting way. |
| 5 | Plot | Manuscripts must have a storyline or chronology of events. | The plot determines the direction of writing and the timeline of the story |
| 6 | Substantive | The accuracy of the data and facts written in the manuscript. | Substance-related to data, numbers, names, places, events and the validity of information sources. |
| 7 | Uniqueness Point | Different way of writing script compared to other students. | The uniqueness of the story is extracted from existing texts to become central in the book. |
| 8 | Number of words | Minimum 800 words maximum 1500 words. | The number of characters outside the photo. |
| 9 | Supporting Photos | Photo size above 1 MP, paying attention to aesthetic elements, not blurry and has a caption. | The photos in question are live images (moving objects) and still images (non-moving objects). |
| 10 | Documentation Equipment | Identity, student class, travel documentation photo. | As a complementary data |

To select manuscripts in the school literacy program, it is necessary to establish eligibility criteria for manuscripts before entering the editing stage. The main problem is the high level of plagiarism and the format of the script which resembles an activity report can be overcome by maximizing student plagiarism checks. While the format of the report can be

considered for further reading because several manuscripts were found whose writing quality was quite good even though they were in the form of school activity reports.

3.1.3. Mapping and Determination of Manuscript Acquisition

The mapping and determination of the manuscripts to be acquired are carried out after the manuscripts are assessed based on the criteria for the eligibility of the specified manuscripts. Any manuscript that has plagiarism will be immediately eliminated because the tendency of plagiarized manuscripts must have a fairly high level of similarity between each other. From the existing 158 manuscripts, the themes and the number of manuscripts that meet the criteria can be mapped.

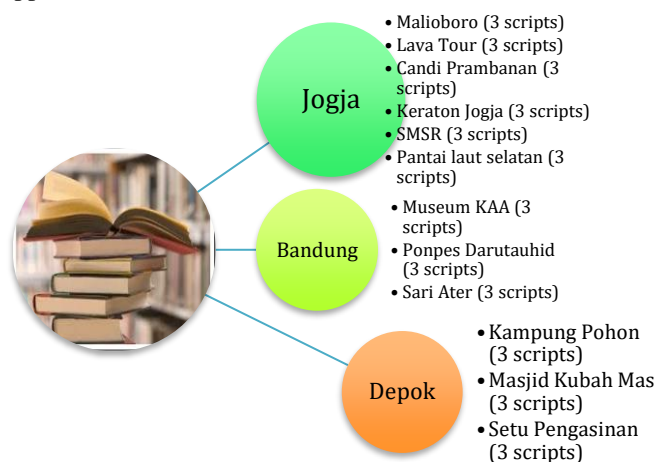


Fig 2. Writing Mapping according to Tourist Locations

The mapping of writing based on the locations visited aims to facilitate the process of selecting and acquiring manuscripts. This also takes into consideration the capacity of the book's contents, number of pages, number of chapters, design themes and illustrations to technical considerations related to book printing. From the 3 places visited by students, 3 manuscripts that are most suitable for publication will be selected. Technically the manuscript already has the basic eligibility that is determined, fulfils the elements that are the requirements for student manuscripts to be acquired, and is the most likely to be sold commercially.

3.2. Stage of Design

The next stage in the process of publishing the results of the acquisition of non-fiction manuscripts through the school literacy program is the design. The design in the context of this research includes the editing process and the design of the manuscript into a book. Manuscripts that enter the design stage are manuscripts that are already final in terms of feasibility elements. However, from the quality of the existing manuscripts, the editor still has the responsibility to perfect student manuscripts, both in substance and technical writing.

3.2.1. Editing

The editing stage in the production of this youth non-fiction book consists of mechanical editing and substantive editing. A total of 36 scripts that went through the editing

process, consisting of 18 Jogja tourism scripts, 8 Bandung tourism scripts, and 8 Depok tourism scripts. Mechanical editing is done to improve grammar, diction, spelling, punctuation, and other matters related to writing techniques. While editing the substance is done to ensure that every piece of data in the student's manuscript is in accordance with the actual facts.

In the mechanical editing process, many errors were found, especially in language logic, punctuation, diction, and the use of affixes. It takes quite a long time to make the script better and clean of grammatical errors. Substance editing was carried out by referring information to the official pages belonging to the Jogja, Bandung, and Depok governments. This aims to validate the information written by students.

3.2.2. Designing

The next stage after the manuscript has gone through the editing process is making a book design. The design in this case includes the design of the cover, preliminary, chapter, and back page of the book. The design is done using the Canva application using the stock picture provided by the application.

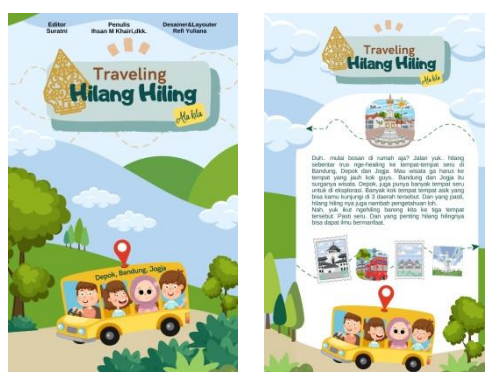


Fig 3. Front and back cover page design

The front and back cover designs have colour tones that are not much different. The image used is a travel scene marked by a school bus carrying students on a tour. This book is entitled *Traveling lost and lost in our style*, which is considered to have the value of language affinity with the adolescent category of readers. The back cover page contains a synopsis of the book that describes the places students visit during their school trips.

The content design and content layout also use colour tones that match the front cover and back cover of the book. The selection of natural colours and consistent composition is expected to make the book look better. The pages between chapters contain tourist attractions that are student destinations, as well as illustrations of people in local traditional clothes.

This design process is the last stage of a series of manuscript processing results from the acquisition of the school literacy program at SMP 10 Depok. The program that produces the output in the form of this book is a continuation of Community Service activities carried out at SMP 10 Depok. This application is in accordance with the needs in the industry and publishing study program, as a form of work diversification. [7]. In addition, the publishing study program uses a special Instagram page to promote products made by students [9].



Table 4. Result and Disscusion

| No | Stage | Result | Discussion |
|----|---|---|--|
| 1 | Acquisition | | |
| | Determining the type of manuscript | The type of manuscript obtained in the implementation of this research is a non-fiction manuscript in the form of a journal book. This type of manuscript was chosen because it is in accordance with the research targets and acquisition targets agreed with the publisher. | Types of scripts in school literacy programs can vary, not only in the form of nonfiction, but also in the form of fiction. Acquisitions can also be made for fiction scripts, of course, with different handling compared to nonfiction scripts. However, the market absorption potential for fiction works is quite high and can be considered as material for acquisition by the publishing industry. |
| | Determination of the eligibility criteria of the manuscript | In the process of acquiring the manuscript, various manuscript writing errors were found, both technically and substantially. The researcher | Technical errors are the most common factor in acquiring manuscripts for junior high school students. This can be anticipated by providing deeper training, especially in writing standard reading books so that students minimize errors in writing. In addition, it is necessary to build students' motivation to write well so that the results of the manuscript are more diverse |

| | | |
|---|--|--|
| Mapping and determination of manuscript acquisition | <p>made 10 eligibility criteria for a script for a school literacy program that could be disseminated before the program was implemented and implemented in the program implementation process, so that the resulting manuscripts acquired were of higher quality.</p> <p>Mapping is done based on the quality of the manuscript which is determined from the feasibility of 10 main texts. Further mapping is carried out by taking into account the availability of book pages agreed with the publisher, so that the number of selected manuscripts can be decided based on the location and tourist attractions of students.</p> | <p>Script mapping is intended to provide space for publishers in compiling book content. The large and varied number of student writings will be difficult to classify if they are not mapped based on the potential of the manuscripts and writing criteria. Script mapping should be able to produce more titles, if student writing has various points of view.</p> |
| 2 Design Editing | <p>Editing is carried out</p> | <p>The editing process is carried out according to the book editing standards applied by the publisher. Edits were made to improve</p> |

| | | |
|--------------------------|---|--|
| | throughout the manuscript by applying the principle of substantive and mechanical editing of the manuscript | substance and correct typographical errors. The editing process in book publishing is usually not too much, but in editing student manuscripts there are quite a lot of changes from the original writing. |
| Designing | Book design is done on selected manuscripts by applying the principles of youth book design | The design of non-fiction books follows the needs of the target market for youth non-fiction books. The design process applies design principles in composing the cover to the back of the book. |
| 3 Publishing | | |
| Print | Book printing is done by industry partners | - |
| Publishing and promotion | Publishing and promotion of books are carried out by industry partners | - |

4 Conclusion

This research has the conclusion that the school literacy program set by the government at every level of education brings great potential for the availability of manuscripts for publishers to acquire. This is very useful for the Publishing Study Program to train students to understand the process of searching for manuscripts through literacy programs that are spread across all elementary to high schools. Publishing Study Program students can act as acquisition editors who learn to assess the feasibility of manuscripts by determining the criteria for publication, which of course takes into account industrial partners. It is also hoped that this research will enable policymakers related to the literacy movement in schools to think further about the output of the implemented literacy program, so that students' works, both fiction and non-fiction, can be published by the publishing industry in Indonesia. This of course requires further regulation, especially in improving the quality of students' literacy and motivating students to have more interest in the world of writing and bookkeeping.

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