

# Feasibility of Reading Materials with a Love for the Environment to Support the Literacy Movement

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**Abstract.** This study aims to explain the feasibility of reading materials with a love for the environment to support the student literacy movement at SMP Free Methodist 2 Medan. The data collection technique used in this research is a list of questions. The data analysis technique for the feasibility of the reading material used is descriptive data analysis. The results of the research show that the developed reading materials with love for the environment are suitable for use based on the results of validation research by material experts 92.57% and design experts 95.50%.

**Keywords:** Feasibility, reading materials, literacy

## 1 Introduction

Numerous factors motivate someone to read regularly. One of them is a result of the needs of the evolving educational landscape, which mandates that students begin reading fifteen minutes in advance of the commencement of the teaching and learning process. Mary Leonhardt [1] stated that a child who likes to read does not come from the child himself, but because the child has parents and teachers who are able to guide him to read. The 15 minutes requires students to be able to read quickly and conclude the contents of the reading material they read to apply it in everyday life. The availability of engaging literature that one can read, comprehend, and apply to daily life is another factor that motivates people to read. A person who finds reading material interesting is never bored and is constantly highly curious about what is being read. This justification makes it imperative to create engaging, imaginative, and simple-to-understand reading materials. The creation of reading materials is also necessary in an endeavor to improve students' learning and character development in daily life. Environmental pollution that occurs at this time needs to be overcome to save the earth in the future. One way to overcome this is through literacy activities carried out in schools. In literacy activities, reading materials related to the environment are needed, which aims to shape the character of students who love the environment. The reason for this is that students are an important resource for the country. Reading materials with the subtleties of loving the environment are necessary to help students develop their behavior and personalities. These materials should contain noble human values, be appropriate for the psychological development of the students, and inspire them to take care of their surroundings.

As a result, it's essential to provide reading materials that value the environment. The validation stage is one of the steps in the creation of environmentally friendly reading materials. Testing the viability of the created reading content is the step known as validation. Qualification for In order to provide high-quality reading materials, reading requirements must be met. Researchers are interested in studying "The Feasibility of Reading Materials with a Love for the Environment to Support the Student Literacy Movement" because of the aforementioned issues.

## **2 Theoretical Basic**

### **2.1 Reading Material**

Yoana [2] reading materials are all print media or books that can be read and utilized by readers according to the level of cognitive and psychological development of the reader. Adequate reading materials for junior high school students must be in accordance with the level of development of students. Factors related to reading are (1) the purpose of reading, (2) information focus, and (3) reading material. The main purpose of reading is to get the information contained in the reading material. Focus information is related to the reading content required by the reader. Focus information consists of three levels, namely: sentence focus information (main idea of sentence), paragraph focus information (paragraph main ideas and paragraph main ideas), and discourse focus information (summary of all the main ideas contained in each paragraph or summary of the contents of the reading as a whole overall and important things that need to be known by the reader). One prerequisite that the reader must fulfill in order for his reading comprehension activities to proceed successfully and efficiently is that the reader must possess the ability to locate focused reading material, which entails finding focused reading material precisely and swiftly. Naturally, this calls for readers to be able to distinguish between focused information and general information and to use the right reading strategies.

Reading material is defined as a book that can enhance a reader's understanding, experience, and knowledge while containing content unrelated to a particular curriculum. This conclusion can be drawn from the descriptions provided above. A reader's understanding, experience, and knowledge of the environment—which needs to be shielded from anything that could harm it can be enhanced by reading materials written with a love of the environment.

### **2.2 Systematics of Composing Reading Materials**

Reading or enrichment materials are included in the types of educational books which are one of the materials or teaching materials in learning. So in developing reading materials, the author refers to the development of teaching materials because basically enrichment books are one part of enrichment materials in learning. In developing reading materials or enrichment, there are several principles that must be considered. Tomlinson Istiqomah [3] provides principles in the development of reading materials or enrichment, namely:

1) Reading materials must have an impact. Impact is achieved when the material has a real effect on students, that is when students grow curiosity, interest and attention. Enrichment materials can make an impact by: Novelty (eg unusual topics, illustrations and activities);

Diversity (eg unpredictable activities; using different types of texts drawn from different types of sources, using a number of different instructions such as sounds on a CD); An attractive presentation (eg using attractive colors, attractive images, use of photos); Interesting content (eg topics that are interesting to students, topics that offer the possibility of learning something new such as stories, universal themes; local references); Loading challenges (eg tasks that challenge students to think more).

2) Reading materials should help students feel comfortable. Research has shown the effects of various forms of anxiety on students. Learners who are relaxed and comfortable can learn more in a shorter period of time. Some developers of reading or enrichment materials argue that it is the teacher's responsibility to help students feel comfortable and that enrichment materials can help them to some extent. Reading or enrichment materials can help students feel comfortable in a number of ways. Most learners: felt more comfortable with written materials with lots of white space than they did with materials where lots of different activities were crammed together on the same page; More comfortable with text and illustrations that they can relate to in their own environment than they are with those that appear to them in an unfamiliar environment; Be more relaxed with materials that are clearly trying to help them to learn than those with materials that are always testing them.

3) Reading or enrichment materials should help students to develop self-confidence. Relaxed and confident students will learn faster through activities that put less pressure on their abilities by involving them in tasks that are stimulating, which are problematic, but which students can also achieve. It can also help if activities encourage students to use and develop extralinguistic skills, such as those involving being imaginative, being creative or being analytical Istiqomah [4].

Depdiknas [5] explains that in writing books, one of which is enrichment books, there are four aspects that need to be considered, namely: (1) the feasibility of the material/content of the book; (2) feasibility of presentation of material/content; (3) proper language and readability; and (4) the feasibility of graphical aspects. Thus, it is hoped that the enrichment books presented meet the requirements for good books and are suitable for use according to the established educational level.

### **2.3 Love the Environmen**

Sri Hayati [6] the environment is a spatial unit with all objects and conditions of living things including humans and their behavior that sustains the life and well-being of humans and other living things. While the environment is everything that is around the place of residence, which includes humans, animals, plants and inanimate objects. Life and human life can never be separated from the influence of the environment.

Love for the environment is one type of human love. Love has many qualities, but empathy is one of them. A person in love attempts to feel what the other person is feeling. Second, those who are in love give their loved ones' happiness and wellbeing a lot of thought. Third, a person who is in love experiences pleasure, which contributes to their happiness, wellbeing, and personal growth. Fourth, those who are in love make an effort to support the happiness, prosperity, and advancement of those they care about. From these characteristics it can be

concluded that humans do not only love their fellow human beings but also have to love their environment.

These are the behaviors of someone who truly loves their surroundings. First of all, people who care about the environment will show their empathy for it by taking complete precautions to prevent harm from occurring. Second, if the environment that they cherish is maintained, those who love it will be content. Third, when the environment is safe and secure, those who love it will experience their own emotions of joy and happiness. Fourth, those who care about the environment will make constant efforts to preserve its sustainability and prevent harm to the place they cherish.

It is clear from the above explanation that having a love for the environment means taking care of it by safeguarding and maintaining it. A caring attitude toward the environment can be demonstrated by actions like discarding trash in the proper location, refraining from irresponsible tree cutting, keeping trash out of rivers, etc.

## **2.4 Environmental Love Indicator**

Riskina [7] explained that there are five indicators of love for the environment, namely:

1) Preserving the environment around the school.

The statements to support indicators of preserving the surrounding environment are (a) maintaining more cleanliness in the school environment. (b) not stepping on plants at school. (c) will reprimand if there are friends who pick plants carelessly. (d) be careful in protecting the school environment. (e) growing medicinal plants rather than other plants. (f) caring for plants. (g) taking care of existing facilities in schools.

2) Programming a clean environment

Programs that support the love of a clean environment are (a) taking care of the school building by not scribbling with a pen. (b) maintaining the cleanliness and health of the school environment. (c) will reprimand if there are friends who cut down trees carelessly. (d) be careful not to uproot the plant. (e) take part in community service after school.

3) Dispose of trash in its place

The statements that support students' attitudes in managing waste are (a) separating dry waste and wet waste. (b) utilizing used goods to improve skills. (c) recycling organic waste into fertilizer. (d) cleaning up the scraps of paper scattered on the floor. (e) hoarding used goods that are not used. (f) be careful in disposing of trash. (g) cleaning up scattered rubbish. (h) cleaning up scattered food packages

4) The habit of maintaining the cleanliness of the school environment

The sub-indicators of the habit of maintaining the cleanliness of the school environment are (a) keeping the school desks or walls clean. (b) reprimand if a friend scribbles on a tree or makes writing on a tree. (c) participating in community service activities at school. (d) planting crops. (e) planting plant seeds in schools. (f) utilizing waste for recycling. (g) routinely cleaning the bathroom. (h) maintain the cleanliness of the school canteen.

5) Energy-saving habits

Sub-indicators of energy-saving habits are (a) turning off the lights after class time is over. (b) frugality in using water in the bathroom. (c) economizing on the use of electricity. (d) turn off the fan. (e) will give a warning if a friend does not turn off the electricity or water.

## **2.5 School Literacy Movement**

Wandasari [8] explains that literacy is an important skill in life. Most of the educational process depends on literacy skills and awareness. The literacy culture embedded in students influences their level of success, both at school and in community life. Literacy capability aims to drive school activities which is a form of support to the government in an effort to instill character from character education.

The School Literacy Movement is a social movement that has the cooperative assistance of many different groups. Students' reading habits are one way that efforts are being made to realize this. Student-led literacy initiatives are those that students carry out as part of the school literacy movement. based on the overarching objective of the school literacy movement, which is to help students become lifelong learners by strengthening the school literacy ecosystem and fostering student character.

The aforementioned explanation leads one to the conclusion that the School Literacy Movement is an endeavor by educational institutions to create learning communities whose members are lifelong readers through public engagement by reading non-academic books fifteen minutes prior to the start of class. It is anticipated that this will boost pupils' enthusiasm for reading.

## **2.6 Principles of the School Literacy Movement**

Wierdarti [9] in the GLS pocket book, there are six GLS principles, namely:

- 1) Literacy develops in accordance with the predictable developmental phases. The developmental phases that children go through when they are learning to read and write overlap. Schools can select the best literacy habituation and learning strategy based on the needs of their students by having a thorough understanding of the stages of students' literacy development.
- 2) A well-designed literacy program is impartial. Schools that run well-rounded literacy programs understand that every student is unique. As a result, different reading techniques and text kinds should be used depending on the student's educational background. Reading materials that are rich in a variety of texts, like children's and adolescent literature, can be used to carry out meaningful literacy programs. The literacy program is integrated with the curriculum Literacy habituation and learning in schools is the responsibility of all teachers in all subjects because learning any subject requires language, especially reading and writing. Thus, teacher professional development in terms of literacy needs to be given to teachers of all subjects.
- 3) Activities involving reading and writing are done whenever possible. Meaningful literacy activities include things like reading to mothers and writing letters to the president.
- 4) Literacy exercises foster oral culture. It is expected of strong literacy-based classes to introduce a variety of oral activities, such as book discussions, during class instruction. In order for people to express their thoughts and opinions, listen to one another, and accept differing points of view, this discussion exercise must also provide opportunities for

disagreement. Literacy activities need to develop awareness of the diversity of school members need to respect differences through literacy activities in schools.

Based on the aforementioned explanation, it can be inferred that the GLS principles help schools select appropriate teaching and learning strategies based on students' developmental needs by helping them understand the stages of student development. School personnel must learn to value diversity through literacy programs. Students' reading materials should instill a love of the environment and teach them to protect it from anything that could harm it.

### 3 Research Methods

Data analysis techniques for the feasibility of reading materials using descriptive data analysis. Descriptive analysis techniques are performed using descriptive statistics. Sugiyono [10] states that descriptive statistics are statistics that are used in analyzing data by describing or describing the data that has been collected as it is without intending to make conclusions that can apply to the general public or their generalizations.

To determine the feasibility of several categories of this reading material, a measurement scale with a Likert scale is used. The data obtained from the Likert scale measurement results are in the form of numbers. These numbers are then interpreted in a quantitative sense Sugiyono [11] Quantitative data that has been obtained from Likert scale measurements are converted based on predetermined score weights, namely one, two, three, and four. This data is quantitative data which is then analyzed with descriptive statistics.

**Table 1.** Likert Scale.

No	Category	Score
1	Very good	4
2	Good	3
3	Currently	2
4	Not good	1

- a. Accumulating the scores obtained
- b. Calculate the average total, using the following formula (1)

$$X = \frac{\sum x}{n}$$

Description:

X= average

$\sum x$ = total value

n= total rating

- c. Calculate the percentage

## 4 Result and Discussion

### 4.1 Results

The feasibility of reading materials with a love for the environment to support literacy activities for students of SMP Free Methodist 2 Medan can be seen from the results of the validation carried out by experts, namely material experts and design experts.

**Table 2.** Interval Persentase.

Value	Interval Percentage	Criteria
A	$81\% \leq X \leq 100\%$	Very Good
B	$61\% \leq X \leq 80\%$	Good
C	$41\% \leq X \leq 60\%$	Currently
D	$21\% \leq X \leq 40\%$	Not Good
E	$0\% \leq X \leq 20\%$	Not Good

The minimum feasibility score for this development research is C, or sufficient. It is considered feasible to produce and use environmentally friendly reading materials if the results of assessments conducted by subject teachers, experts, and students meet a minimum value of C (sufficient). The findings of the feasibility study of environmentally friendly reading materials are listed below.

### 4.2 Results of Reading Material Validation by Material Experts

Material expert validation was carried out to assess the feasibility of the descriptive text material with the nuances of loving the environment contained in the reading material. The feasibility of the assessed material consists of 3 aspects of the assessment, namely (1) the feasibility aspect of the content, (2) the feasibility aspect of the presentation, (3) the feasibility aspect of the language. Following are the results of the validation by the two material experts.

**Table 3.** Material Validation.

No	Rating Indicator	X <sub>1</sub>	X <sub>2</sub>	Total	Percentage	Criteria
1	Content Eligibility Aspects	3,4	3,5	6,9	87,5%	Very Good
2	Presentation Feasibility Aspects	4	3,8	7,8	97,91%	Very Good
3	Aspects of Language Feasibility	3,6	3,7	7,3	92,30%	Very Good
<b>Total Average</b>		<b>3,6</b>	<b>3,7</b>	<b>7,3</b>	<b>92,57%</b>	<b>Very Good</b>

Reading materials that promote environmental awareness are deemed feasible/valid with the criteria of "very good" and receive an average percentage of 92.57%, according to the results of the material expert validation. The content feasibility aspect scores 87.5% with the criteria of "very good," the presentation feasibility aspect scores 97.9% with the same criteria of "very good," and the language feasibility aspect scores 92.30% with the same criteria of "very good" combine to yield the average percentage.

### 4.3 Results of Validation of Reading Materials by Design Experts

The physical dimensions of the reading material, its cover design, and the design of its contents were the three assessment indicators used in the design expert validation process to evaluate the graphic feasibility. The outcomes of the validation by design professionals are listed below.

**Table 4.** Validation Reading.

No	Rating Indicator	X <sub>1</sub>	X <sub>2</sub>	Total	Percentage	Criteria
1	Physical Dimensions of Reading Materials for the Nature of Love for the Environment	3.5	4	7.5	93.75%	Very Good
2	Cover Design of Reading Materials with Love for the Environment.	4	4	8	100%	Very Good
3	The design of the contents of reading materials with a love for the environment.	3.9	3.5	7.4	92.76%	Very Good
<b>Total Average</b>		<b>3.8</b>	<b>3.8</b>	<b>7.6</b>	<b>95.50%</b>	<b>Very Good</b>

According to the design experts' validation results, reading materials that promote environmental awareness are valid and meet the "very good" criterion, with an average percentage of 95.50%. The indicator used to evaluate the reading material's physical size yields an average percentage of 93.75% with the "very good" criteria; the reading material's cover design receives 100% of the "very good" criteria; and the reading material's content design receives 92.7% of the "very good" criteria.

### 4.4 Discussion

Revised and compiled aspects that aim to explore common aspects in the product development process are based on data analysis, trials, material experts' input, and design experts' opinions. This reading material's average score across its aspects is quite high. Three aspects of reading material are evaluated by material experts. Three aspects are also included in the reading materials' evaluations by design experts.

Feedback from the validation process is anticipated in order to create reading materials that are appropriate for students' individual needs. This is consistent with the assertion made by Borg 'n Gall [12] in the book Education Research and Education that development research is the study of creating and approving educational products.

Following a series of validations by material experts and design experts, the validator provided feedback on the developed reading material. Based on expert suggestions and input, revisions were made to create useable reading material. The respondents received scores with very good criteria from the validation of the data as a whole, making them appropriate to be used as resources for the school literacy movement.



This is consistent with research on "building the quality of the nation with cultural literacy" done by Permatasari, a lecturer at Muhammadiyah University of Yogyakarta's Social and Political Sciences Study Program. According to research, the younger generation needs to be used to reading a variety of materials and getting their information from written and electronic sources. Thus, the availability of resources for producing literate people is necessary to support the development of literacy-based language and literary competence. When it comes to creating reading materials for the school literacy movement, this research is helpful.

## **5 Conclusion**

Students at SMP Free Methodist 2 Medan can use the reading material that was developed with an appreciation for the environment, according to the findings of the validation process conducted by experts in both material and design. The validation results from material experts and design experts demonstrate this. The material expert validator's validation yielded an overall average score percentage of 92.57% using the "very good" criterion. The eligibility of the presentation, the eligibility of the language, and the eligibility of the content combine to yield the average percentage. The design expert validator's validation produced results with an overall average value of 95.50% using the "very good" criterion. The assessment indicators of the module's physical size, cover design, and content design evaluation are used to determine the average percentage.

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