

Barru Literacy Community as the Alternative Literacy Movement: Study on Cultivating Reading Literacy toward Society in Barru Regency, South Sulawesi Province

Komunitas Literasi Barru sebagai Gerakan Literasi Alternatif: Studi tentang Pembudayaan Literasi Membaca pada Masyarakat di Kabupaten Barru, Provinsi Sulawesi Selatan

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Abstract

Currently, technological developments have significant impact on people's lives. This development must also be followed by the mentality and readiness of the community to deal with it. One form of effort to keep pace with technological developments is through literacy-based community empowerment. This research focuses on community empowerment through cultivating reading literacy as a step in facing the challenges of the times while creating quality community characters based on literacy skills. Aspects of discussion in this research are alternative literacy movement carried out by the Barru Membaca community in the process of cultivating reading literacy among the people of Barru District, Barru Regency, South Sulawesi Province and responds of the community to the presence of the Barru Membaca community. This research uses descriptive research with a qualitative approach by conducting interviews with informants. The data analysis technique used is data collection, reduction, data presentation and drawing conclusions. The results showed that the process of cultivating reading literacy carried out by the Barru Membaca community had been running systematically, efficiently and independently, starting from the planning process of reading literacy acculturation programs, to the program evaluation stage in improving human resources literacy skills.

Keywords

Barru Membaca; Alternative Literacy Movement; Cultivation; Reading Literacy

Abstrak

Saat ini perkembangan teknologi memberikan dampak yang signifikan bagi kehidupan masyarakat. Perkembangan ini juga harus diikuti dengan mentalitas dan kesiapan masyarakat untuk menghadapinya. Salah satu bentuk upaya untuk mengikuti perkembangan teknologi adalah melalui pemberdayaan masyarakat berbasis literasi. Penelitian ini berfokus pada pemberdayaan masyarakat melalui penanaman literasi membaca sebagai langkah menghadapi tantangan zaman sekaligus menciptakan karakter masyarakat yang berkualitas berbasis keterampilan literasi. Aspek pembahasan dalam penelitian ini adalah gerakan literasi alternatif yang dilakukan oleh komunitas Barru Membaca dalam proses pembudayaan literasi membaca di kalangan masyarakat Kecamatan Barru, Kabupaten Barru, Provinsi Sulawesi Selatan dan respon masyarakat terhadap kehadiran komunitas Barru Membaca. Penelitian ini menggunakan penelitian deskriptif dengan pendekatan kualitatif serta melakukan wawancara bersama informan. Teknik analisis data yang digunakan adalah pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa proses penanaman literasi membaca yang dilakukan oleh komunitas Barru Membaca telah berjalan secara sistematis, efisien dan mandiri, mulai dari proses perencanaan program pembudayaan literasi membaca, hingga tahap evaluasi program dalam peningkatan kemampuan literasi sumber daya manusia.

Kata Kunci

Barru Membaca; Gerakan Literasi Alternatif; Pembudayaan; Literasi Membaca

1. Introduction

The development of science and technology nowadays requires human being to be able to adapt and learn to comprehend various sciences and technologies advances quickly. Technological developments indicate a fierce competition. The speed of technology in social life does not even give space for humans to simply reflect (Ekadiansyah, 2020). Paul Virilio termed this phenomenon as acceleration phenomenon, in this case, that all the joints of human life in social life lead to the concepts of speed and acceleration (Basalamah et al., 2020). It is not impossible, science and technology can be learned by humans with adequate literacy. Literacy skills can encourage the development of science and technology to a higher level. The comprehension of literacy requires the presence of a separate medium, such as a public library that provides several collections of books and other reading materials to support community literacy activities (Friantary, 2019).

Not only that, the library is categorized as a supporter of civilization and the presence and effectiveness of the library is a form of civilization progress. On the other hand, the waning existence of library is the starting point for the decline of civilization (Irhandayaningsih, 2019). The library meaning in daily life is a room or sub-room of a building or building itself that is used to store books which are usually stored based on the separate arrangement and are used for library members (Dhieni & Pujianti, 2020). Generally, in the library there are various kinds of collection that can be used by library visitors, the library can also be used for learning activities. In addition, the library can also be a means of recreation related to literacy. Technological advances and increasingly dynamic changes require literacy skills in order to build quality and competent human resources.

Literacy can simply be understood as the ability to read and write. Reading means understanding language symbols so that we can comprehend them while writing is the ability to convey ideas through writing from what we have learned so that we can understand and other people are also able to understand. Referring to the history of the nation, the role of poets in the palace environment in the past is proof that the history of reading and writing has existed since tens or even hundreds of years ago (Febrian, 2019). This is the

genealogy of literacy development until today. The literacy style is also adapted to the style of its people because Indonesia is a pluralistic nation. The writing culture has its own characteristics with the use of various symbols (scripts) including Latin script, or local archipelago scripts such as Javanese script, Balinese script and Arabic script (Tahmidaten & Krismanto, 2018).

The culture of writing is not only expressing ideas and thoughts but also expressing the deepest meaning of an idea and thought (Fatmawati et al., 2019). Likewise with literacy which is not just the ability to read and write, but literacy can mean literacy in technology, politics, critical thinking, and being sensitive to the surrounding environment. According to Kirsch and Jungeblut in their book, *Literacy: Profile of America's Young Adult*, defines literacy as a person's ability to use information to develop knowledge to bring benefits to society (Febianti, 2021). Literacy as a culture of reading and writing has been ingrained for a long time in this nation. In depth, literacy is not just a series of spelling or just writing symbols of language, but there is an element of meaning in it if we refer to the description, it is actually the literacy that has been understood in this nation that long ago we have experienced, such as, people believe in natural phenomena that have been read and written by expert (Muniroh et al., 2018).

Increasingly popular and widely known literacy term and the literacy movement in Indonesia is caused by four things (Pradana, 2020). First is the growing awareness of how fundamental, strategic and important literacy is for the progress and future of the Indonesian people and nation. Either historically or sociologically it is proven that advanced and superior societies and nations are always supported by literacy. Second, many Indonesian people, including the Indonesian government, are increasingly realizing that the progress and excellence of individuals, society and nation is determined by the existence of a solid literacy tradition and culture. Third, the stronger concern and involvement of various circles of society, community and government to grow, strengthen, and even disseminate activities, programs, traditions, and literacy culture in the community, and educational environment. Fourth, the increasing number of literacy movements that are developing in the community and schools are carried out by various

groups. Not surprisingly, the literacy movement is increasingly widespread among people in Indonesia. Eventhough literacy is widespreading in Indonesia, the development of literacy has yet become focus of concerned parties, while the need for excellent literacy is required to meet this increasingly dynamic change.

The concept of literacy has developed from time to time. At first, literacy was often understood as not being illiterate. Then literate is understood as comprehending the information contained in written media. Literacy activities have been synonymous with reading and writing activities. Furthermore, literacy is understood as the ability to communicate socially in society. This is where literacy is often considered as a discourse skill. It is in this context that the Prague Declaration in 2003 defines literacy as a person's ability to communicate in society. Literacy also contains the meaning of practice and social relations related to language, knowledge, and culture (Nugraha, 2017). The UNESCO Declaration also states that information literacy is also related to the ability to identify, determine, find, evaluate, create effectively and in an organized manner, use and communicate information to solve various problems. These abilities need to be possessed by each individual as a condition for participating in the information society, and they are part of the basic human right regarding lifelong learning.

UNESCO states that literacy skills are the central point of progress. The UNESCO Vision Paper (2004) emphasizes that literacy skills have become a prerequisite for participation in various social, cultural, political and economic activities in modern times. Then the Global Monitoring Report Education for All (EFA) 2007: Literacy for All concluded that literacy skills are very basic for modern life because, as stated by Koichiro Matsuura, Director General of UNESCO, literacy skills are a very meaningful first step towards building a better life (2006) (Rahman & Atjalau, 2019).

Based on the symptom of literacy that continues to develop, nowadays the forms and types of literacy also continue to develop as well as the nature and concept (Nuraida, 2019). Up to now there have been various forms and types of literacy offered or developed by various parties. In its various publications on the information society, UNESCO states the existence of

information literacy and media literacy (Yuliasari & Permatasari, 2021).

Furthermore, Mochtar Buchori, the brilliant educational thinker and educator, mentions the existence of cultural literacy and social literacy. Recently, economic literacy, financial literacy, and health literacy have also developed. In the future, other literacy categories will undoubtedly continue to develop (Friantary, 2019). Comprehensive and interrelated literacy enables a person to contribute to his community according to his competence and role as a global citizen. Therefore, the ability to master various forms and types of literacy supports the success and progress of a person, society, and even the nation.

The role and function of the library cannot be separated from the development of the literacy world. Today, library is turning into a spectrum of scientific transformation, without the presence and progress of library, the nation knowledge transformation will not advance. Therefore, in an area or region, even within the scope of universities, it is necessary to present a library that is attractive and fulfil the need of the users. Because entering this global era, education is very much needed (Fathiarah et al., 2019).

Education is a very important thing today for everyone to have in order to be able to answer the challenges of the future, and the library is one of the means to support the continuity of education (Larasati & Nahak, 2020). It is important to pay attention to the library itself in addition to review how effectively the library is in providing benefits to the surrounding community. And in the process the library is also divided into several library models, namely national libraries, public libraries, university libraries, special libraries, regional libraries, mobile libraries.

Nowadays, literacy is not only limited to reading and writing vocabulary skills. Literacy has developed into a thinking skill in reading words and the world and looking for relationships between the two to solve the complexities of life. According to Alwasilah, he revealed seven basic principles of literacy that are developing today, which are (Wibowo & Basri, 2020):

- a) Literacy is life skills that enable humans to function optimally as members of society;

- b) Literacy includes receptive and productive abilities in an effort to make discourse in writing and orally;
- c) Literacy is the ability to solve problems;
- d) Literacy is a reflection of mastery and appreciation of culture;
- e) Literacy is a reflection activity (self);
- f) Literacy is the result of collaboration;
- g) Literacy is an activity to interpret.

It should be understood how important literacy skills are for the development of life. Especially for the Indonesian people who are preparing themselves for the golden generation of 2045. Utilising Alwasilah's perspective, we will then find a gap regarding the literacy paradigm in Indonesian society (Pandapotan, 2018). It is strongly suspected that the literacy paradigm that has developed in society has not fully adopted the literacy paradigm as a cultural force and is still fixated on the concept of literacy as the ability to read and write vocabulary. Basically the conventional literacy paradigm refers to the Whole Language theory which emphasizes the personal context with text-oriented orientation which is a reproduction of the socio-cultural aspects of society. In the new perspective of the literacy learning paradigm, it adheres to the theory of critical literacy (Disnawati & Ndapa Deda, 2022).

This Whole Language theory requires learning through instilling high expectations of academic achievement in students, as well as recognizing and appreciating students' cultural competence (Muhammad, 2019). Furthermore, this theory also develops social, political and cultural awareness by providing experience to the wider community, which is based on the concept that they are members of community groups, linking the knowledge base to community groups with text criticism related to power issues, domination relations, and groups. And also the tendency to see society as part of various socio-cultural classes as a group that reflects the reality of society (Almah, 2019). So this reality then aims to provide a conceptual framework regarding critical literacy as a philosophical foundation and also to make it a knowledge base, by looking at its development to date. Moreover, it also provides an alternative design for the literacy movement as a critical literacy method with a problem-solving approach (Saadati & Sadli, 2019).

The alternative literacy movement is generally spearheaded by literacy communities spread across several regions in Indonesia (Mawlana, 2021). A literacy community that focuses on the development of reading interest and people's intellectuality has developed significantly, as written by Luna Febriani about "Resource Mobilization in the Literacy Movement (Studies on the Vespa Pustaka Movement)". The research focuses on exploring the resource mobilization carried out by Vespa Libraries in developing alternative literacy movements for the community. The conclusion of this study is that the existence of Vespa Pustaka received positive response and high enthusiasm from the people of South Bangka Regency. This is because Vespa Pustaka provides space and access for the people of Toboali and South Bangka to be able to read. Public acceptance of the Vespa Pustaka literacy movement cannot be separated from the literacy movement's ability to mobilize existing resources. Resource mobilization is the use of existing resources in the surrounding environment, both internal and external to support and develop a social movement in an effort to educate the community (Febriani, 2017).

Apart from Vespa Pustaka, several regions in Indonesia also create similar space and access for the development of community literacy, such as the Pondok Sinau Lentera Anak Nusantara Community Reading Park which focuses on literacy-based community empowerment in Malang Regency, East Java Province. Literacy-based community empowerment as an answer to the socio-historical problems of the village area which is identical to problems ranging from low levels of education to the habits of the *abangan* community which deconstructs the values of people's lives as well as the transformation of character values (character building) especially for the productive age group and encourages the incorporation of socio-economic independence based on a series of thematic soft skill activities (Hutri, 2019). Besides the Community Reading Gardens and the Vespa Pustaka Movement, in South Sulawesi there are also several literacy communities and reading parks that focus on literacy education for the society community. Like the one in Barru Regency which is also the object of this research, namely the Barru Membaca community.

Barru Membaca community was founded on January 29, 2016, the idea to establish this community was born from 10 youths from the Barru district itself, starting with the thought of a young man named Anhar Dana Putra who was restless with the low interest in reading in Indonesia, especially in Barru Regency. Barru Membaca community until now has several programs including pop-up library, book traveling, book camp, book club, and weekend classes.

By looking at the development of Barru Membaca community which has grown significantly, it is also followed by the development of reading interest which is getting better in Barru Regency. Reading culture is very much needed today, even reading must be a culture that currently really needs to be encouraged. The role of the literacy community is very much needed to develop literacy in people's lives as well as an extension of the government in seeking an intelligent and free society from illiteracy (Sarwani, 2021). Besides that, the development of reading and writing should be supported as well by learning digital literacy and providing some text books which can be accessed by society in that the improvement of technology in our daily life requires us to adapt with the current context and situation.

Digital literacy is not only about the ability to read and write as usual but rather emphasizes the individual's ability to use digital tools appropriately so that it is facilitated to access, manage, integrate, evaluate, analyze digital resources in order to build new knowledge, create media of expression, communicate with others in certain life situations to realize social development, from several forms of literacy, namely: computers, information technology, visual, media and communication (Dinata, 2021).

Digital literacy involves several important aspects as stated by Bawden, including: 1) Knowledge assembly, namely the ability to build information from various reliable sources. 2) Ability to present information including critical thinking in understanding information with awareness of the validity and completeness of sources from the internet. 3) The ability to read and understand non-sequential and dynamic information material. 4) Awareness of the importance of conventional media and connecting it to networked media (internet). 5) Awareness of people's network access

that can be used as a source of referrals and help. 6) Use of filters on incoming information. 7) Feel comfortable and have access to communicate and publish information. If you look at Bawden's opinion above, digital literacy is more related to technical skills in accessing, compiling, understanding and disseminating information (Treglia et al., 2019).

Digital literacy can be interpreted comprehensively as an individual's ability to apply functional skill on digital devices so that they can find and select information, think critically, be creative, collaborate with others, communicate effectively, and still ignore electronic security and the evolving socio-cultural context (Bhatt, 2017).

In addition, digital literacy is also considered as a solution effort to educate the public to be wise in using information technology (Buckingham, 2015). Various researches that carry the theme of digital literacy in society in various perspectives have also been carried out by previous researchers. Such as the research conducted by Sri Fatikha Khoeriyah on the Development of Digital Literacy to Improve Reading Ability and concluded that the development of digital literacy can be a benchmark and a supporting factor in the development of knowledge of students and the community that can be accessed with digital media around their environment such as, cell phones, computers, laptops, and others. There is an offer of a new conceptual framework for the concept of digital literacy which is concluded in this study, namely: (a) photovisual literacy; (b) reproductive literacy; (c) information literacy; (d) branched literacy; and (e) socio-emotional literacy that can support knowledge development (Desi, 2020). Furthermore, Saputra and Nurdiansyah in their study on Strengthening Digital Literacy through the Digital Media-Based Islamic High School Curriculum Development Model in Era 4.0 that strengthening digital literacy is needed to face challenges in the 4.0 era known as the digital era due to the rapid development of information technology which is currently already use digital media a lot. Strengthening digital literacy can be done through a model of Islamic high school education curriculum development that utilizes digital media in its objectives, materials, strategies and evaluation of learning to train information literacy skills, media literacy, digital

scholarship, media literacy, learning skills, ICT literacy and communication and collaboration (Saputra & Nurdiansyah, 2020).

In the context of rural communities, Wibowo and Basri in his research explained that the development of digital literacy designs based on local wisdom to strengthen social harmonization in rural communities can be done with methods, media, and materials that are specifically relevant to the context of rural communities in Bangka Regency. The literacy method can be carried out individually as well as in groups, meaning that each community can independently master and have digital literacy competencies with an attitude that is rich in local wisdom values. Then the community can be directly involved as agents of digital literacy, both when they are interacting interpersonally on the internet and social media, as well as when they are having real social interactions in their environment. The community can also determine and choose the right media to use during the process of cultivating literacy to others, the selected media can be in the form of posters, banners, banners, and others, according to their respective needs. Furthermore, the material that is the main focus of developing literacy content is about religious moderation, tolerance, prevention of hoaxes (fake news), hate speech, SARA issues, and prevention of the doctrine of religious radicalism (Wibowo & Basri, 2020).

Digital literacy has its own urgency among rural communities, especially for the people of Barru Regency. Through the Barru Membaca community, in addition to the community gaining literacy knowledge about reading and writing through a collection of available books, community managers also provide reading materials that can be accessed online even though the number of enthusiasts is still minimal on the grounds that communication tools such as mobile phones are still limited among the public (Lee, 2014). But the socialization of digital-based reading literacy is also continuously promoted by the Barru Membaca community. For now, the community manager Barru Membaca is promoting the procurement of computers in their reading houses to facilitate digital reading materials for the community (Lankshear & Knobel, 2015). This was conveyed by the initiator of the Barru Membaca Community, Anhar Dana Putra when

researchers made initial observations that in addition to promoting the culture of reading literacy among the Barru community, the Barru Membaca community is also preparing access to digital-based reading materials for the community such as e-books that has been collected by the community crew and in the future the Barru Membaca community will initiate a community website for the benefit of the community's digital reading materials as a long-term community program later. This is done with the reason that the times and technology require people to transform into the digital world so that the procurement of a collection of digital reading materials is also considered to be able to support people's skill (Rahman et al., 2021).

Regardless with the case which will be next program in this community, this research is considered interesting because it focuses on one of the alternative literacy communities in Barru Regency which has its own focus in developing and cultivating a love of reading for the general public as well as an alternative forum in minimizing illiteracy in Barru Regency. Besides that, this research also was a part of requirement to get Bachelor's degree at State Islamic University of Makassar. In addition, this study aims to explore alternative forms of literacy movement carried out by Barru Membaca community in term of cultivating a love of reading among the community and society's response to the existence of the literacy community.

2. Method

The kind of research that will be used is descriptive research with a qualitative approach used by researchers to examine the condition of natural objects. The researcher in this section is the key instrument, the data collection technique is triangulation (combined), the data analysis is inductive-qualitative, and the results of qualitative research emphasize meaning rather than generalization. Furthermore, this study uses analysis, refers to the data, and utilizes existing theories as supporting material. In addition, this research also focuses on the natural setting as a whole, relying on humans as research tools.

The location of this research is in Barru Membaca community, Jl. Baronang, Barru District, Sumpang Binangae Village, Barru Regency, South Sulawesi. Barru

Membaca community is a community that invites the people of Barru Regency in general to spread the virus of literacy, diligently reading and planting seeds for youth so that they love and instill the culture of reading which is important in everyday life. Like a walking library, Barru Membaca community often travels in the tourist park area in Barru Regency by opening a mini library. This community was first initiated by Anhar Dana Putra who is a Masters student in Psychology at a university in Makassar City. The motivation for the formation of this community was seeing the condition and reading interest of the people in Barru Regency which was relatively low, so Dana decided to find out the factors causing it. As a result, one of the alternatives at that time which was considered to be able to help little by little in developing people's reading interest was to establish an alternative community, namely Barru Membaca community. And this research was conducted in October-December 2021.

Barru Membaca community was chosen as the object of research by the researchers, in addition to considering the distance between the researcher's domicile and Barru Regency which is quite close because this community can be categorized as one of the alternative literacy communities that has survived to date and also based on observations, several communities. The interviewees expressed their views regarding the positive effect of the birth of this community which can provide understanding to the community about the importance of reading and writing skills even for people who are not currently studying. That is, reading literacy is a form of necessity for all elements of society. Many things have been obtained by the community since the operation of this community, especially in matters of public education related to changing perspectives in looking at a case. The presence of this community is considered by the community as a form of community education space in carrying out the process of daily life. They consider this community as a form of informal education for them. It is from these views that further strengthen the determination of researchers to conduct research in Barru Regency, especially in Barru Membaca community about the methods or ways of this community in building a culture of reading and writing or reading literacy among the people of Barru Regency.

Furthermore, for the data collection process, researchers conducted interviews with several informants using the purposive sampling technique which refers to the interview guidelines that have been made referring to the results of initial observations at the research location. This study consisted of five informants, each of which was the Community Coordinator, Manager, Visitors and local society who were directly involved in the process of managing the Barru Membaca community.

3. Results and Discussion

3.1. An Overview of Barru Membaca Community

Barru Regency is one of the tier II regions in South Sulawesi Province, Indonesia. The district capital is located in Barru District. This regency has an area of 1,174.72 km² and a population of 184,452 in 2021, with a density of 157 km/km². From the aspect of the birth of this district, over time, February 20, 1960 was a milestone which marked the beginning of the birth of the second-level district of Barru with the capital city of Barru, based on Law No. 229 of 1959 concerning the formation of second-level regions in South Sulawesi. Barru Regency is divided into 7 sub-districts which have 40 villages and 14 sub-districts, located ± 102 Km to the north of Makassar City, the capital city of South Sulawesi (Zaenong, 2018).

Before being established as an Autonomous Region based on Law no. 29 of 1959, in 1961 this area consisted of 4 Swapraja regions within the Barru administration, the old Parepare Regency, each of the Barru Swapraja, Tanete Swapraja, Soppeng Riaja Swapraja and the former Mallusetasi Swapraja. The district capital of Barru is now located in the former capital of the Barru District (Zaenong, 2007).

In this district, an alternative literacy community was born, namely: Barru Membaca community was founded on January 29, 2016, the idea to establish this community was born from 10 young people from the Barru district itself, starting with the thought of a young man named Anhar Dana Putra who was restless about the low interest in reading in Indonesia, especially in Barru Regency, this is what became the motivation of the 10 youths.

In term of implementing reading literacy culture among the community, Barru Membaca community up to now has several programs including pop-up library,

book traveling, book camp, book club, and weekend classes. Those programs become a part of the implementation process for cultivating reading literacy. This community develops by always carrying out literacy activities in the community and prioritizing the mission of this community as an alternative forum for the community to overcome the low interest in reading in the community. Even though this community only has 10 members, their enthusiasm to spread the literacy virus always resonates and is inseparable from the community's participation in supporting this community through their participation in every program implemented.

The first program which is conducted is Popup library in which a program where the members of Barru Membaca community establish mobile library in crowded centers in Barru. Book traveling is almost the same as a pop-up library, only the difference is that book traveling is held in remote areas in Barru Regency, which is held once every three months, usually every weekend. Book camp is an annual program of Barru Membaca Community, a program that is held once in year, invites literacy activists in South Sulawesi and presents resource persons related to the world of literacy.

Furthermore, the book club is a monthly program and is open for anyone to join and discuss books with different book themes every month. So everyone who comes to the book club is required to bring a book that matches the theme discussed at that time. Everyone is obliged to explain the book he brought. This was committed with the aim of adding insight and interest in reading for those who participated in the reading club. Finally, the weekend class is a program where Barru Membaca community holds classes on the weekends once a month in every month with changing themes. This community will present resource persons according to the theme for that month. This program is free to the public. Meanwhile, on the other hand, this community has approximately 1000 books in its reading house with more than 30 members and 15 volunteers.

3.2. The Forms of Alternative Literacy Movement for Cultivating Reading Literacy in Barru District, Barru Regency

The alternative literacy movement is a space that is created and separated from the dynamics of

bureaucratization and has a goal of developing critical literacy among the community. Critical literacy is conceptualized to see "everyday" life through a new perspective (Anderson, 2016). Critical literacy has shown that literacy can be used to utilize information in the present, in a way that benefits a certain group that wants to destroy or defeat another group. Barru Membaca community has realized this, because every text that is circulated is then believed to have its own purpose.

Critical literacy means that every text, whether in the form of writing to images that are scattered or created, is not something that just happens suddenly, but there is an element of intentionality in the process of making it and contains elements of the ideology of the creator of the text (Prasetia et al., 2022). So to interpret a text, it is required to see the text from a new lens or perspective. One way to change one's beliefs is to increase the intensity of seeing the developments that are taking place, from books to various texts on social media. This critical literacy theory requires learning through instilling high expectations of academic achievement in students, as well as recognizing and appreciating students' cultural competencies. Furthermore, this theory also develops social, political and cultural awareness by providing experience to the wider community, which is based on the concept that they are members of community groups, linking the knowledge base to community groups with text criticism related to power issues, domination relations, and groups (Farida & Putra, 2021). The results of research conducted by researchers are based on observations, interviews and documentation in the data collection process, after the data collection stage is carried out, the researchers then proceed to the data management stage which is then carried out by analyzing data descriptively about how the alternative literacy movement process carried out by Barru Membaca community toward cultivating reading literacy in Barru District, Barru Regency.

3.2.1. The Program Plan of Reading Literacy Cultivation

The program planning to cultivate reading literacy in Barru Membaca community is the initial of process in order to prepare programs that are right on target and have outputs that are felt for the surrounding

community and society (Janks, 2017). The following is an interview with the Captain or coordinator of Barru Membaca community regarding the planning of a reading habituation program in this community. Based on the result of interviews which has been conducted by researchers with several questions posed to informants, that is activist of Barru Membaca community about the plan for a reading habituation program that is carried out in this community showed that there were several problems faced by this community.

The following is an interview with Sulham Irfandi as Captain of Barru Membaca community regarding the program planning carried out to develop reading interest and reading culture among the people of Barru Regency, that is:

“We conducted a survey of the condition of the community and the geographical location of the locations to be visited, especially to run the book traveling program, including preparing all the resources we had because the costs incurred to run the program were independent costs without the help of any party, and then determine what programs only will run, because the new reading movement community has several programs to foster a love of reading, namely pop-up libraries, book traveling, book camps, book clubs and weekend classes.” (Interview with Sulham Irfandi, 12 October 2021).

Furthermore, Sulham Irfandi said that there were no specific criteria set to run a program because Barru Membaca community focused more on developing people's reading interest.

“We do not set certain criteria to plan the program to be run. We look at the conditions and needs of the community regarding what program we need to run.” (Interview with Sulham Irfandi, 12 October 2021).

Regarding the number of collections in Barru Membaca community, there are 1000 book collections. Sulham as the captain said that there is no certain way to determine the number of collections that must be owned by reading houses, but every year they hope that there will be additional types of book collections, all of which can meet the needs of the community.

“If you are asked about the specific way to determine the number of collection materials being held, we

don't have special Standard Operation Procedures here regarding ways to determine the number of books that must be owned, it's just that for every book that will be held, we will definitely check what books just take precedence.” (Interview with Sulham Irfandi, 12 October 2021).

Furthermore, regarding the budget issued by Barru Membaca community, it is uncertain. Because this community does not have permanent donors and is not financed by the government or certain parties, they only rely on donations from book collections from parties who care about developing interest in reading or donations from volunteers of this community.

“We don't have a fixed budget, if there are donations from parties who care about the literacy community engaged in the reading culture segment, we are happy to accept the donation. Outside the island of Sulawesi, you have to send via POS. Then there is an additional fee, that's what makes the lack of book donations today.” (Interview with Sulham Irfandi, 12 October 2021).

Based on the result of the interviews above, it can be concluded that in the planning process, Barru Membaca community first conducted a survey before planning the program. The survey process carried out is to prepare resources and find out the condition of the community where the program will be run. In addition, this community does not have special criteria in holding collections of materials. The most important thing is that the books that are held are in accordance with the needs of the community.

From 1000 collections in Barru Membaca community, there is no certain way to determine the number of collections that must be owned by a reading house, but every year there must be additional types of book collections, all of which can meet the needs of the community. Furthermore, regarding the budget issued by this community, it is uncertain. Because Barru Membaca community does not have permanent donors and is not financed by the government or certain parties, they only rely on donations from book collections from parties who care about developing interest in reading or donations from volunteers of this community. This is often a difficult problem to solve and is always a recurring

problem because some communities engaged in the world of literacy often do not get the attention of certain parties even though what they do is in accordance with the mandate of the opening of the 1945 Constitution, which is to educate the nation's life through empowerment intellectual quality of human resources.

3.2.2. The Program Implementation of Barru Membaca Community

After the program planning process is carried out, the next step that is no less important is implementation. Implementation is the process of carrying out programs that have been planned to support efforts to cultivate a love of reading that is not noticed by the related parties. The form of alternative literacy movement carried out by the new reading community is by carrying out activities that support the improvement of reading culture, especially among young people to the middle class (Breton, 2018). This activity was held in remote villages in Barru District because there was no village library there that could reach the village community more thoroughly. Book traveling is an alternative to the lack of massive village library movement, so that in the future, with the massiveness of this program, there will also be a change in the mindset of the village community, which previously lacked quality reading materials, and then can get quality reading materials as expected.

“We just want people in remote villages to be able to experience a collection of quality books because we understand that the lack of access to quality reading makes them reluctant to read, so we created a book traveling program to bring people in remote areas closer to be able to experience quality reading material.” (Interview with Sulham, 11 November 2021).

Furthermore, the pop-up library program, where the members of Barru Membaca community set up a mobile library using portable shelves in crowded centers, especially in Barru Regency, in every pop-up library activity, it received a lot of attention from the community and asked this activity to continue to be developed. This pop-up library program invites visitors to read on the spot and in between, a reading interest and culture campaign is held and there is also a discussion on

contemporary issues, this program is held once a week and has been running for almost 3 years.

“We also held a pop-up library program to invite the public to increase their interest and reading culture. We deliberately held this program in crowded centers such as in the park of Barru, because that is where the epicenter of the gathering of people is, we want the output of the program to be so that people can realize the importance of reading interest and culture by looking at this increasingly dynamic contemporary situation. So it takes skill to read and see today's conditions and our answer is good literacy skills.” (Interview with Sulham, 11 November 2021).

Nawir, who is the manager of the library at the reading house of Barru Membaca community, expressed the same thing as Sulham regarding the alternative literacy movement offered by Barru Membaca community by bringing people who lack access to collection materials closer together, several programs are also run at the reading house of this community. Barru Membaca community is holding a book club targeting young people. The method used in this program is to invite young people, especially in the Barru District area to come and present the books they have read, this program is usually committed once a week.

“We also held a book club program to invite the public, especially potential young people, to be aware of the importance of increasing interest and reading culture. We want the output of the program so that young people can be aware of the importance of reading interest and culture by looking at the rapidly changing situation. Moreover, Indonesia will soon be faced with a demographic bonus where the role of the younger generation is very much needed with the result that they will be ready for whatever conditions they will face.” (Interview with Nawir, 11 November 2021).

Meanwhile, Seno as a reading house visitor who was met by the researcher gave a statement related to the alternative literacy movement offered by Barru Membaca community that the alternative literacy movement is to promote the book club program for improving reading culture to society, because this is what is lacking in Barru Regency, especially in Barru District. He also believes

that this kind of thing should be committed by the local government, especially through the relevant agencies. In addition, Seno also said that Barru Membaca community also carried out socialization to increase interest and reading culture through the book club program. One example of a campaign to invite people to care about increasing interest and reading culture is by inviting all participants to read books so that reading habits occur. The following are the results of an interview with Seno:

“Activists and managers in Barru Membaca community are conducting a campaign to increase interest and reading culture with a book club program which is held once a week. This program is to attract them to have a good understanding of literacy. Besides that, this book club program is also accompanied by reading books. This is certainly interesting because it invites us to read.” (Interview with Seno, 12 November 2021).

Based on the results of the interviews above, it can be concluded that the process of implementing the alternative literacy movement by Barru Membaca community is by carrying out activities that support the improvement of reading culture, especially among young people to the middle class. As for the activities carried out, namely by holding a travel book, this activity was held in remote villages in Barru District. In addition, the Barru Reading Movement Community also held a pop-up library program, namely establishing a mobile library using portable shelves in crowded centers, especially in Barru Regency. The achievement of this program is that the public can then become more aware of promoting a reading culture.

3.2.3. The Supervision of Program Implementation

Barru Membaca community is also very concerned about the programs that are run to support the improvement and civilizing of reading interest in Barru Regency. This was again conveyed by Sulham Irfandi, he said that the evaluation of existing programs and had been carried out was very concerned because they wanted outputs that were right on target. The results of the evaluation are used as a reference for carrying out further activities. The supervisory function is indeed very necessary considering that there are many shortcomings in the implementation

of each existing program (Karasavvidis & Theodosiou, 2014).

“We are very concerned about the evaluation of each program that has been carried out as an evaluation material from us to carry out the program to increase reading interest in the future.” (Interview with Sulham Irfandi, 12 November 2021).

Barru Membaca community routinely carries out collection checks, where they will check what books have been held every year. However, on the other hand, this is an obstacle for the manager, because the books that have been held are often loaned to the users to take home, when the books are borrowed to take home then often the books are not returned by those who borrow the books.

“We at Barru Membaca community often lend the books we have to the readers who come to the reading house in the hope that they can read the book when they arrive at their respective homes but those who have borrowed books mostly do not return the book.” (Interview with Sulham Irfandi, 12 November 2021).

In developing the type of collection, the managers routinely conduct a survey once a year. This is committed so that it can be seen what the needs of visitors or users who come to reading houses are, to be used as benchmarks in carrying out collection materials when Barru Membaca community receives grants from certain parties.

The direction given by Barru Membaca community for library managers or reading houses is to provide recommendations so that reading houses can develop properly and have been carried out according to planning.

Based on the result of interview regarding the supervision of programs and collections in Barru Membaca community, it can be concluded that the supervision process is a very important activity and should not be abandoned, starting from evaluating the programs that have been run to monitoring each collection of materials in the reading house of Barru Membaca community. This is committed in order to maintain the continuity of the alternative literacy movement promoted by this community.

3.3. Society Response toward Barru Membaca Community

The development of an alternative literacy movement is one of the efforts or efforts to increase interest and reading culture in Barru Regency, especially in Barru District as a form of improving the quality of community development to be better than before. One of the important factors in assessing whether the reading habituation programs promoted by Barru Membaca community were successful or even failed is how the response of the people who became the target or target of the reading habituation program was. The public's attitude towards the reading habituation program began to be felt since the program was implemented (Eyman, 2020). Society involvement in responding to the reading habituation program showed that the level of public acceptance of these programs was very satisfied.

The people of Barru District responded positively to the program to cultivate a love of reading, such as pop-up library, book traveling and book club. The program is considered to provide hope and enthusiasm for the people in Barru Regency. As expressed by the people of Barru Regency, Muhammad Saude.

"I really appreciate the literacy movement run by Barru Membaca community, because the programs they run provide opportunities and enthusiasm for the community in the future to increase their interest in reading." (Interview with Muhammad Saude, 7 December 2021).

The same thing was also stated by another Barru District resident, Rahmat, who said that:

"I really want activities like those carried out by Barru Membaca community to be even more massive here, because such activities provide good for the community." (Interview with Rahmat, 7 December 2021).

From the result of the interview, it was understood that the programs and activities carried out by Barru Membaca community provide new hope for the community in increasing interest in reading so that it will be even better in the future. The program that is made is seen by the community as being able to provide a deeper level of understanding about literacy and is useful for them. Because they understand that with increasing

interest in literacy, it is also followed by an increase in the human development index in a better direction. So without realizing it, the community has its own measure of how to benefit from the programs that have been promoted by Barru Membaca community.

The development of participation in the cultivation of a love of reading that is being carried out encourages the participation of the people of Barru Regency, especially Barru District, which is a very important matter in implementing the program. Because the people of Barru Regency are actually the subject as well as the object of the alternative literacy movement promoted by Barru Membaca community, of course, community participation means that the implementation of the existing and ongoing habit of reading fondness must be able to realize the active role of the community so that the community always has and is partly responsible for cultivating the love of reading. Participation in essence is for the community to participate by providing assistance to improve literacy conditions for the better in the future.

Many people responded favorably by agreeing to an alternative literacy movement policy offered by Barru Membaca community. As with the results of an interview from another community member, Mahmudah, he said that:

"I totally agree with this policy, because it could be able to provide wide employment opportunities for the people here." (Interview with Mahmudah, 7 December 2021).

Likewise, the result of an interview from a young man in Pattalassang Village, Barru District, Chandra, said:

"I agree, if the policy of moving the construction of the new capital provides the welfare of our people here because policies don't always cause harm to the community." (Interview with Chandra, 7 December 2021).

From the result of the interview, it was explained that the program offered Barru Membaca community gave a positive view, due to the efforts to cultivate interest in reading carried out by this community, it was able to open the eyes of the surrounding community to the importance of the literacy movement living in Barru Regency through the implementation these programs.

On the other hand, the existence of a reading habituation program in Barru Regency may be able to provide a bit of community welfare, because the value of a program does not always have a negative impact on the community, except for those who make programs that are not clear with the policy programs they make. The program plan is a plan that provides a positive outlook. Therefore, it is necessary to have a strong encouragement to actively participate in cultivating the love of reading.

4. Conclusion

Based on the results of research and discussion that have been described in previous parts, the researchers conclude that the process of cultivating a love of reading in Barru District, Barru Regency by Barru Membaca community has been carried out independently, efficiently and systematically. It starts from: a) Planning, first in this planning the manager conducts a selection process by conducting a survey to several communities, cadets or staff within Barru Membaca community. The budget used is obtained independently. In providing library materials, the library cooperates with those who care about the literacy movement, if it is feasible to be used as a collection or reference material, this community will use the reference; b) Implementation, by carrying out programs and activities that support the improvement of reading culture, especially among young people to the middle class, the activities carried out are holding book travels. This activity was held in remote villages in Barru District because there was no village library that could reach the village community more thoroughly indirectly. This book traveling also became an alternative from the less massive movement of village libraries, until finally going forward with the massive book traveling. This will change the mindset of the village community, who previously lacked quality reading materials, and can then get quality reading materials as expected; c) Evaluation of programs that already exist and have been implemented are very concerned because they want outputs that are right on target. The results of the evaluation are used as a reference for carrying out further activities. The supervisory function is indeed very necessary considering that there are many shortcomings in implementing each of the existing programs.

The people of Barru District responded positively to the program to cultivate a love of reading. Programs such as pop-up libraries, book traveling and book clubs provide hope and encouragement for the people in Barru Regency, to improve literacy culture, especially reading and realize that the quality of people's lives is shown by the extent to which they understand the principles of science.

However, Barru Membaca community also has obstacles and challenges available, especially in the implementation of each program. The obstacle that is most often encountered is the lack of community involvement in every program carried out for reasons related to the economic aspect of the community, namely at the time of implementation of the program most people who make a living in the agricultural sector do not participate in the program because they have to leave and be in the agricultural sector such as rice fields from morning to noon in the late afternoon. Another obstacle also comes from the boredom factor of the community, especially school children who are usually more interested in playing with their friends than participating in a series of programs from the community. These obstacles are considered as a challenge for the community to make improvements and adjustments between the programs implemented with the interests of the community as well as taking into account the community's free time. So from this phenomenon, Barru Membaca community continues to evaluate and conclude that these things are the obstacles as well as challenges in the future to continue to exist in cultivating reading literacy among the community. This can be the object of further research by further researchers who focus on the strategy of the Baru Membaca community in overcoming these obstacle and challenge.

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