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**LITERATION CULTURE OF STUDENT LITERATURE IN INDUSTRIAL REVOLUTION  
4.0**

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literacy culture plays an important role in the development of a learning society that lives in the global era or is called the current century of creative-innovative knowledge. The history of human civilization proves that a great nation whose people have a high literacy culture. Literacy culture is hampered by the not yet forming mentality of students' reading and writing culture. Literacy culture must be instilled early in students to ingrained for the sake of achieving a superior generation, quality, and have a strong mind and character to face global challenges. Global developments in various scientific disciplines that are felt now certainly must be recognized by all parties, especially in the school environment. The school environment must make literacy culture the first and foremost door to build the progress of human civilization, society, and the Indonesian people. The mastery of literacy culture for these civilizations is important and should receive serious attention to make their lives more developed/modern, meaningful, and advanced both personally, socially, spiritually, and culturally. One of the ways to achieve and make students mentality is literacy culture is through literature. Literature becomes a creative work that has a distinctive or unique style in the use of its language. Literary creative works record a variety of phenomena in the social life of both real and fictitious ones that instill educational values. Through these various advantages, literary works must be used as an effective stimulus to foster a culture of student literacy. Therefore, literature must be used as the basis for the first and foremost doorstep for the achievement of a superior generation of cultural literacy mentality.

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## INTRODUCTION

The development of science and technology in the era of the industrial revolution 4.0 forced humans, society and the Indonesian people to have literacy culture. Literacy culture as a foothold to find out various sources of knowledge and global development globally. This was also responded by the administration of President Joko Widodo with his program of building superior human resources (HR). The program is expected to be able to make people, communities, and the nation of Indonesia creative and innovative to continue to exist on the world stage, not only to be consumptive which makes themselves marginalized. The Ministry of Education and Culture (2017:5) states that to be able to survive in the 21st century, people must master six basic literacy, namely literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, and cultural and citizenship literacy. These six basic literacy aspects become a mandatory dimension to be mastered by humans, society and the Indonesian people. The six basic literacy abilities are expected to form superior and literate human resources in various fields of science and technology.

Literacy culture plays an important role in the development of humans, society, and the Indonesian people who live in a global era or called the age of creative-innovative knowledge. The history of human civilization proves that a great nation whose people have a high literacy culture. Literacy culture can be a milestone in the development of quality human resources, character, and a tough mentality in facing global developments and challenges. Global developments in various scientific disciplines that have been felt now must be realized and literacy culture is the first and foremost door for the advancement of human civilization, society, and the Indonesian people. The mastery of literacy culture for civilization is important and should get the attention of all parties to make the lives of people, society, and modern Indonesian people so that life is more developed, meaningful, and advanced both personally, socially as well as culturally and spiritually according to the times.

The impact of literacy ability that can be felt today is seen with a variety of new knowledge and creativity in the fields of technology, education, employment, even the food and beverage industry with a variety of innovations. This is in line with the opinion of Saryono (2017:6) which states that in a century of knowledge and creativity-innovation, everything rests or is based on knowledge and creativity-innovation, without a pedestal or knowledge base and creativity-innovation that deserves everything will be displaced, marginalized, even displaced. Based on this statement shows that literacy culture must be the basis of the ability inherent in a person so as not to become a human being excluded or marginalized in this global era.

The presence of the industrial revolution 4.0 era encouraged new technological innovations that had a fundamental disruption or change impact on people's lives. The public is spoiled with all the conveniences in innovations that were previously unpredictable and imagined. Unforeseen changes to a phenomenon that will often appear in the era of the industrial revolution 4.0 as it is today. The changes are broad ranging from the world of business, banking, transportation, agriculture, social society, to education. The era of the industrial revolution 4.0, however, is not just about machines and smart systems that are connected. However, much broader scope and spread occur simultaneously which triggered major changes in the world economic system and social structure, thus making the era of the industrial revolution 4.0 fundamentally different from previous revolutions (Schwab, 2016:12). The era of the industrial revolution 4.0, makes humans must have a comprehensive view globally of how technology is changing the lives of people of future generations and how to reshape

the economic, social, cultural, and human context. Therefore, to change lives and be able to keep up with global developments, the Indonesian people must begin to get accustomed to literacy culture.

Literacy culture will be formed if someone's mentality is formed early. This makes it important to develop a literacy culture from an early age through the family, community and school environment to ingrained in a person, especially in students. Literacy culture which is ingrained in students can lead students to become lifelong learners. Also, students can think critically-creatively with stability utilizing a variety of learning resources. Conversely, if students do not have literate culture, it will cause human loss to be swayed by various vortices of knowledge, then hurt success. This is in line with the opinion of Saryono (2017:7) which explains that the capital of knowledge is limited, mediocre, let alone obsolete, a person or group of people will undoubtedly be threatened, marginalized, even displaced from the latest fields of life.

The school environment must commit a literacy culture-based educational ecosystem that focuses on the main goal of preparing quality and superior young generation. This is in line with the opinion of Rokhmawan & Firmansyah (2017:226), as a center of learning, schools must innovate to achieve literacy cultural goals in schools. Literacy culture is not only a rule or a demand in the school environment. But it must be the main goal that is realized consistently. Literacy culture in schools in addition to fostering a love of reading aims to prepare a generation that can compete while accelerating science and technology. Suyono (2011:21) states that literacy has a very important role if the literacy activities are carried out continuously, can condition students to become thinkers, researchers, discoveries of science and technology that are reliable. This indicates that humans, society and the nation of Indonesia must possess superior knowledge and intellectual capital. Conversely, if humans, communities, and the Indonesian people who only have mediocre knowledge capital can be backward, completely defeated, and only as a consumptive.

## **LITERATION CULTURE LITERATION LITERATURE**

Understanding, views, and cultural paradigms of literary literacy are divided into three aspects of translation. This explanation is motivated by differences in understanding, views, and paradigms about literacy culture. This is because of the understanding or view of literacy culture is a combination of cultural theory and literary theory. Therefore, there is a need for a comprehensive discussion which is then harmonized to become a unified general understanding related to literacy culture. The aspects of translation include the literacy paradigm, literacy culture, and the place/position/ role of literature in literacy culture. These three aspects can be described as follows.

### **Literacy Paradigm**

Until now there are various paradigms, taxonomies, and/or literacy categories offered or developed by various parties. The range of literacy paradigms is inseparable from the many views of literacy by the disciplines used. According to Dewayani and Retnaningdyah (2017: 213), the view of the term "literacy" gives new meaning to the way someone understands things. This opinion is in line with Abidin, et al (2018:1) which states that in line over time the definition of literacy has shifted from a narrow understanding to a broader understanding covering various other important fields, including the development of information and technology, as well as analogy changes.

The emergence of a new paradigm about literacy cannot be separated from the disruption that changes the new order in society. The era of disruption has begun to be responded seriously by educated circles since 2017 especially in the new literacy paradigm. This is consistent with the opinion of Yang, et al (2018:62) which states that educators need to develop a new view of the literacy needed in the digital age to face global challenges in the world of education. Sarno (2018:5) states that all of that indicates that literacy is the epicenter of development, even the advancement of various fields of culture and civilization life both in ancient, past and present times.

Based on the new paradigm, literacy is not only focused on the concept of 'literacy' or 'understanding'. The meaning of literacy or comprehension has a broad meaning. Multnomah, et al (2016:3) state that literacy is the ability to read or write or literacy, the ability to integrate listening, speaking, reading, writing and thinking, the ability to be ready to be used in mastering new ideas or how to learn them, the ability to support their success in academic or social environment. This is in line with the Ministry of Education and Culture (2017:6), the current context of literacy means not only the ability to read, write and count, but also to be aware of science and technology, finance, culture and citizenship, critical thinking, and sensitive to the surrounding environment. The statement was strengthened by the Law of the Republic of Indonesia Number 3 of 2017 Regarding Bookkeeping System Article 1 states that literacy is the ability to interpret information critically so that everyone can access science and technology as an effort to improve their quality of life. Based on this opinion literacy can be interpreted as critical-creative thinking skills that are supported by the ability to read and write in various disciplines to improve the quality of life.

The current development of literacy is more interpreted as a social practice of society to change one's life for the better. According to Street (2003:77), in the new tradition, the focus of literacy is not much on the acquisition of skills but considers literacy as a social practice. The statement is in line with the opinion of Dewayani and Retnaningdyah (2017:144) which states that literacy is an ability or skill and social practice that brings one's life to the social level. Based on these two views the literacy paradigm is more a social tactic of the community.

The ability of literacy as a provision of young people (students) in achieving every goal of life. Literacy is not only focused on the ability to read and write texts. According to Dewayani and Retnaningdyah (2017:9), literacy is not only meant as a set of mechanistic skills related to reading and writing, but as a social practice accommodating moral values, cultural experiences, and ideological interests that affect one's interaction with the text. Therefore, the responsibility of educational institutions is to develop those aspects which are not only focused on students' cognitive abilities. Educators must have a strategy that is adapted to the current context that is more social, aspects of language, and psychological aspects as provisions for students in social life.

### **Literacy Culture**

The concept of literacy culture is taken from the concepts of cultural theory and literary theory. That is because the concept of literacy culture of two words that have different meanings and meanings, but complement each other. Kimberly (1975:662) explains that a culture is an act that is done repeatedly without coercion. Literacy culture cannot be formed naturally but there is a process of habituation of learning which is applied repeatedly. Therefore, habits can be fostered and developed in the school environment. Culture can be formed through two elements that are always related, namely the process of habituation and inheritance or inheritance from birth or

birth. Sugar (2011:30) states that the process of inheritance can take place through a social transmission called the teaching-learning process, while the maintenance takes place through the process of creation. The learning process becomes a process of inventing or growing a child outside its womb, while the process of inheriting instinctual behavior patterns is a process of uterogestation (Dyson, 1997:23-25). Both statements show that in forming a culture or culture can be done through children still in the womb until the child has been born and learn through the environment.

Knowledge acquisition is also based on the stimulus then followed by a response. The repetition process gave rise to cultural habits. Habits are obtained through repeated practice, while the innate process that is carried out from birth is not a habit but a system governed by a set of rules (governed) in the environment. When associated with culture, the process of habituation and innate behavior is influenced by birth. There are two ways to classify behavior, namely structurally and functionally. Structurally, the behavior is analyzed in terms of form, while functionally behavior is analyzed according to the child's responsiveness to the presence of stimuli and the environment that influences (Pierce and Cheney, 2004:27).

Literacy culture is an important part of learning activities in schools. Based on the concepts of cultural theory and literacy, the notion of literacy culture can be interpreted as a set of habits or individual behavior that is patterned and deeply rooted in a person related to literacy activities. According to Haryati (2014), literacy culture is a habit of thinking followed by a process of reading and writing, where the result is the creation of a work. This opinion is in line with Adji (2016:64) states that literacy culture is related to reading and writing habits. Habit means related to something that is cultivated so that it becomes a habit. Writing habits related to reading habits.

Literacy culture stems from the abilities that exist in each individual in a community, such as a student in a school. Literate students will have fun, passion, or love of literacy activities, so that in growth and development through habituation, development, or learning, that ability will become a habit in their lives. Suyitno (2017:31) explains that students who have a high level of literacy can better recognize life, utilize, and develop culture. Based on these opinions students are required to have high literacy and creativity from the knowledge they have through their culture. Also, literacy culture is able to shape the character and attitude of student independence to improve the quality of life.

Literacy culture in the learning process at school is related to how students behave and behave through patterned literacy activities. Dewayne and Retnaningdyah (2017:114) state that literacy culture in schools is defined as a set of norms and values that underlie the educational process in schools which is the basis of how students in schools must behave and behave literally. Norms and values that are inherent in students, make it as a guide and encouragement in cultural literacy behavior. Literacy culture that is inherent in students makes it creative-innovative and has solid and superior knowledge.

### **Place / Position / Role Of Literature In Literacy Culture**

Literacy and literature are interrelated and hand in hand. In summary, the term literary concepts, especially Indonesian literature, means writing or reading so that literary (works) are directly related to literacy, the tradition of reading and writing, and critical-creative thinking skills. This is in line with Saryono (2019:52-53) which states that literary terms and concepts in Indonesian literary literature are equivalent or even the same substance as literary terms and concepts (in English), literature (in German),

and literature (in French) all of which characterize Latin literature which means literature / writing / reading - which further implies and prerequisites the meaning of literacy, the tradition of reading and writing and then critical-creative thinking. Based on this opinion, the place or existence, especially Indonesian literature, have the clarity and certainty of the place and role or function of literature in the lives of civilized people, society and the nation of Indonesia.

Maryam et al (2013:217) state that literary literacy is a movement to introduce and encourage people to like literary literacy, so how one's understanding of literature, including literary readings, is meant by "literary literacy". Therefore, literary literacy can be interpreted as a set of creative critical thinking skills that are supported by literacy skills in the field of literature. Through its development, literary literacy is also interpreted as a condition of literacy (Nurchahyo, 2012). The meaning of literacy, that is, someone can interpret, access, and utilize or use intelligently the knowledge obtained through literary reading to contribute to himself and the environment. Therefore, literature in its capacity as learning content and a part in learning must be synergized with GLS. The alignment is to enhance the role of literature as a forum in fostering literacy culture.

Piscayanti and Wedhanti (2012:163), stated that literature is a reading that is unique because it provides an interesting imagination for students. That is because literary works are always accompanied by stories that arouse children's imagination and contain certain moral messages through beautiful language. Knowledge in literary works can continuously foster interest in reading for students. Students who have an interest in reading are not only interested in reading literary works but are also interested in reading various other works even though the nonfiction works do not have an interesting plot like literary work. This is in line with the opinion of Wardani (2016:280) reading habits taught to children from an early age can cause children to be always interested in reading. Also, by reading literature can increase the sensitivity of feeling, critical in thinking, and sharpness of attitude, and able to become creative-innovative learners.

Literature was born of the urge of humans to express themselves about human problems and humanity in their environment. Rusyana (1979:10) explains that literature contains moral messages, educational values, religious values, and humanists. This can be integrally referred to as the meaning of literacy learning. This is important to learn since all this time learning literature is only used as a complementary or additional element in the content of Indonesian Language subjects, so that students' understanding of literary works is not optimal. As a result of literacy learning that is less than the maximum and should be able to encourage the culture of school literacy instead does not run according to learning objectives. Steps to foster a culture of literary literacy in schools can be synergized with the GLS formed by the government. The step is aimed at the success of schools in fostering literacy culture. Through reading, literary works students are expected to slowly grow reading fondness. The fondness of reading through literary works is expected to be able to familiarize students with reading works that are not fixed by fiction but also nonfiction.

Schools must always conduct new studies and innovations so that literature can become a strategic forum as an effort to foster a culture of literacy sustainably. The process of developing literacy is carried out by developing cognitive abilities, analysis, synthesis, evaluation, and creation through a direct study of social conditions by using the ability to think carefully and critically (Permatasari, 2015:154). The process of understanding the young generation of social phenomena with direct recognition

adapted to the development of the latest science and technology. The development of science and technology must become a momentum and motivation of educators in introducing literature as the spearhead of the development of superior human resources in facing the challenges of the current 4.0 industrial revolution.

## **PROBLEMS AND SOLUTIONS**

Literacy culture still experiences obstacles in Indonesian society. These constraints, namely the not yet forming mentality of reading culture. This is in line with the opinion of Shofaussamawati (2014:48) which explains that the problem felt by the Indonesian people is the existence of research findings and observations which show that the reading interest of Indonesian people is still low. People are already familiar with the culture of listening and seeing this because it's easier to remember. In addition to the low public interest in reading, formal education institutions are also not much different. Ismail (2003) states that the culture of reading among Indonesian students is still very low, especially students. This opinion is also proven by the results of the measurement of student literacy reading by PISA in Indonesia which shows that it is still low. This is evidenced from the 2015 PISA results released by OECD (2016: 4) on Tuesday, December 6, 2016. OECD (2016:4) states that Indonesia is ranked 64th out of 70 countries. Although the points show an increase from 396 points in 2012 to 397 points in 2015, Indonesian students still need to improve their rankings by cultivating literacy.

Naibaho (2007:6) explains that various factors suspected as the cause of the low culture of student literacy are reading habits considered as the main and fundamental factors. Reading becomes a very important aspect of human life and requires an understanding of reading. Kintsch & Kintsch (2005:7) states that the process of understanding reading is not simple. If this is not considered, it can weaken human resources and the competitiveness of the nation in increasingly competitive global competition. Someone can be said to be able to compete with other nations if they have knowledge and skills that are qualified. Knowledge and skills are obtained from knowledge, while knowledge is obtained from reading activities.

Seeing the low interest in reading and writing students in Indonesia, the government in 2015 made a policy through the Minister of Education and Culture (Permendikbud) No. 23 of 2015 concerning the Growth of Characteristics as an effort to establish a literacy culture. The Permendikbud is contained in the National Literacy Movement (GLN) which aims to cultivate literacy starting from the families, schools, and communities of Indonesia. The Ministry of Education and Culture (2017:3) states that the National Literacy Movement is an effort to strengthen the synergy between the main units of the literacy movement by gathering all potentials and expanding public involvement in developing and cultivating literacy in Indonesia. In the school environment, the movement is called the School Literacy Movement (GLS). The Ministry of Education and Culture (2016:2) states that GLS is an overall effort made to make schools a learning organization whose citizens are literate throughout life through public engagement.

Government efforts to overcome these obstacles include teachers being required to carry out literacy agendas in class in the form of reading activities of at least 15 minutes at the start of learning by asking students to write reading journals, assigning students to produce various texts that are adapted to basic competencies in the syllabus, and encouraging students to visit the school library a minimum of two hours of study in one semester. Based on this, it is clear that the government is very serious in

implementing the school literacy program to eradicate the lazy disease of reading and writing experienced by the Indonesian people.

The school literacy movement can be categorized as not fully implemented by the school. There are still many schools that are not ready or even reluctant to apply the government's instructions (Kurniawan, et al: 2017). Therefore, to build a culture of literacy in schools several elements must be fulfilled. Ministry of Education and Culture (2017:10) which explains that the building blocks of literacy culture in schools include five aspects. (1) the amount and variety of reading material, (2) the frequency of borrowing reading material in the library, (3) the number of school activities related to literacy, (4) there is a school policy regarding literacy literacy, (5) the number of works (written ) produced by students and teachers, and (6) there is a literacy community in schools. These six elements, if they go according to their goals, can foster a culture of literacy in schools.

One of the ways to foster a culture of literacy in schools is by providing interesting and up-to-date reading material. That is because to build literate students the determinants of reading material both print and audiovisual. High reading interest, supported by the availability of quality and affordable reading material, will encourage reading and writing habituation, both at school and in the community. As the development of the science and technology of reading which was previously identified with books or print media, then in this day and age is completely digital. Reading is no longer focused on reading paper because all the latest information is available in cyberspace/internet and other electronic media. The more easy the media to obtain reading information is that the literacy culture should be applied early on and become an absolute necessity and ingrained in everyday life, especially learning activities at school.

The school environment must synergize and run government regulations through GLS and GLN. The Ministry of Education and Culture (2017:2) explains that the purpose of the school literacy movement, in general, is to develop students' character through the culture of school literacy which is intended in the school literacy movement to become a lifelong learner. These goals can be achieved if the culture of literacy in schools is accustomed early on to students' culture of reading, critical thinking, writing, and skillfully utilizing a variety of sources of knowledge in print, visual, digital and auditory forms. According to Hasanah and Sholihah (2017:83), literacy culture can change the social, cultural, and economic changes that are applied early on. Also, students who are already literate are quickly able to process and filter various knowledge learned for their various needs. This is in line with the opinion of Suyono (2011:19) which explains that the activity of searching, processing and utilizing information appropriately for various needs is very important in a life filled with challenges and competition.

Literary literacy can be used as a solution as a shaper of student literacy culture. Literature becomes an interesting learning case because the use of language in reading has different, beautiful and entertaining delivery methods. Hasyim (2011) explains that literature is also part of art that seeks to display the values of beauty that can be used as entertainment. Literary works in addition to providing entertainment for readers also instill educative, social, cultural, and religious values. Besides that, literary works are also a vehicle for the development of personality and the formation of student characters. Also, literary works present the culture of the community and have educational values that can change one's mindset. This makes literary works have more value in changing students' thinking patterns to foster literacy culture.

Building schools with a literacy culture is not only individual responsibility, but a comprehensive effort involving education stakeholders (teachers/education personnel, students, school committees, parents or guardians of students, school supervisors, local education offices, literacy communities) and the community as part of the education ecosystem. All these components must synergize with one another supported by an adequate collection of reading the material in the library, supporting dexterities and infrastructure, reading activities become routine, schools hold various literacy activities, and there are various literacy discussions with artists or writers' gatherings. This shows that to improve quality human resources (students) and be able to keep up with global developments, the main basis in fostering a culture of reading and writing. Literate students can be knowledgeable, creative-innovative, high-achieving learners and can compete in the global era. Therefore, schools or educational leaders must concoct steadily to a culture of literacy to ingrained in students.

## CONCLUSION

Global developments in various scientific disciplines that have been felt now must be realized by humans, society and the Indonesian people. Literature culture which is the first and foremost doorstep for the advancement of human civilization, society, and the Indonesian people. The mastery of literacy culture for civilization is important and should get the attention of all parties to make the lives of people, society, and modern Indonesian people so that life is more developed, meaningful, and advanced both personally, socially as well as culturally and spiritually according to the times. The results of literacy culture that can be felt today can be seen with a variety of new knowledge and creativity in the fields of technology, education, employment, even the food and beverage industry with a variety of innovations. Knowledge and creativity can be mastered or possessed well when the human being concerned possesses strong and steady literacy. Without proper knowledge and creativity, all things will be displaced, marginalized, even displaced and become mere consumptive.

The era of the industrial revolution 4.0 must be a global reflection or comprehensive view of how technology is changing the lives of people of future generations and how to reshape the economic, social, cultural, and human context. The development of science and technology must be a motivator for educators to make literature as the spearhead of the development of superior human resources with a literacy culture mentality. Building the culture of student literacy is not an only individual responsibility, but a comprehensive effort involving educational stakeholders supported by the availability of reading material, facilities, and infrastructure in the school environment, reading and writing activities become routine, and schools hold various literacy activities or activities. Therefore, all aspects must be fulfilled to achieve a superior generation of solid literacy culture in facing the development of science and technology as well as global challenges to improve the quality of life and be able to contribute to human civilization, society, and the Indonesian nation on the world stage.

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