Building Students' Reading Habits:
The Role of Librarian in School Literacy Movement
in Aceh, Indonesia

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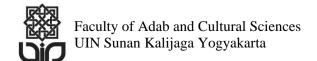[1*]ruslan.ruslan@ar-raniry.ac.id

The school literacy movement launched by the Indonesian government since 2015 has been changing the dynamics of student learning in schools, especially improving reading habits. This paper examines the role of librarians in developing students' reading habits in the school literacy movement in Aceh, Indonesia. This study uses a qualitative method by taking data through interviews with key informants from school librarians and other school stakeholders. The results of the study concluded that the role of librarians in developing students' reading habits in the school literacy movement was making available collections for reading, facilitating to writing competitions, empowering and regulating the "reading corner" responsible in each class, arranging literacy ambassadors in schools, controlling and assisting students in reading and writing time, replacing teachers who have not arrived in the first hour of class when reading activities are carried out.

Keywords: School Librarian; School Literacy Movement; Reading Corner, School Literacy Ambassador.

1. INTRODUCTION

Educational institutions in Indonesia at this time, have been facing major developments and challenges along with population growth, the development of information technology and the demand for quality human resources. One important aspect in increasing human resources in educational institutions is literacy. In the context of primary and secondary education, since the enactment of the Regulation of the Ministry of Education and Culture, Republic of Indonesia (Permendikbud) No. 23, 2015 concerning the School Literacy Movement (SLM), various schools have been implementing various activities directed at efforts to increase literacy for their students. These activities aim to increase reading interest and develop students' reading skills, including skills in writing and the ability to search, select and gather information that is appropriate and relevant to the interests of students. Based on the regulation (Laksono, 2016, p. 1), one of the minimum activities that schools must carry out for the implementation of the School Literacy Movement (SLM) is that school management sets aside 15 (fifteen) minutes periodically for reading habit as part of the growth of character. In addition, in order to succeed at this minimal activity, schools and their stakeholders must have the same perceptions and understanding of the principles, implementation and management of reading programs for students.

In an effort to encourage and motivate the implementation of the School Literacy Movement (SLM) in Indonesia, the government since 2016 has given awards to the leaders of the municipality or district who are carrying out literacy movement activities in their regional schools. Some of the districts that received the award were Bireun and southwest Aceh. These districts are considered successful in making efforts to encourage schools to implement

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the School Literacy Movement in accordance with instructions from the ministry of education.

Based on preliminary data findings from this study in several junior and senior high schools that are planned to conduct literacy activities in Bireun District, Aceh Province, especially in SMP 2 and SMA 1 Bireun. Both of these schools have implemented a reading program 15 (fifteen) minutes before entering school and other activities related to increasing student literacy. In practice, literacy activities in schools are inseparable from the role of librarians in providing various reading materials and sources of information for the benefit of the development of student literacy. Librarians are technical personnel who manage libraries, both from the services provided, and the programs that they do.

The position of the school library has a strategic position as a means and media in supporting the learning process activities. With this position, it can encourage the role of librarians and stakeholders in schools in maximizing the purpose and function of libraries towards improving the quality of education and literacy. The library not only has a role as a means of teaching and learning activities, but also as a means of simple research, the provision of reading material to increase knowledge, and a place for healthy recreation, on the sidelines of routine learning activities (Laksono, 2016, p. 47). The role, tasks and functions of the school library are based on three main activities that contain the collection, processing and dissemination of various forms of information relating to education to students and teachers (Yusuf & Suhendar, 2007, p. 7).
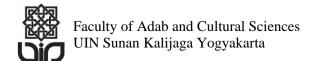
In addition, the school library also has four general functions. First, the meaningful educational function of all facilities and facilities available in the school library, especially the collections owned, must help students to learn and gain basic skills in transferring knowledge concepts. Second, the informative function is to strive to provide library collections that are informative, especially information relating to the interests of students and teachers. Third, the function of creation with the availability of collections in libraries that are lightweight. Fourth, the research function by seeking a collection of school / madrasa libraries can be used as a reference material or source that helps users to carry out simple research activities (Yusuf & Suhendar, 2007, p. 4).

With the function of the library, librarians as managers of information resources in schools should have a strategic role in supporting increased learning and activities to increase student literacy in schools. The functioning of the school library and the role of the librarian in the school literacy movement will have an influence on efforts to build students' reading habits in the school environment.

This paper examines the role of libraries in developing students' reading habits in the school literacy movement in Aceh, Indonesia. This paper is expected to explore important aspects of the forms of role of librarians in developing students' reading habits, especially in realizing the school literacy movement.

2. LITERATURE REVIEW

Based on bibliographic research, the study of the School Literacy Movement and its relation to school librarians and reading habits is a new study, especially in Aceh province, Indonesia. The study of previous studies, focused more on specific aspects of literacy, information literacy issues, digital literacy, media literacy, and other combined literacy topics. Other research also emphasizes studies related to the activities and implementation of the literacy movement in schools. Starting from elementary school level, until high school level.

3. THEORITICAL FRAMEWORK
3.1 Concept of Literacy and School Literacy Movement

Word of literacy comes from English, "literacy", which means the use of social, historical and cultural situations, and cultural practices in creating and interpreting meaning through texts. Literacy at least requires an unspoken sensitivity about the relationships between textual conventions and the context of their use and the ability to reflect critically about these relations. Literacy requires a range of cognitive abilities, knowledge of written and oral languages, knowledge of genres, and cultural knowledge (Kern, 2000, p. 16) .
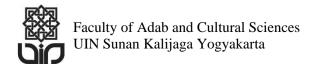
Meanwhile, according to Reitz (2017), literacy is the ability to read and write. Literacy is functionally related to the level of expertise to read and write that is needed to adequately address the daily lives of adults. The opposite of literacy is non-literacy (illiteracy), which is the inability to read and write. The average literacy rate of a country or region is usually marked by the percentage of adult citizens who know how to read and write.

Based on the Prague declaration in 2003, literacy also covers how a person communicates in society. It also means that social practices and relationships are related to knowledge, language and culture. The UNESCO Declaration also states that information literacy is also related to the ability to identify, determine, find, evaluate, create effectively and organized, use and communicate information to overcome various problems. These abilities are very important for each individual to have as a condition for participating in the information society and are part of the basic human rights regarding lifelong learning (Wiedarti & al, 2016, p. 7).

The School Literacy Movement or SLM is an effort that is conducted thoroughly and continuously to make schools a learning organization whose citizens are literate for life through public engagement (Kemendikbud, 2015, p. 3). This movement strengthens the character growth movement, as mentioned in Minister of Education and Culture Regulation No. 23/2015. One of the activities in this movement is "15 minutes of reading non-learning books before the start of learning". This activity contains the values of character, knowledge of local, national and global wisdom which are conveyed according to the stage of development of students (Wiedarti & al, 2016, p. ii).

The general purpose of this SLM is to develop students' character through the culture of the school literacy ecosystem which is realized in the School Literacy Movement. Therefore, they are expected to become lifelong learners. In addition, specific objectives of SLM are "fostering a culture of literacy in students' reading and writing at school; increasing the capacity of citizens and the school environment to be literate; making schools a fun and child-friendly learning park so that school residents are able to manage knowledge; maintaining the continuity of learning by presenting various reading books and accommodating various reading strategies (Wiedarti & al, 2016, p. 6)".

The literacy component according to Clay, as quoted by Wiedarti (2016, pp. 8-9) consists of several literacies. First, early literacy, which is the ability to listen, understand spoken language, and communicate through images and spoken formed by his experience of interacting with his social environment at home. The experience of students in communicating with their mother tongue becomes the foundation of the development of basic literacy. Second, basic Literacy which is the ability to listen, speak, read, write, and count relating to the ability to analyze (calculating), perceive information (perceiving), communicate, and describe information (drawing) based on personal understanding and conclusion. Third, library literacy, among others, provides an understanding of how to distinguish between fiction and nonfiction reading, utilizing reference and periodical collections, understanding the Dewey Decimal System as a classification of knowledge that makes it easy to use the library, understanding the use of catalogs and indexing, to having

knowledge in understand information when completing a paper, research, work, or solve a problem. Fourth, media Literacy, the ability to know various forms of different media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use. Fifth, technology literacy, which is the ability to understand the completeness that follows technology such as hardware, software, and ethics and etiquette in utilizing technology. This also includes the ability to understand technology for printing, presenting, and accessing the internet. In practice, also understanding using a computer (computer literacy) which includes turning on and off the computer, storing and managing data, and operating software programs. In line with the flood of information due to current technological developments, a good understanding is needed in managing the information needed by the community. Sixth, visual literacy which is an advanced understanding between media literacy and technology literacy, that develops learning abilities and needs by utilizing visual and audio-visual material critically and with dignity. Interpretation of visual material that is unstoppable, whether in print, auditory, or digital (the combination of the three is called multimodal text), needs to be managed properly. However, in this material consist of a lot of manipulation and entertainment that really needs to be filtered based on ethics and propriety.

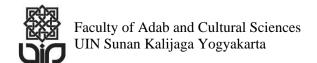**3.2 Stages of the Implementation of the School Literacy Movement**

The School Literacy Movement (SLM) at the high school and junior high level consists of three stages of implementation that consist habituation, development and learning. The program is conducted in stages by considering the readiness of schools throughout Indonesia. Each of these stages has objectives, principles and forms of literacy activities. The purpose and principle of approaching equality, while there are several different literacy activities.

At the high school level, SLM readiness in the habituation stage includes three important things. First, the readiness of school capacity or the physical environment of the school, namely the availability of literacy facilities, facilities and infrastructure available in schools. Second, the readiness of school residents or the social and affective environment, namely the support and active participation of each individual in the school from every high school literacy activity undertaken. Third, the readiness of the academic environment, namely the existence of literacy programs that factually exist and can be implemented by every individual in the school.

The forms of literacy activities at the high school level in the habituation stage are:

1) Read for 15 minutes every day through activities. For instance, the teacher reads a book quote aloud and discusses it, the students read independently
2) Reading books by utilizing the role of the library. For Instance, the school library organizes activities supporting information literacy skills for students. These skills are then applied by students as they work on assignments given by the subject matter teacher who are taught through summarizing or making book synopsis.
3) Guided reading, which is the teacher guiding students to read, can be done in smaller groups.
4) Independent reading, ie students are given the task of reading and pouring out reading points, both openly and guided by questions (Sutrianto & al, 2016, p. 3).

The standard implementation of the School Literacy Movement (SLM) at the junior level is not much different from SLM at the high school level. There are several similarities and differences. The SLM equation is to carry out three processes, namely habituation, development and learning.

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Besides these 3 (three) general stages, for the junior high school level in Indonesia, there are a number of strategic and systematic efforts to make students love literacy culture. The strategic and systematic effort was designed in 10 (ten) simple steps based on guidance from the Directorate of Middle School Development, Ministry of Education and Culture in 2016. These simple steps consist of:

1) Formation of School Literacy Teams in Middle Schools.
2) Learning literacy through reading habit at home.
3) Curriculum must read in junior high school.
4) Literacy based learning in subjects.
5) Know-Want-Learn Table (K-W-L).
6) Read silently.
7) Let's ask about the book.
8) Daily reading journal.
9) Three steps to reading fiction books.
10) Three steps for reading a nonfiction book (Sutrianto & al, 2016, pp. 28-30).

The ten steps cannot be separated from the framework of three stages, namely habituation, development and learning. In the context of SLM at the junior secondary level, the refraction stage consists of 5 (five) steps. First, read fifteen minutes every day at 0 o'clock or other times based on the school agreement. Second, manage the reading angle. Third, one student is a literary book (once a year). Fourth, you must visit the school library. Fifth, read the story (Laksono, 2016, pp. 19-20).

From the description above, it can be concluded that the School Literacy Movement in its implementation is adjusted to the level of education, reading interest and information interests of each school, so that in the implementation there are additional implementations from each school. However, all the practices of the implementation of the SLM aim to increase students' reading interest and reading and writing skills.
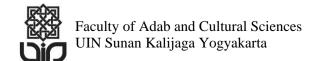
3.3 Concept of School Library and Librarian

School library, which is a library that is located in primary and secondary educational institutions, and is integrated with or from the school as a center for teaching and learning resources in order to support the achievement of educational goals in schools (Tim Perhimpunan Asa Mandiri, 2007, p. 10). In the Republic of Indonesia Law, No. 43 of 2007 concerning libraries, as referred to in paragraph (1), explains that each school library must have a collection of textbooks that are determined as mandatory textbooks in the relevant educational units in sufficient quantities to serve all students and educators (Tim Perhimpunan Asa Mandiri, 2007, p. 12). With these obligations, the library is expected to improve the quality of education that is increasingly developed and developing, so that the library can serve all forms of information needs needed by students (Sutarno & N.S., 2006, p. 37).

The meaning of the importance of the school library, also written in Law No. 20 of 2003 concerning the national education system, which states that the school library is a means of supporting the teaching and learning process in schools (Undang-undang, 2003, p. 2). The law also explicitly states that school / madrasa libraries are run by schools and their use is highly dependent on the efforts of the school, both teachers, librarians and also students.

Likewise in the field of facilities and infrastructure, school library management needs to:

1) Provide instructions for carrying out operational borrowing of books and other library materials;

2) Plan facilities for borrowing books and other library materials in accordance with the needs of students and educators;
3) Open a minimum of six hours a day on weekdays;
4) Completing the facilities for inter-library lending, both internal and external;
5) Providing loan services with libraries from other schools / madrasas, both public and private (BSNP, 2007, p. 25).

From some of these definitions, it can be concluded clearly that the school library is a means of support in the teaching and learning process that is in the school to be further utilized to improve the quality of learning.

School librarians are technical workers who work in the school library. Librarians and library staff generally come from library science education backgrounds. According to Sulistyo Basuki (1991, p. 8), librarians are people who provide and carry out library activities to provide services to users as planned by the parent institution based on library science, documentation and information obtained through education.

In the laws and regulations, librarians are defined as people who have competencies obtained through education or training and have duties and responsibilities to carry out library processing and services (Perpusnas, 2007). From these two explanations, it can be concluded that library staff can be interpreted as people who work in libraries with background knowledge of library science or attend trainings that are in accordance with standards of knowledge about library management.

3.4 Reading Habit

Reading habit is a term that is referred to reading culture or the manner in which an individual organizes his reading activities. According to Parlette in Nitza Davidovitch et al (2016), reading habits are acquired at an early age, between kindergarten and elementary school and a gradual process of learning letters, worlds, sentences, paragraphs, and complete texts. Another author notes reading habit can be measured by reading amount of books, reading frequency and reading motivation (Cesar, 2011).
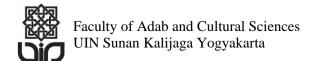
4. METHODOLOGY

This paper is the result of field research using a descriptive-qualitative approach. The main data analyzed from qualitative research comes from a series of words and not a series of numbers. These data are obtained through observation, interviews, documents and others (Miles, 1992, p. 18). Qualitative research is also a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior (Moleong, 1999, p. 9).

The location of this study is a secondary school in Bireun Regency, Aceh Province. Based on the preliminary observations of researchers, there are currently two secondary schools that have carried out the School Literacy Movement, namely State Junior High School (SMPN) No. 2 and State Senior High School (SMAN) No. 1 Bireun Regency.

The data collection techniques in this study were conducted in the form of interviews. Interview technique is a data collection tool by using question and answer between information seekers and the source of information in question (Nawawi, 1993, p. 165). The form of interview in this research is unstructured interview. This method allows the questions asked to the person being interviewed to proceed flexibly, the direction of the questions tends to be more open, focused, so that in-depth information is obtained and the conversation is not rigid (Singarimbun, 1989, p. 15).

The informants interviewed in this study consisted of librarians and school library staff who had a role in the activities of the School Literacy Movement. Other key informants interviewed were school stakeholders who were involved or directly involved in the efforts of

their respective School Literacy Movements, namely the school principal, teacher board and student organization leaders, as well as student leaders involved in the process of literacy activities in schools, both who are in SMAN 1 Bireun, and SMPN 2 Bireun.

Data analysis techniques in this study are interactive by combining several elements of data collection, data presentation, and drawing conclusions. The steps of qualitative data analysis, as Miles and Huberman, are interpreted by data collection from interviews, data reduction which is process of selection, focusing, abstracting, transformation of rough data collected while in the field and continued at the time of data collection. This step also from presentation of data from various types, networks, linkages between activities or tables obtained during research and drawing conclusions by arranging patterns of direction and cause and effect that occur from the results of research (Miles & Huberman, 1992, pp. 15-19).

5. RESULT

The following descriptions are result of field data to answer question research of this study:
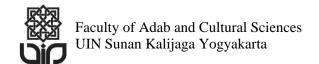
5.1 Role of School Librarian in The School Literacy Movemenet in Aceh

Based on data collection in the field, there are a number of Librarian's roles in implementing of school literacy movement in Aceh, Indonesia (Maryati, Hamdani, & Siti, 2017) First, organizing or striving for the availability of collections for reading. The availability of books in SLM program at SMAN 1 Bireun school is important in building reading habits of students. Therefore, librarians and their staff have an important role in maintaining the sustainability of the activity of providing books in the reading corner of each class and reading corner in places outside the classroom. Librarian of SMPN 2 Bireun, also has an important role to support the availability of books on the reading corner shelves in each class and on reading days every Saturday.

Second, facilitating the race, either monthly or term session and yearly. SMAN 1 Bireun School has various competitions in order to increase literacy and reading interest of students in this school, both conducted every month and every year. The race activities that have conducted are book lover competition and resume writing competition. In an effort to strengthen their references in reading and writing, the library provides books that support this activity. In SMP 2 Bireung, the reading corner in school classes, also is provided by school to improve reading habits of student. In addition, this school has program of Saturday reading and silent reading in class. In order to keep the availability of books, librarian and his staff always ensure the availability of books in every reading corner in the classroom.

Third, empowering and managing the responsible reading corner in each class. Each class has a shelf in the reading corner containing a number of books from the Bireun High School library. In an effort to keep the books in each of the reading corner shelves, the library empowers some students who become literacy ambassadors who represent the class to take part in maintaining and being responsible for the collection, both the condition of the books, and the availability of books on the shelves.

Fourth, arranging literacy ambassadors in schools. SMAN 1 Bireun School has a literacy ambassador team consisting of student representatives in each class. The determination of literacy ambassadors is arranged by the school library in coordination with the school principal and homeroom teacher. This arrangement is not only the name designation, but also the assignment of duties and responsibilities of each literacy ambassador, especially their duties and responsibilities in the school literacy movement. In SMP 2 Bireun, school library staff bring books to each room. Furthermore, the class leader and several students in the class arrange it in the reading corner that is already in each

classroom. The person in charge of the reading corner in the class is the homeroom teacher. Each homeroom teacher records every book the library staff brings to be placed on the reading corner shelf. If a book is found missing from a shelf in the reading corner, the homeroom teacher usually asks students to replace it.

According to students, the availability of books on the class shelves is still insufficient, especially the subject of the books provided. Students tend to like books that are close to their lives as teenagers. For example, fiction books and reference books or encyclopedias. Thus, the collection of books owned by the library and reading corner at SMPN 02 Bireun to be further improved in the future, especially teen fiction and other popular references.

Fifth, controlling, assisting, directing and replacing teachers who have not arrived in the first hour of reading. Daily literacy activities in each class are often constrained by delays in the teacher or homeroom teacher entering the classroom.While students are required to do reading activities 15 (fifteen) minutes before the lesson begins. In overcoming this problem, the library staff seeks to replace the teacher in the classroom, so that the control, assistance and direction in reading activities can run normally.

5.2 Aspects of changing students' reading habits after the implementation of the school literacy movement in Aceh.
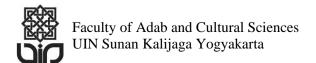
The implementation of the school literacy movement in Aceh has influenced the reading habits of students in Aceh schools. This can be measured by reading amount of books, reading frequency and motivation of reading. In term of reading frequency and motivation, every school in Aceh has implemented literacy activities before the teaching and learning process in school. Daily GLS implementation is realized in the form of reading 15 minutes before starting learning in school. This reading activity is conducted by every student in each class and supervised by each teacher and their homeroom teacher. After reading, students are also required to write a resume of the reading they read. Students get these readings from each literacy rack that students make in each class. The collection on the literacy rack is managed by a literacy ambassador coordinated by the head of the library. Every change of collection on the literacy rack is carried out by the school literacy ambassadors represented by each class.

School literacy ambassadors are a group of students from each class representative whose job is to place books on the reading corner shelves in their classrooms and in the reading corners of school pages. The supervisor of literacy ambassadors is the principal and coordinates with the head of the school library. Every year, members of the literacy ambassadors alternate among students. The involvement of students who become ambassadors of literacy at SMAN 1 also has advantages and disadvantages. As revealed by infoman (Syahrizali, 2017):

"The biggest challenge is getting friends to read and write resumes. With this compulsion, can encourage students to write even though two lines. We are very happy students who made resumes. However, there are also students who don't write resumes, so reading interest is still low. "

While other informant also stated (Saptadestri, 2017):

"Constraints become literacy ambassadors when transporting books. Sometimes finished the midday prayer, forgetting to transport it again to the school library. Finally the book was abandoned on the shelves. Likewise, it is a problem for teachers who come quickly to class, because we are required to bring books from the library to the shelves in the classroom and in the reading corner, often late in entering and can reduce grades. "

Based on the informant's information it can be summarized that the literacy ambassador has an important role in distributing books that will be placed on the shelves, both in the classroom and in the school grounds. Literacy ambassadors also play a role in campaigning for reading and writing resumes of what is read to students in daily literacy in their respective classes.
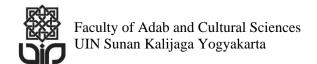
According to the principal of SMAN 1 Bireun, there are 4 (four) sequences of daily literacy activities carried out in class. First, read the Koran. Second, sing the Indonesia Raya song which is led in turns among students. Third, pray. Fourth, read a book. Each student takes a book in the reading corner in each class.

In the view of students, reading activities before class time has changed the culture of reading. From those who rarely read before, they are called to read, so reading becomes something normal and fun. However, the collections that are provided by the library on reading shelves are expected by students to be more fictional or novel. It also includes library opening hours that students expect to be open until the afternoon, so students who have not returned can still take the time to read in the library.

Reading in the school library for one hour is part of SLM program that can improve reading motivation among students. Every week, every student from every class at SMAN 1 Bireun has an obligation to visit and read in the school library. This class activity is usually during homeroom hours, so students with homeroom teachers visit the library together to read for one hour. However, to avoid the accumulation of students in the library, the library staff arranges the arrival schedule of students in each class at the school library, amounting to 26 (twenty six) classes. The steps taken by the school library greatly helped the lack of time students read at school. Especially if the school library hours are open until noon, students who come home in the afternoon and evening also cannot access the school library. In SMP 2 Bireun, school principal strives to provide "reading carts" in implementing the School Literacy Movement. Reading carts are made specifically by schools that can be placed on motorized tricycles and in special places in the school grounds. As stated by the headmaster of SMPN 2 Bireun (Siti, 2017), every Saturday, "reading carts" on the motorbike are used to provide books to be read on the day of reading. Whereas on another day, the "reading cart" was placed on the side of the security guard post, in front of the entrance to this school. The purpose of putting "reading carts" in this post is to spread the enthusiasm of the literacy of parents of students who are waiting at the school entrance, so that waiting time can be used productively to read and stay away from saturation. In addition, this school also conducted silent reading (silently) program for 20 minutes every day (Hamidah, 2017).

Another motivation of reading is activity of synopsis writing competition. This competition is conducted every month as part of literacy movement at SMAN 1 Bireun. This activity was carried out as an effort to encourage students' interest in reading at this school. This form of activity was organized by the library in coordination with the homeroom teacher, literacy ambassador and Indonesian language teacher. Literacy ambassadors have a duty to convey to students to be able to bring a resume of what is read every day to be contested. Furthermore, the resumes collected were handed over by literacy ambassadors to library staff to be further assessed. This assessment was conducted by an Indonesian language teacher at SMAN 1 Bireun. In addition, giving rewards to the best resume writers also encourages more students in reading and writing, so that this encouragement and appreciation fosters a culture of reading in this school.

Based on the assessment of Indonesian teachers, since the resume competition was held at SMAN 1 Bireun, there has been significant progress. First, students' insights become more open with the wealth of readings read. Second, the formation of a habit of writing and summarizing a topic that is read from a book, especially resume writing. Third, students'

fluency in reading and communicating is increasing with the literacy activities at school. From this activity, there have been students of SMAN 1 Bireun who have published their books.

Literacy visit to the library outside the school also empower reading motivation among student. The form of literacy activities at SMAN 1 Bireun outside the school is the implementation of library visits outside the school. This monthly activity has several goals. First, increase students' interest in reading by looking at wider references. Second, compare the internal literacy activities of the school library visited.

According to the head of the SMAN 1 Bireun Library, this activity is usually conducted in the fourth week of every month. Students are chosen to represent each class and at most 30 people in turn. The location of the libraries visited are mostly regional libraries and other schools around the Bireun Regency or the nearest regency. For example the Sukma Bangsa Bireun school. During this visit, students pay attention to the literacy programs implemented and the conditions and atmosphere of the local library. The library most visited during this program was the Aceh Library in the Banda Aceh Municipality. Every student who takes part in this literacy visit is required to make a resume about the information, knowledge and experience obtained by students at the place of visit (Maryati, 2017).
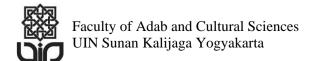
In each term session, the school literacy activities at SMAN 1 Bireun conduct various competitions that lead to efforts to read students' interest. The competition which has been held since the School Literacy Movement was implemented in this school, namely: Read Lover Competitions. The read lover competitions are book lovers competitions aimed at students from each class. Activities carried out in this competition, namely: Ranking 1 (one), Continuous Short Story, and Group Speeches. Each class sends students who love their books to take part in a series of activities in this book lover competition. This activity is carried out by the management of the school literacy ambassadors from each class based on assignments that have been determined by the school library and the principal of SMAN 1 Bireun.

In term of SLM, this school has annual literacy program. Literacy activities conducted in the annual phase at SMAN 1 Bireun are manifested in the form of a "Classroom Literacy Corner Competition." This activity aims to beautify classrooms by adding literacy reading corners. In addition, this activity is also an effort to strengthen and increase students' interest in reading. This activity also encourages the enthusiasm and motivation of the managers and ambassadors of literacy in each class, so that each class together tries to enhance the appearance of shelves and collections in each class.

Based on the researchers' observations, the creativity of the students in each class in decorating the reading shelves is very religious. There are classes that make use of cardboard and cardboard painted against a background of trees and birds that are leaning on tree branches. Cardboard or paper that has been painted is placed or pasted on the back wall of a bookshelf in class. There are also students who add cork (stereo foam) that has been colored and pasted around the bookshelves in the class.

Another change of reading habit among student is existence of School Environment Reading Corner Service. This reading corner service is located under a shady tree in the school yard and some special places created by school leaders to be used as a place to read and gather students. The existence of this school environment reading corner service aims to increase students' interest in reading. These places are usually used by students during recess or other times that are not in class. During recess, students can still access the readings in these reading corners.

Based on researchers' observations, there are 4 (four) reading corner locations in this Bireun 1 Public High School. The presence of a reading corner in the school yard is felt to be beneficial for students in reading and increases students' confidence in reading openly. This

has indirectly formed a reading culture that has an impact on increasing knowledge and information available in schools.

Aspect of book reading amount is also influence in building of reading habit among student. Substitution of books in the basket in the library is one of movements from SLM program in these schools. Each class at SMAN 1 Bireun school has a reading corner which is a small library for students to access the books they are reading. This reading corner includes places outside the classroom that have been specially designed and under the shade in the school yard. Every week, each literacy ambassador replaces the collection in coordination with school library staff to collectively replace new books, so that students do not get bored reading.

Placement and replacement of books on the shelf by the literacy ambassador in coordination with the school library staff, both shelves in the classroom and in the school environment, also has some weaknesses. As stated by the Head of the SMAN 1 Bireun Library (Hamdani, 2017):

"Obstacles to placing books on the shelves. For example, we give as many as 30 books in the corner of the class. Of these, one day 3 books can be lost. In fact, in the beginning of this literacy movement, a week was never lost a book. This case is responsible for one class and the one who is afraid is precisely the person in charge of books in each class. There are also students who admit to taking the book and those who don't. The same thing happened on the bookshelf in a reading garden environment. "

However, the changing and availability of these books can provide enthusiasm, motivation or encouragement for students to read books with different book variations every time. Based on the explanation of the forms of activities described above, it can be concluded that the GLS model conducted by SMAN 1 and SMP 2 Bireun are still at the basic literacy stage.
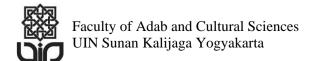
6. CONCLUSION

The role of librarians in developing students' reading habits in Aceh's school literacy movement in Aceh was making available collections for reading, facilitating to writing competitions, empowering and regulating the "reading corner" responsible in each class, arranging literacy ambassadors in schools, controlling and assisting students in reading and writing time, replacing teachers who have not arrived in the first hour of class when reading activities are carried out.

The implementation of the school literacy movement in Aceh has influenced the reading habits of students in Aceh schools. This can be measured by reading amount of books, reading frequency and motivation of reading. Aspects of changing students' reading habits are influenced by literacy activities before the teaching and learning process, a "reading corner" service in each class and school environment, the changing of books in the basket in the library routinely, reading in the school library for one hour every week, synopsis writing competition, literacy visit to library outside the school, book lovers competition, class literacy corner competition and cooperation programs for literacy visits outside the school, silent reading (silently) program for 20 minutes every day, the availability of "reading carts" at school.

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