UHAMKA MARKETING STRATEGY TO IMPROVE STUDENT LITERACY[1]

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ABSTRACT

According to UNESCO, Indonesia world literacy is in second place from the bottom with a percentage of 0.0001%. Some literature says that there are many factors that affect reading interest, including Parents, Motivation, ICT Development, Library Facilities, and Higher Education Curriculum. Based on the literature study results it is necessary for researchers to find out, analyze and re-examine the influence of these factors. This study uses a survey-questionnaire method with accidental sampling technique. The study population was active students at the Pharmacy and Science Faculty of UHAMKA, with a sample of 95 respondents. The analysis technique used is multiple linear regression using SPSS IBT 24.0 application. The results obtained are variables Parents, Motivation, ICT Development, Library Tools. A positive but not significant effect. Unlike the college curriculum which has a positive also significant effect. Simultaneously all variables have a positive effect on reading interest. The study results expected to be input for the Pharmacy and Science Faculty to further improve student literacy. In addition, next research is expected to examine other factors that affect students interest in reading.

Keywords: Student Literacy; Reading Interest; Parents; Motivation; ICT Development; Library Facilities; Higher Education Curriculum

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[1] *How to cite the article:* Rahmawati G.N., Dr. Mirza, Uhamka Marketing Strategy to Improve Student Literacy, IJRST, Apr-Jun 2020, Vol 10, Issue 2, 24-31, DOI: http://doi.org/10.37648/ijrst.v10i02.004

INTRODUCTION

Science and technologydevelopment has an impact on the state through the improvement of human thinking ability. Competition between countries could increased through education, so education should now be directed in developing human resources to compete with other countries. This expectation can be achieved if school education is not only aimed at creating students in cognitive aspects (knowledge), but also improved the way students think. This thinking ability can be achieved through by reading process (Harsiati, 2012) in Abrori (2018). Reading is an activity of gaining knowledge that can improve student skills. Without the studentsknowledge not only obtain the maximum new. Reading skill is one of factors that influences student's scientific skills consistently (Hadi and Mulyatiningsih, 2009) in Abrori (2018).

Based on the research results conducted by UNESCO that Indonesia ranks second from the bottom of the matter of world literacy. Where interest in reading Indonesia is at 0,0001%, which means that of 1000 Indonesians only 1 person determined in reading. This can be interpreted that reading interest of Indonesian people is very low. Besides that, based on the research results conducted by Central Connecticut State University in 2016 stated that Indonesia ranked 60 out of 61 countries in reading interest issues (*www.kominfo.go.id*accessed on November 22, 2019*)*.

The low interest in reading has an effect on Indonesia's educational life in the world eyes. Indonesia's education level in global competition is very low, this can be seen from Indonesia ranking 62nd out of 72 countries in the sciencefield, while in mathematics, Indonesia ranks 64th out of 72 countries (http://news.okezone.comaccessed on November 22, 2019). Low literacy becomes fundamental problem

that has a very broad impact on the nationprogress. Low literacy will contribute to the low productivity of the nation, which in turn leads to low welfare which is marked by low income per capita. Therefore special efforts from the government are needed to increase the level of Indonesian literacy including: (1) Recruiting and improving the quality of teachers in line with the Mucat agreement in 2006, where the target is in 2030 all students by qualified teachers, professionally trained, have motivation, and get support: (2) Addressing nutrition problems as early as possible where the government allocates an education budget of 441 trillion in 2018, some of the funds are diverted to nutrition improvement programs through the provision of added food at school; (3) Building and improving educational infrastructure in the electricity, library, computer lab, and ICT infrastructure improvementform; (4) Re-entering mandatory reading books in this curriculum to ensure the availability of quality reading books for schools; (5) The program carried out by the Ministry of Research, Technology and Higher Education to improve reading among students is a collaboration program between the government and the Tanoto Foundation. The program emphasizes prospective teachers who are considered capable of becoming key figures driving literacy (theconverssation.com). However, the above program has not maximally increased Indonesian literacy reading, especially in DKI Jakarta.

One of the analysis studies of Indonesian literacy reading, especially Jakarta, the author conducted research on students at the UHAMKA Pharmacy and ScienceFaculty in Jakarta about what factors influenced student's reading interest. The author previously conducted a pre-survey of 30 respondents (UHAMKA Pharmacy and ScienceFaculty's students) and the results are in Table 1.1 below.

Table. 1.1 Pre-Survey Results

Students ReadingInterestLevel of Pharmacy and Science Faculty UHAMKA	
Interested	93%
Not Interested	0%
Not Answering	7%
Reading Students Frequency of Pharmacy and Science Faculty UHAMKA	
Every Day	37%

1x A Week	13%
2x A Week	23%
3x A Week	20%
1x A Month	7%
2x A month	0%
3x A month	0%
Never	0%

Interest Type Reading	
Indonesia Books Subject	21%
English Textbooks	5%
Journals	12%
Novels	32%
Magazines	9%
Newspapers	2%
Comics	14%
Others	5%
Media	
Online Reading	56%
Reading Text Books	44%
Visit to LibraryFrequency	
Very Frequently	23%
Frequent	57%
Rarely	17%
Very Rarely	3%
Student Activity in Library	
Borrowing and Reading Books	32%
Working on Tasks	44%
Borrowing Books Only	6%
Looking for Journals	10 %
Reading Final Project (Thesis)	8%
Media Search Information	
Search Engine	35%
Website / Application	25%
Print Media	9%
Electronic Media	3%
Books and Journals	28%

Source: Prasurvey Questionnaire

Based on the surveyresults conducted can be seen at a Table 1.1 shows that the majority of UHAMKA Pharmacy and ScienceFaculty students are interested in reading about 93%. While the frequency number of students doing reading activities every day is 37%. Students like to read, but the type of reading that is often read is not reading that supports their information needs, most of which they read are novels

by 32%. Whereas the interest to read lecture literature books and journal publications, both in Indonesian and English, is very low 21% for Indonesian language books, 5% for English language books and 12% for journal publications. This is because students of Pharmacy and Science Faculty often read online, which is 56%. Regarding the frequency of students visits in UHAMKA Pharmacy and Science Faculty to the library is very rare (57%), while if there is an activity that is often done by UHAMKA Pharmacy and ScienceFaculty students in the library is doing assignments (44%), as well as borrowing and reading books related to the eye lecture (32%). So the results of the pre-survey above can be concluded that the reading interest of students in theUHAMKA Pharmacy and Science Faculty is low. This could be due to the impact of the development of ICT (Information Communication Technology) which influenced changes in information seeking behavior that initially used print media (textbooks) changed in information search through digital media (search enggine, website). This was seen from majority pre-survey results of UHAMKA Pharmacy and ScienceFaculty students use information search through 35% search engine and 25% website or application. There are several programs that have been carried out at UHAMKA Pharmacy and Science Faculty to increase student literacy but have not been successful including (1) Students required to have books every course, but are not necessarily read; (2) Students are required to read the literature in completing process the final project, but in other lecture processes students are not required to read the literature before lectures begin. Based on the survey results above, it is necessary for researchers to conduct research on increasing reading interest in UHAMKAPharmacy and ScienceFacultyby taking into account Family, Motivation, ICT Effects, Complete Library Facilities, and Education Curriculum. These five factors are considered as the biggest determinant in increasing reading interest.

RESEARCH METHODS

The research type is quantitative with survey explanatory research methods. Data were obtained by survey instrument using a questionnaire. This studyused primary data obtained from respondents, namely active students of UHAMKA Pharmacy and Science Faculty through surveys with questionnaires, in addition it was supported by secondary data obtained from relevant agencies and sources.

The study population was active students of Pharmacy and Science Faculty by taking samples using the Slovin formula with a value of e = 10% so that the sample in this study amounted to 95 respondents. The sampling technique used is non probabilistic rather random sampling. The analytical method used is descriptive analysis with multiple linear regression using the SPSS IBT 24.0 application. The multiple linear regression model is explained with the following equation:

$$Y = \alpha + \beta1\ X1 + \beta2\ X2 + \beta n\ Xn + e$$

Description:
Y = Dependent variable.
X = free variable.
α = Constant.
β = Slope or estimated coefficient

Based on the above explanation so that the research model can be seen in the figure below
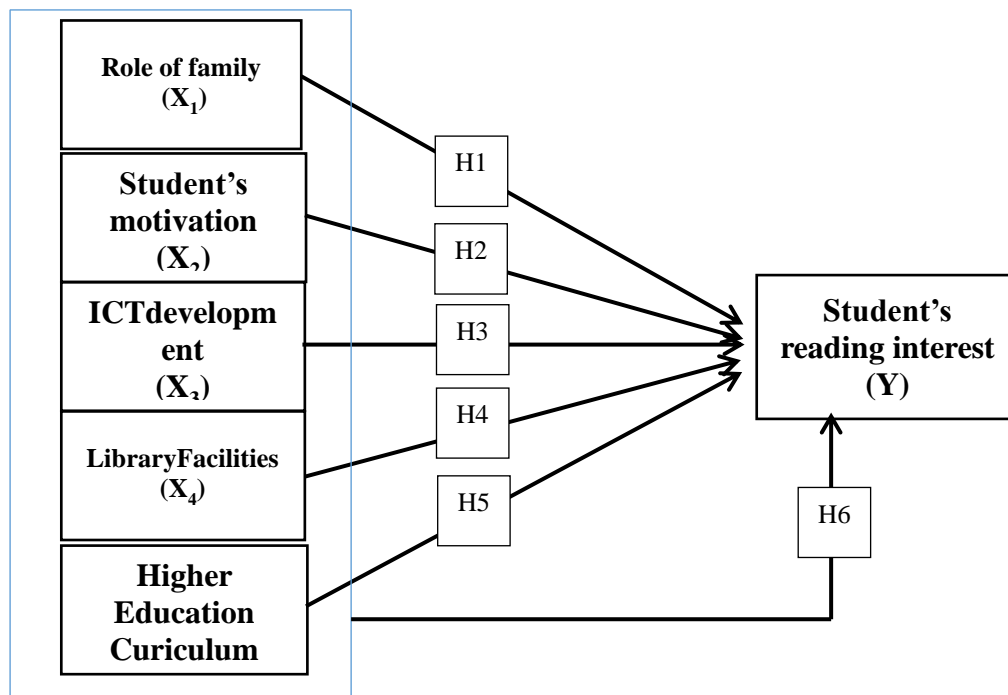

Figure 1.1 Research Model

RESULTS

Respondent Profile

Based on the results of descriptive statistical data about the respondent's profile can be seen in Table 1.2 below.

Table 1.2 Respondent Profile

Information	Frequency	Percentage
Gender		
Male	26	27.36%
Female	69	72.63%
Total	95	100%
Domicile		
North Jakarta	1	1%
South Jakarta	3	3.15%
East Jakarta	42	44.2%
West Jakarta	3	3, 15%
Jakarta Pusat	3	3.15%
Depok	1	1%
Tangerang	7	7.36%
Bogor	3	3.15%
Bekasi	32	33.68%
Total	95	100%
Age		
Less than 18 Years	4	2.5%

18 - 24 Years	80	84.2%
25-35 Years	11	11.5%
Total	95	100%
Status		
Married	4	4.2%
Not/ Not Married	92	94.7%
Widow / widower	1	1%
Total	95	100%

Source:Analysis SPSS 24.0

This research data obtained from 95 respondents who are active students in UHAMKA Pharmacy and Science Faculty. The respondents's gender in this study were 27.36% male and 72.63% were female. Resident dominance is dominant in East Jakarta with a percentage of 44.21% because it is adjacent to the campus area of UHAMKA Pharmacy and Science Faculty, Bekasi by 33.68%, Tangerang by 7.36%, South Jakarta, West Jakarta and Central Jakarta respectively by 3.15%. While North Jakarta and Depok each with 1%. The respondents's age in this study is between 18-24 years, that is 84.2%, 25-35 years are 11.5% and those whose age is less than 18 years are 2.5%. For marital status 4.2% answered they were married, 94.7% single and 1% widowed. It can be concluded that the majority of respondents are women, with a productive age so that they have the characteristics of discipline, diligent, resilient as seen from reading fondness.

Regression Test Results

This study uses linear regression that is partially and simultaneously. Partial test or t-test was conducted to determine how far the influence of each independent variable that the family's role (X_1),Motivation (X_2),ICT development (X_3),Library's Support $(X_4)$and the Higher Education Curriculum (X_5) partially or individually in explaining variabel bound Interest in Reading (Y) by looking at the coefficient β. While the simultaneous test is carried out to find out how far the influence of independent variables, Family (X_1), Motivation (X_2), ICT Development (X_3), Library Facilities (X_4) and Higher Education Curriculum (X_5) together explain variables bound, interest in reading (Y) with Farithmetic. The regression testresults can be seen in Table 1.3 below.

Table. 1.3 Test Results of Multiple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.883	.404		2.186	.031
	Parents	.191	.099	.186	1.924	.058
	Motivation	.178	.091	.187	1.942	.055
	ICT	.028	.045	.051	.630	.530
	Library Facilities	.020	.067	.025	.291	.772
	Curriculum	.339	.074	.426	4.591	.000

2	R^2	.445	
3	Fcount	14.271	

Source: SPSS Analysis Results 24.0

From Table 1.3 above, it can be seen the regression results equation that is generated, namely: $Y = 0.883 + 0.191 X_1 + 0.178 X_2 + 0.028 X_3 + 0.020 X_4 + 0.339 X_5$ which can be interpreted as follows:

1. Constant a = 0.883. If the Family (X_1) Motivation (X_2), ICT Development (X_3), Library Facilities (X_4), Higher Education Curriculum (X_5) are considered zero (none) then the student interest in reading is worth 0.0883 units.

2. Based on hypothesis acceptance terms that is if t arithmetic> t table or (-) t arithmetic <(-) t table or sig value α <α 0.05, so that all hypotheses are accepted. The positive β coefficient value means that if the value of X increases, the Y value will also increase, conversely if the negative β coefficient value means that if the value of X rises, the Y value will decrease.

   a. Family variable (X_1) has sig α = 0.058> α = 0.05 then the Family variable (X_1) has an effect but is not significant. Large family influence on reading interest of 0.191. This shows that the direction of the relationship between parents (X_1) with interest in reading students (Y) is positive with a small effect value.

   b. The motivation variable (X_2) has sig α = 0.055> α = 0.05, so the Motivation variable (X_2) has an effect but is not significant. The value of the influence of motivation variables on reading interest is 0.178 This shows that the direction of the relationship between motivation (X_2) with student reading interest (Y) is positive with a small effect value.

   c. The influence variable ICT (X_3) has sig α = 0.530> α = 0.05, so the Motivation variable (X_3) influences but is not significant. The value of the influence of the motivation variable on reading interest is 0.028 This shows that the direction of the relationship between the development of ICT (X_3) with the reading interest of students (Y) is positive with a very small effect value.

   d. The library facilities variable (X_4) has sig α = 0.772> α = 0.05, so the Motivation variable (X_4) has an effect but is not significant. The

value of the influence of motivation variables on reading interest is 0.020. This shows that the direction of the relationship between the library facilities (X_4)with the students interest in reading (Y) is a positive value effect is very small.

   e. College curriculum variable (X_5) has sig α = 0,000 <α = 0.05, so the Motivation variable (X_5) has a significant effect. The amount of influence is 0.339. This shows that the direction of the relationship between motivation (X_5) and student reading interest (Y) is positive and large.

CONCLUSIONS AND SUGGESTIONS
Conclusions

1. Higher education curriculum factors have the highest influence on reading interest with a value of 0,000 (0.0 percent). This can prove that the role of higher education curriculum in teaching activities has a high influence on the growth of students' reading interest. Therefore, in formulation or curriculum review, UHAMKA management must pay more attention so that the target of students having an interest in reading can be fulfilled

2. The motivation factor has the second highest influence on student reading interest by 0.055 (5.5 percent) so that the UHAMKA management needs to work with people parents, and other parties in order to foster student motivation to read.

3. Parent factor has the third highest influence on interest in reading with a value of 0.058 (5.8 percent). So UHAMKA management needs to take the opportunity to form a positioning strategy in the form of a change of trust in new parents to entrust their children in the hope of changing their behavior towards reading interest.

4. ICT development factor has the second lowest influence on reading interest after higher education curriculum, the value is 0.530 (5.3 percent). So the UHAMKA management needs to create and formulate a new strategy in terms of using ICT for students on campus.

5. Library facilities factor has the lowest effect after the parents factor on students' reading interest

with a value of 0.772 (7.72 percent). The availability of sufficient library facilities can trigger the growth of student's reading interest. So UHAMKA management is expected to have more attention to the improvement of facilities, especially library facilities.

Suggestions

This research is focused on reading interest at the faculty level of UHAMKA only. So that for further research data can be taken at all faculties in UHAMKA. Additionally, based on the results of the R^2 values obtained using multiple linear regression analysis with a value of 0.445 (44.5 percent), so it can be interpreted that this research model is not fit perfectly because below 0.5 (50 percent). So for further researchers need to examine other factors that influence interest in reading in addition to the factors examined in this study. Other factors are gender, friends, language, and teacher.

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