



Traces of Literacy Development in Indonesia the New Order Era: A Case Study of the Library Collection SD Negeri Manyaran 01 Semarang

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Abstract. This research is a socio-political historical study that discusses political decisions as part of the New Order era government's efforts to eradicate illiteracy. The discussion is related to the development of the theme of reading books published in Indonesia during that era. The locus of the research is the library of Manyaran 01 Semarang State Elementary School. The school was historically established as part of the Inpres Elementary School Program. The school's Basic Education Data also shows that the school was established in 1974. The object of the research is the collection of reading books belonging to the library of SD Negeri Manyaran 01 Semarang. The majority of the collections in the school library were published during the New Order era. This finding is very interesting to research. The researcher collected data from various sources about what happened during the New Order government so that the government massively published reading books for elementary school students? Researchers are also interested in examining the themes of reading books in school libraries. Research data was collected from official government websites, scientific papers published in newspapers, and various books. The data were critiqued and interpreted. The information obtained was used as writing material.

Keywords: Elementary School Library, Library Collection, Illiteracy, New Order, Reading Books.

1 Introduction

The illiteracy rate of the Indonesian population after independence in 1945 was very high [1] [2]. This phenomenon occurred due to a combination of discriminatory colonial-era policies, a poor economy, limited educational infrastructure, and traditional values that were less supportive of education. People from low-income groups had difficulty accessing education [3].

The government of the Old Order era had attempted through political decisions to overcome the very high illiteracy rate of the Indonesian people at that time. The political decision made was to launch the Illiteracy Eradication Program (PBH) on March 14, 1948 [4]. Furthermore, Law of the Republic of Indonesia No.12 of 1954 was issued regarding the enactment of Law Nr. 4 of 1950 concerning the Basis of Education and Teaching in Schools for All Indonesia [5]. As an implementation of the Law,

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Presidential Decree No. 224 of 1964 was issued. The policy regulates the establishment of a State Committee to perfect and develop the Panca Wardhana education system [6]. The Eradication of Illiteracy Program of the Old Order era succeeded in reducing the illiteracy rate of the Indonesian population from 90% in 1945 to 40% in the 1960s [7]. The program to eradicate illiteracy in the Old Order era was widely carried out through formal education, but it was not well implemented. An increase in development occurred, but in the international standard the education budget was still low. This is due to the inflation of the rupiah and the lack of effective planning so that the quality of education decreases [8]. Another factor that interfered with PBH efforts was political interference from the Dutch who wanted to regain control of the Indonesian state, as well as various disturbances from separatist movements from within the country [9][10]. Efforts to eradicate illiteracy of the Indonesian population are known to have been continued by the New Order era government.

This research is a socio-political historical research. In relation to this research, the discussion of this research includes what political decisions were issued by the New Order era government to eradicate illiteracy? The second discussion is the themes of what types of reading books were published and filled elementary school libraries in Indonesia during the New Order era? This discussion uses a case study in the library of SD Negeri Manyaran 01 Semarang because the school was established as part of SD Inpres.

2 Methods

Based on the research that has been done, the researcher in compiling this article uses the historical method [11]. This method includes 4 stages, namely heuristics, criticism, interpretation, historiography. The data collected at the heuristic stage are primary sources and secondary sources. Primary sources are library collections of reading books belonging to SD Negeri Manyaran 01 Semarang that were published during the New Order era. Secondary sources are policies related to PBH. Other secondary sources are research results that have been conducted, newspapers, books, government websites. These sources were critiqued internally and externally, then interpreted. The results of the interpretation are used as material for historical writing.

3 Result and Discussion

3.1 Illiteracy Eradication Programs in the New Order Era

The New Order era government continued the education policy that had been pioneered by the Old Order era government. The purpose of education according to MPRS Decree No. XXVII/MPRS/1966 on Religion, Education and Culture is to "form a human being with a true Pancasila spirit based on the provisions as desired by the Preamble of the 1945 Constitution and the contents of the 1945 Constitution". Based on the political concept, the politics of education during the New Order Government refers to the Outlines of State Policy which began to be enforced since 1973 [12].

Since the beginning of the New Order government, the priority of education policy has been to eradicate illiteracy. In 1966, the first illiteracy eradication program inaugurated by President Soeharto was known as the ABC Package Program. This program was less successful because it relied more on the government bureaucracy and did not mobilize the Indonesian community to eradicate illiteracy [13]. Based on the census data from 1971, it was known that the number of illiterate Indonesians was still 32.21 million (40%). In connection with this, the New Order-era government inaugurated the Functional Literacy program in 1972. The targets of the Functional Literacy program were groups of workers in various fields such as agriculture, plantations, factories, and others who were illiterate. They were taught reading, writing, arithmetic, and certain learning skills [14] [15].

The next illiteracy eradication program is to expand learning opportunities in the community. This program is regulated through the Presidential Instruction of the Republic of Indonesia (Inpres). The policy targets children aged 7 to 12 years. This policy was initiated in 1973 through Presidential Instruction No. 10 of 1973 on the Elementary School Development Assistance Program. This policy is renewed every year. The program budget is allocated from the State Budget (APBN) for each fiscal year.

The first assistance provided in 1973 was to build 6,000 SD Inpres buildings spread throughout the country of Indonesia [16] [17]. The Elementary School Development Assistance Program includes classrooms, teachers' offices, libraries, basic textbooks, and children's reading books [18].

Many Indonesians during Repelita II at the end of 1974 were still illiterate, due to high primary school dropout rates, the geographical conditions of Indonesia being too difficult for primary school students to go to school, the emergence of new illiterates,

and the community's view of the importance of education. The government's political decision was to establish a non-formal education program for people aged 10 to 45 who were still illiterate and numerate. This program is called the Learning Group (Kejar) program. The policy basis was the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0151/U/1977 on the Principles of Implementing the Development of Out-of-School Education Programs organized by the Community. This program is known as the Study Group (Kejar) [19]. In addition, there is also the Kejar Paket A program, which aims to provide education equivalent to elementary school for those who are unable to attend formal education. This program is specifically directed at people who have dropped out of school and are illiterate [20].

The Government of the Republic of Indonesia launched the Compulsory Education program for children aged 7–12 years, which began on May 2, 1984 [21]. The plan to organize the first compulsory education was set out in the 1978 State Policy Guidelines (GBHN) as the beginning of the preparation period for Compulsory Education [22]. The education policy of the New Order government became clearer when Republic of Indonesia Law Number 2 of 1989 on the National Education System was issued [23]. The entire education system in Indonesia must refer to the law [24]. The government tried to improve the standard of living of the people by requiring all Indonesian citizens aged 7–12 years and 12–15 years to complete Junior High School (SMP) equally [25]. The implementation of the law is regulated in Government Regulation of the Republic of Indonesia Number 28 of 1990 concerning Basic Education [26].

President Soeharto launched the 9 year compulsory education program on May 2, 1994. The plan for the implementation of compulsory education was set out in GBHN in 1983 as the beginning of the period of compulsory education [27]. This policy was strengthened by the issuance of Presidential Instruction (Inpres) No. 1 of 1994 concerning the Implementation of Compulsory Basic Education [28]. In 1996, the government established the National Movement of Foster Parents (GN-OTA) program to support the Compulsory Education movement [29]. The success of the compulsory education program was marked by primary school participation (SD) increasing from 1.4% to 89.91% at the end of Pelita IV [30]. In terms of the interests of students, increasing the age of compulsory education from 6 years to 9 years will provide higher maturity in the mastery of knowledge, abilities, and skills [31].

3.2 Book Themes of SD Negeri Manyaran 01 Semarang Library Collection in the New Order Era

Based on the explanation in section 3.1. it is known that the existence of reading book collections at SD Inpres in the New Order era was obtained from the implementation of

the SD Inpres Program policy. Manyaran 01 Semarang State Elementary School is located at Jl. WR Supratman No. 178–180, Manyaran Village, West Semarang District, Semarang City, Central Java Province. According to documents and licensing data listed in the Semarang City Basic Education Data, SD Negeri Manyaran 01 Semarang was established on January 1, 1974. SD Negeri Manyaran 01 Semarang was one of the primary schools established through the SD Inpres (Presidential Instruction) project in the New Order era [32] [33].

The researcher collected the entire collection of reading books owned by SD Negeri Manyaran 01 Semarang to be analyzed. The collection published during the New Order era was 2,271. The books were published from 1974-1998. The analysis was based on the Decimal Dewey Classification (DDC). Based on the classification, the themes of the collections published during the New Order era were identified. Therresults of the analysis are shown in tables 1, 2, and 3.

Table 1. Theme of the 1970s Reading Book Collection at SD Negeri Manyaran 01 Semarang

No.	Collection Theme Classification	Year of Publication						Number of Books
		1974	1975	1976	1977	1978	1979	
1.	Decorative Art	√	-	√	-	√	-	5
2.	General Knowledge	√	√	√	√	√	√	59
3.	Value or Attitude	√	-	-	-	-	√	4
4.	Fictitious	√	√	√	-	-	-	63
5.	Fiction	-	-	-	√	√	√	27
6.	Skills	-	√	-	-	-	-	2
Total Number of Books								160

The data in Table 1 shows that the library of SD Negeri Manyaran 01 Semarang during 1974–1979 had six themes in the types of reading books. The theme of the book collection that appears most often is general knowledge. This theme appeared the most because, in the early days of the New Order government, the development of human resources through education began to receive serious attention. The government, through the SD Inpres Program, launched the Elementary School Children's Reading Book Provision Project (PPBASD). This helped encourage the publication of general knowledge-themed books for various groups, including elementary school children [34]. In addition to general knowledge-themed books, in the 1970s also began to appear non-text books (not textbooks) in the form of stories or fiction themes [35].

Table 2. Theme of the 1980s Reading Book Collection at SD Negeri Manyaran 01 Semarang

No	Collection Theme Classification	Year of Publication										Number of Books
		1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	
1.	Decorative Art	-	-	√	-	-	-	-	-	-	-	3
2.	General Knowledge	√	√	√	√	√	√	√	√	√	√	273
3.	Value or Attitude	-	-	-	-	-	√	√	√	-	-	9
4.	Art	-	-	-	-	-	√	-	-	-	-	2
5.	Literature	-	-	-	-	-	-	-	√	√	√	65
6.	Fiction	√	√	√	√	√	√	√	-	-	-	323
7.	Skills	-	-	-	√	√	√	-	√	-	√	27
Total Number of Books											702	

The data in Table 2 shows that the number of books in the library of SD Negeri Manyaran 01 in the period 1980–1989 increased to 702 books. It is known that there are seven themes in reading book collections. In that span of years, the theme of the collection that appears most often is the theme of general knowledge. General knowledge themed books at that time were to support the curriculum, improve the quality of education, and support compulsory programs. [36]. Fiction-themed book collections also often appear. The books are used as a medium to support character education and the moral values of Indonesian children. [37]. Fiction book content introduces and instills social skills in children. Fiction book themes are used to develop interest in reading to children because they can develop imagination and creativity in children.

Table 3. Theme of the 1990s Reading Book Collection at SD Negeri Manyaran 01 Semarang

No	Collection Theme Classification	Year of Publication								Number of Books	
		1990	1991	1992	1993	1994	1995	1996	1997		1998
1.	General Knowledge	√	√	√	√	√	√	√	√	√	442
2.	Literature	√	√	√	√	√	√	√	√	√	954
3.	Skills	-	√	√	√	-	-	√	√	√	13
Total Number of Books											1,409

Table 3 shows that the number of types of reading books in the library of SD Negeri Manyaran 01 Semarang in the period 1990–1998 continued to increase to 1,409 books. Of these books, there were three main themes in the collection of books published in the 1990s at SD Negeri Manyaran 01 Semarang, namely general knowledge, literature, and skills. The general knowledge and literature themes were chosen because the national education policy was to increase literacy and interest in reading among children. The basic education curriculum during the New Order era also included several sciences, namely knowledge and literature. The existence of general knowledge themed

books is useful to complement the material in the lessons and open a broader insight into the world, including technology, ecology, history, geography, religion, and so on.

4 Conclusion

Efforts to eradicate illiteracy in Indonesia after independence have been carried out since the Old Order era. These efforts were not easy to implement due to foreign and domestic interference. The New Order era, the longest period of government in Indonesia's history, gave rise to various political decisions in an effort to eradicate illiteracy. Each policy implementation is evaluated and followed up as the basis for policy in the next fiscal year on an ongoing basis.

Literacy in Indonesia during the New Order experienced relatively rapid development in line with the issuance of Presidential Instruction No. 10/1973 which focused on the Development of SD Inpres. The SD Inpres policy had a major and sustainable impact on the eradication of illiteracy because it became a strong foundation for the development of libraries in elementary schools, including SD Negeri Manyaran 01 Semarang as one of the elementary schools established through the SD Inpres project. A Case study at SD Negeri Manyaran 01 Semarang shows that the library book collection in this school not only reflects the literacy policy during the New Order, but also shows the themes raised at the time. Based on Dewey's classification, it is known that the themes of the collection of types of reading books are decorative arts, general knowledge, values or attitudes, arts, literature, fiction, and skills. The theme of collection is evidence that the New Order government's policy on literacy has influenced the types of reading in the library. Thus, the book collection in the library of SD Negeri Manyaran 01 Semarang is an important trace of the implementation of literacy policy during the New Order which continues to this day.

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