

Students Study Tour for Writing Media: Does It Work?

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Abstract

The study tour to Yogyakarta is an annual activity carried out by several Depok, West Java schools. This activity aims for cultural tourism, nature tourism, as well as refreshments for students. The article focuses on how the use of study tour activities as a medium for writing book manuscripts for junior high school students is correlated with the school's literacy program. The method used is the participatory method, involving 74 students of SMP Negeri 10 Depok. The steps taken were (1) discussions with school partners, (2) nonfiction writing workshops, (3) writing assistance, and (4) an editorial process. School partners support this activity by assigning four teachers as facilitators or accompanying teachers. The nonfiction writing workshop is in the form of a webinar and was held before the study tour. Writing assistance is provided by the team to students both individually and in groups. The finished manuscripts written by students then enter the editorial process, including the editing and graphic design processes. The book *Healing and Exploring Yogyakarta* is the outcome of this activity and will be published by Shinna Media Publishing.

Keywords: Study Tour, School Literacy, Writing Assistance.



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INTRODUCTION

The poll released the results of its survey of the top 7 most desirable domestic tourist destinations on June 22, 2022. The seven places in Indonesia are presented in the following (Jakpat, 2022) Figure 1.

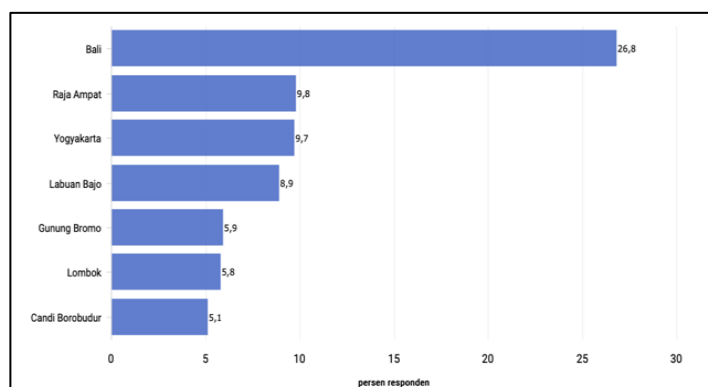


Figure 1. Top 7 local tourist destinations to visit on vacation (Source: Jakpat)

The survey, which involved 1,141 respondents throughout Indonesia, ranked Yogyakarta as the third tourist destination to visit while on vacation. This is based on the view that Yogyakarta is the center of Javanese culture, with many interesting natural attractions, a variety of traditional culinary, cheap and affordable costs, magical atmosphere and romantic, friendly society, and addictive impressions. (Admin, 2022)

The Cultural Tourism Program to Yogyakarta is an annual program organized by a number of schools in West Java, including SMP Negeri 10 Depok. The school stated that cultural

tourism is an effective way to introduce Indonesian culture and instill a sense of love for the motherland. The students also year-over-year look forward to this activity.

Furthermore, the Ministry of Education and Culture initiated the National Literacy Movement (GLN) as the core of the literacy movement in Indonesia. This GLN has three derivative programs, namely the School Literacy Movement, the Family Literacy Movement, and the Community Literacy Movement. As one of the GLN derivative programs, the School Literacy Movement (GLS) aims to build a culture of literacy in the world of education in order to create a culture of reading and writing in the school environment as a manifestation of long-life education (Permendikbud Nomor 23 Tahun 2015).

Studying previous research, many publications raised the implementation of GLS programs in various schools at the junior high school level. At SMP Negeri 1 Gianyar Bali, a teacher develops a culture of literacy and improves student achievement through the "Tali Kasih" program (Bawa, 2020). At SMP Negeri 4 Bengkulu City, 15-minute activities were carried out to read non-learning books, reading journals, library visitor awards, reading corners and study huts, as well as regional library visits (Wirawan, Gumon, & Trianto, 2018). At SMP Pancasila Sungai Kakap, efforts to increase students' interest in literacy are carried out by providing a literacy corner in the classroom and adequate library management for students to study in the library. (Superman, Purmintasari, & Agustina, 2019)

School literacy teams, language teachers, teachers who have an interest in literacy and educational personnel (librarians) are in charge of designing, managing, and evaluating GLS (Retnaningdiah, 2016). Teachers as a profession must keep up with the times. In running GLS, the teacher must be the "kiblat literasi" for his students (Ahmadi & Ibda, 2022). At SMP IT Insan Harapan, South Tangerang City, GLS has not been carried out regularly due to various factors (Widodo, 2020). Furthermore, (Asti & Widiyanto, 2020) at Attaqwa Bekasi Junior High School, there are obstacles to increasing the interest in reading and writing of class students in the implementation of GLS, namely: indiscipline, absence of student habituation, lack of interest in literacy, and weak methods applied by teachers.

Related to the GLS program, 20 schools in Depok city have carried out GLS activities. This GLS is usually done by reading a non-subject book for 15 minutes before the lesson begins. After being read, the students review, respond, and convey what is read to other students can add knowledge, and open insights. (Portal OPD Kota Depok, 2016)

The community hopes that the Depok City Government will not only make this literacy movement only ceremonial but must be taken seriously. Based on the narrative of Wahidah, one of the literacy activists in Depok city, the Depok City Government is quite aggressive in supporting the literacy movement. Ideally, the literacy movement is not only centered in schools, but also in parks, in posyandus, in reading houses that are managed in people's homes and so on. (Kiki, 2018)

Similar to other schools, since 2016, SMP Negeri 10 Depok has also implemented a school literacy program. However, GLS activities are still limited to reading and writing activities only. Being evaluated from the HR aspect, neither students nor teachers have made GLS the culture of their school. In addition, the lack of interest in student literacy and the negative impact of online learning over the past two years have made the school's literacy goals not reach their targets.

Meanwhile, from the infrastructure aspect, the number of non-learning books owned by students is very limited, the collection of non-learning books in the school library is also limited in terms of quantity and quality. This is what makes this GLS not running well. All student writing works only end up in handwriting piled up on the teacher's desk. The school does not yet have the capacity to publish books written by its students.

Literacy assistance is one of the solutions offered, namely with writing workshops and nonfiction book writing assistance. The publishing study program lecturer team has carried out community service with the theme of school literacy assistance at the School of Universe, Parung, Bogor Regency, West Java. The literacy assistance activity involved the children of the School of Universe from the PGTK to junior high school levels. (Nurwicaksono, Suratni, & Amelia, 2019)

In another previous research, explaining the efforts of Prodi Penerbitan at Politeknik Negeri Media Kreatif since 2015, when doing the final project, students are required to make a publishing product in the form of a book with a theme as approved in the final project proposal exam. In this case, students in the form of groups have the opportunity to manage the publishing of products that they produce themselves. Next, other researchers explored the ability of students of the publishing study program to compile fiction books from 2015-2018. (Yuliana, Suratni, & Aziz, 2022)

Vocational education focuses on the composition of more practice. Book publishing is arguably not a promising sector of the creative industries, but as the book quotes is a window to the world, this sector will not be easily abandoned by people (Yuliana & Suratni, 2022). Study program managers use Instagram @penerbitan.polimedia in publishing activities in the Publishing Study Program, including the publication of various books as a product for students' final projects. (Amelia & Akmalia, 2021)

The presence of the Prodi Penerbitan at SMP Negeri 10 Depok is expected to give new enthusiasm in an effort to revive school literacy when the Covid-19 pandemic has not ended. Utilizing activities outside the classroom in the form of cultural tours to Yogyakarta, this article aims to describe the use of study tours as a medium for learning nonfiction writing.

RESEARCH METHOD

This research involved 74 students and 4 teachers of SMP Negeri 10 Depok as well as a research team. It uses participatory methods by following similar research conducted by lecturers of the Publishing Study Program in 2019. The working step consists of (1) Preliminary discussions with school partners; (2) Implementation with (a) workshop nonfiction writing in the form of webinars, (b) study tours and writing assistance, and (c) editorial process; and (3) Evaluation.

RESEARCH RESULT AND DISCUSSION

1. Preliminary Phase

This phase is carried out by visiting school partners, namely SMP Negeri 10 Depok. The goal is for initial communication with school partners, initial discussions with the Teacher as a Facilitator, and early socialization to the students. In visits and discussions with school partners, an analysis of the partner's situation was obtained.

SMP Negeri 10 Depok has been implementing the School Literacy Movement since 2016. The teachers said that students' literacy skills are not very good as a result of online learning. There is a school program, in the form of cultural tourism to Yogyakarta. Based on the analysis of the partner's situation, the research team proposed to assist in writing a nonfiction book based on the experience of a study tour to Yogyakarta.

2. Implementation Phase

a. Nonfiction Writing Workshop

Modules are compiled as reference material for students during school literacy assistance.

Nonfiction Writing Module

Publishing and The Book Profession in Indonesia

- Writing as a Medium of Smart & Wise Learning Therapy
- Book Publishing
- Publishing Process (Editorial Process, Production Process, Marketing Process)
- Books and Types of Books
- Printed Book Quality Standards
- Electronic Book Quality Standards
- Book Profession in Indonesia (Law of the Republic of Indonesia Number 3 of 2017 concerning the Book System)

Basics of Journalism and Photojournalism

- Journalism
- Medium Mass
- Stages of Journalistic Activity
- Sources of Information
- How to Collect Information
- Journalistic Reporting Stage
- Basic Elements of Journalistic Writing
- Chronological Model Journalistic Writing Techniques
- Photojournalism
- Image in Photojournalism Group (Dead Images, Life, Documentation)
- Note: Lighting, Objects, Equipment, and Image Delivery

Nonfiction Works: Writing a Trip Report

- Nonfiction Papers
- Trip Reports
- Nonfiction Writing Tips: Trip Reports

Figure 2. Contents of Nonfiction Writing Module

The webinar was held on Sunday, June 12, 2022 from 3:30 p.m. to 5:45 p.m. using Zoom Meeting method. The school principal Sumarno gave opening remarks. The team researcher, Suratni explained the Book Publishing & Book Profession in Indonesia. Then, Refi Yuliana explored Basic Journalism and Journalistic Photography. Last, Putri Surya Cempaka gave Nonfiction Writing Tips.

The webinar was held before the students went on a cultural tour of Yogyakarta. The students wrote down their experiences and journeys following the templates that were already shared at the time of the webinar.

b. Study Tour and Nonfiction Writing Assistance

Study tours or cultural tours will be held on June 14-18, 2022. The team also participated in the study tour to get an overview of the implementation of cultural tourism activities as a provision for editorial stage activities.

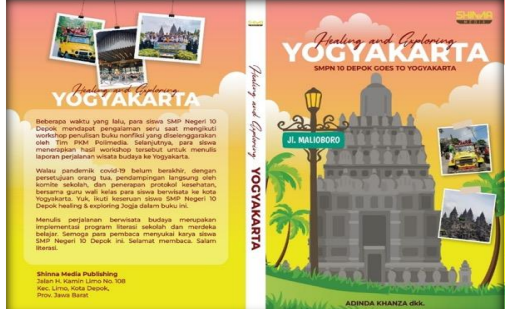


Figure 3. Study Tour Documentation of SMP Negeri 10 Depok to Yogyakarta

Submission of manuscripts through Google form will be held from 14 to 24 June 2022: 74 manuscripts are entered. Next, the team went through the included photo documentation. The team identified and separated one folder titled "unclear photos" due to multiple upload findings, unclear file naming, photos looking blurry, photos taken from the internet, and photos not found manuscript.

The second webinar was held to provide feedback to the students. The students were given the opportunity to improve the manuscript and photo documentation by uploading a revised edition manuscript file. Next, the team divided the task of processing 74 manuscripts into one book manuscript.

Table 1. Division of Technical Tasks

Manuscript	The Team
	<p>Suratni (Developer Editor) Sumarno (Editor) Muhammad Yazid (Kopieditor) Putri Surya Cempaka (Proofreader) Amanda Luitha Princess (Cover Designer) Refi Yuliana (Content Layouter) + Teacher Facilitator</p>

This writing assistance process is made in the form of a small team to facilitate coordination with the author and school partners. In this team, each person has a different role and responsibility. The Developer Editor is tasked with carrying out the editing process to examine and improve the presentation of the manuscript taking into account the principles of visual communication design, cost, target readership, and ease and safety of use.

Editors are personnel who have the competence to edit the scientific substance or knowledge in accordance with the manuscript, and are given the task of editing the substance of the manuscript. Copyeditor is in charge of checking mechanical editing. Proofreader is someone who is competent to perform the task of correcting a script that has been arranged and concentrating on typographical errors (typo) in the initial proof (print try) and late proof or dummy. (Tim Penyusun, 2018)

c. Editorial Process

After 74 participants submitted manuscripts that had met the completeness of the manuscript in the form of titles, texts, and supporting images, the editorial process began. Suratni as the developer editor concocted the 74 manuscripts to form a book manuscript that tells the journey of students to Yogyakarta. This process is done by combining and compiling 74 manuscripts into one Ms. Word file.

Further editing work was carried out by the Editor (Sumarno) to check the substance of the manuscript and also the originality of the supporting images. Next, the copyeditor performs mechanical editing.

Simultaneously, the cover designer designs the cover of the script, and the layouter creates a template of the layout of the contents of the script. After the script is finished editing, the designer and layouter do their job. Graphic design is done with In Design. At the final stage, proofreading of the resulting book manuscript is carried out.

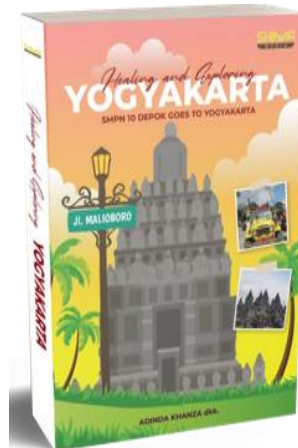


Figure 4. Healing and Exploring Yogyakarta Cover Display

Proofreading is done by proofreaders and is carried out in two stages. The first corrects the sheet on the PDF file, and the second corrects the dummy manuscript of the book *Healing & Exploring Yogyakarta*.

3. Evaluation Phase

After the dummy manuscript of the book *Healing & Exploring Yogyakarta*, students were asked for their opinions in the form of open discussions. Most of the students are enthusiastic about this study tour and nonfiction writing activity. They stated that they gained knowledge about book publishing and the book profession in Indonesia. The students also gained an understanding of the basics of journalistic journalism and journalistic photography as well as non-fiction writing tips. Students can apply this knowledge when writing travel reports based on study tour activities or cultural tours to Yogyakarta. The school responded that this program is not just once, and tries with other objects/themes of writing in the future.

CONCLUSION

Literacy assistance activities for writing nonfiction books for students of SMP Negeri 10 Depok can be carried out thanks to good cooperation and communication between the research team and school partners (Suratni, Yuliana, & Cempaka, 2022). The initial obstacle faced was the lack of students' writing skills. This is motivated by online learning for almost two years. However, this obstacle can be overcome by the enthusiasm of students to take part in study tours and their enthusiasm to write about their journey. Until finally, 74 manuscripts entered the editorial process and became one book manuscript entitled *Healing and Exploring Yogyakarta* ready to be published.

Considering that there are dozens of schools in the environment around the Politeknik Negeri Media Kreatif whose GLS program is not running well, the team's suggestion was conveyed to the manager of the Prodi Penerbitan to use literacy assistance activities to publish this book as a form of implementation of project-based learning methods and also the implementation of independent learning for students.

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