



Evaluation of school literacy movement to increase students' reading interest

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Abstract

The literacy movement has been launched by the government to be implemented in schools with the hope of increasing student literacy. The purpose of this study was to determine the effectiveness of the School Literacy Movement program in increasing students' reading interest, especially at the junior high school level. Through a mixed approach, this research seeks to uncover phenomena that occur in schools. Sources of data from this study include the principal, teachers, library staff, and some students in class IX. Quantitative data collection was carried out by distributing questionnaires, with a total of 50 respondents, so all sample answers were used. Qualitative data retrieval is done through interviews, to obtain the credibility of the data in the early stages of cross-checking between data sources, the results of cross-checking are then confirmed through meetings with all participants. The results showed that the level of effectiveness of the implementation of the School Literacy Movement program was at the interval of 61-80%. Qualitatively, the support and enthusiasm of stakeholders in implementing the school literacy movement program is quite high. This situation shows that the implementation of the school literacy movement needs to be improved so that it is expected to increase the literacy spirit of students.

Keywords: literacy movement, problem solving, education management

Introduction

Literacy is one way of knowing and knowing the surrounding environment in a wider scope. The more literacy can add insight to someone in understanding something. The ability to understand literacy must be familiarized from an early age, especially for students to increase knowledge. Law Number 3 of 2017 concerning Books in Article 1 paragraph 4 defines literacy as an ability where everyone can interpret critically and can improve their quality of life by increasing their mastery of science and technology. Literacy is often associated with the lives of students in the community, including in the family and school environment. So, naturally literacy cannot be separated from the world of education (Wandasari, 2017) ^[15]. The results of a survey conducted by TIMSS (Trend in International Mathematics and Science Study) stated that in 2015 Indonesia was ranked 63 out of 70 countries. This fact is far from the international average score of 496 while Indonesia only achieved an average score of 371 (Andriani *et al.*, 2019) ^[1]. Even though 60 million Indonesians have used gadgets and made Indonesia the largest smartphone user after China, India, and America (Evita, 2017) ^[5]. This problem is certainly a common concern about the need for government intervention in implementing special policies to improve reading skills in students.

Being a person who cares about literacy, does not only rely on the ability to read and write alphabetic texts, but the ability of printed, visual, and digital texts is also very necessary in literacy (Chaedar, 2012) ^[4]. It has long been said that books are windows to the world, but over time, the role of books has been replaced by Internet networks. The ease of accessing the internet has opened up opportunities, the opening of all sources of literacy is obtained easily. Not only scientific literacy but also interactive literacy that contains important events in society. At present, literacy resources are not an obstacle to reading ability, but what hinders them is a reluctance to read. One of the efforts to increase students' reading interest is through the School Literacy Movement (GLS). This movement seeks to make schools a forum for organizations with citizens who like to read.

This is in line with Wiedarti's (2016) ^[16] statement that GLS is a holistic effort that requires the participation of school members, be it teachers, parents, students, education observers, and all stakeholders.

According to Faiza and Syabani (2020) ^[6], that reading interest that is accustomed from an early age will be able to foster a good culture. One of the efforts to increase interest in reading can be done through literacy programs in schools. Awareness of reading various literacy can add insight not only in subjects at school but also in various applied sciences. Getting used to reading scientific literacy will increase students' insight regarding quality reading power. Thomas (2014) ^[9] states that teachers need to help students thrive in this culture is to help students become as literate as possible, and this is the best thing teachers can do. The inclusion of all the intelligences will make it easier to understand the different ways literacy is learned and practiced. Of course, the teacher's role is very central in guiding students to always be literate. The quality and creativity of teachers are things that must be considered for the smooth running of this GLS program. The pattern of intense reading that is done every morning can affect the mindset of children. Where an open mindset will make students accustomed to setting their goals in the future. Making students have a purpose in life is one of the goals of education in schools.

Research methodology

This mixed research setting is revealed by using a case study approach. By taking the location at SMP Muhammadiyah 2 Depok, Yogyakarta. The participants involved in this study amounted to 9 (nine) people, including 1 (one) principal, 2 (two) vice principals, 2 (two) people from the GLS team, 2 (two) teachers, and several teachers. student. Data were collected through interviews, observation and document review. Meanwhile, the documents reviewed included the minutes of the GLS team meeting, the minutes of the school's monthly meeting, and notes on the progress of the GLS program. The data validity test was carried out using triangulation of data sources and methods, followed by confirmation of findings through general discussions with participants. The data obtained during the research process was then analyzed thematically and compared with the results of the calculation of the questionnaire that had been taken from 50 students randomly, through descriptive statistics.

Results and Discussion

Based on observations and results of interviews with participants, the implementation of the GLS has been integrated with the vision and mission of the Adiwiyata school, so that the literacy concept used leads to an effort to understand how to apply literacy results in students' daily lives. Empowerment of reading results from various literacy sources will make students have good problem solving. As quoted from the results of interviews with several teachers, as follows: "The School Literacy Movement is an activity to activate reading and understanding what is read. Because literacy is not only reading but also understanding its application in everyday life, that is what teachers and students apply in everyday school culture."

The school community continues the process of creating literate individuals, and schools. The school has facilitated the GLS program by changing the school environment and culture into a fun learning park. Follow the program guidelines in accordance with the Regulation of the Minister

of Education and Culture No. 21 of 2015 concerning character building in schools. The school has a supportive environment for learning. The location of the school which is located in the middle of the community and not on the side of a busy road provides a comfortable atmosphere for learning. The school has a reading garden and a reading corner created to create a fun learning garden. It's just that what needs to be considered is the cleanliness and revitalization of the park so that it can adjust to the Adiwiyata school program that was launched. Libraries have an important function in providing reading resources so that they can attract students to come and borrow books. As stated by the principal that: "The vision and mission of the GLS is to develop the character of students through cultivating the school literacy ecosystem which is manifested in the School Literacy Movement so that they become lifelong learners. Fostering a culture of literacy in schools. Increase 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 the lesson by presenting a variety of reading books and accommodating various reading strategies."

The main purpose of the GLS is to familiarize students with being able to read and understand the application of literacy that is read in everyday life. To be able to produce students who are able to have solutions to the problems faced so as to make children become solutive individuals. This ability, among others, is indicated by the achievement of students in completing the Reading Criteria Assessment (AKM) with good results. As quoted from the results of an interview with one of the following teachers: "the purpose of the GLS is so that students can do problem solving on the problems they face on a daily basis so as to make children more solutive."

In terms of management, this program has been implemented quite well although there are still many things that need to be improved. There are difficulties in habituation of children in understanding reading. In general, teachers with high work intensity are less than optimal in carrying out the literacy process at school. Therefore, it is necessary to consider the existence of a special time allocation to run the GLS program, so it is not by using time during school hours. One teacher explained that: "There must be a separate time for literacy activities. Sometimes teachers who already have a regular teaching schedule ignore literacy time, literacy activities are not enough just 15 minutes, because literacy is not only reading, but also understanding, even students are required to be able to provide solutions to problems that occur around their lives." In general, the implementation of the GLS in terms of context is quite good, the results of the student questionnaire state that the percentage is 80% which is categorized as effective. However, the 20% shortfall is due to the fact that many students still have learning lost so that the purpose of reading culture itself is not fulfilled. Therefore, it is necessary to provide special hours for the GLS to help focus students in achieving reading results and habituation of reading culture.

In accepting new students, the school has provided wide opportunities for prospective students to arrange how to register independently, namely by students coming to school themselves, and determining the registration system. The entrance selection that must be followed is a test of the ability to read the Koran, religious knowledge, and academic ability. All who pass this qualification will be designated as new students. In the GLS program, students' readiness is

determined, among other things, by their discipline in entering class before learning hours. Classes will begin with a 30-minute reading program with resources that can be obtained from the library and may be brought in by themselves.

Guru merupakan bagian penting dalam learning in schools, especially in assisting the implementation of the GLS program. The school already has professionals who are experts in the field of learning, while the GLS team is responsible for each subject teacher, especially the homeroom teacher. Where every teacher has been given coordination to run the GLS program in class at their respective lesson hours. In carrying out the GLS program, the strategy implemented is directed at supporting Adiwiyata school policies, so that students are taught to always care about the environment in which they are located. GLS learning adapted to AKM (Minimum Competency Assessment) is a mandatory target that must be achieved. Schools always try to provide a safe environment, away from crowds, it's just that cleanliness still needs to be improved. However, this school still strives to maintain its academic facilities, such as a reading corner equipped with wifi, discussion rooms, and the school library. This is in line with the learning resources initiated by the school as quoted from the following interview results: "GLS requires students to be able to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing, and speaking." Unfortunately, a special budget for financing the GLS program itself does not yet exist, so that the procurement of books is provided from the excess funds received by the school. The funds were then used to purchase literacy resources to complement the needs of the library. One teacher stated that: "There is no special funding, the source is entirely from the school, from the community, and from students who have graduated. Some of these funds were given to meet the library's inventory, to buy the necessary books." From the input side, the acquisition of student questionnaire results shows a percentage of 76% which is categorized as effective. Although there are still 24% shortfalls in various fields, such as procurement and special financing for the GLS program that does not yet exist, and there is still a lack of awareness of school residents to maintain cleanliness which reflects the Adiwiyata school. Joint attention is needed to improve the quality of school literacy starting from the procurement and comfort of the school environment.

Based on the principal's statement, the implementation of the GLS is divided into three stages, namely the habituation stage to increase students' interest in literacy, the development stage to increase the level of students' reading ability, and the learning stage to develop the ability to understand text and relate it to personal experience, critical thinking, and processing. creative communication skills through activities responding to the text of reading books, enrichment, and textbooks.

The Minimum Competency Assessment is the guideline for teaching teachers who implement the GLS program in schools. The habit of reading 15 minutes before class starts has been carried out in accordance with the socialization provided, although teachers often complain that the policy is less effective. However, according to observations in the field, the lack of enthusiasm from students and the difficulty of teachers to motivate students to read are challenges that must be overcome immediately.

In its development, schools have used problem-solving strategies so that the final result of the GLS process is solutive students. The ability of students to respond to each reading and apply it in daily life is more important. As the results of the following interview: "The process of internalizing the GLS in learning requires students to be psychologically involved in understanding reading material where there is a problem, and students must solve the problem according to students' personal opinions, this understanding needs to be inserted in each subject." At the learning stage, the teacher must provide strategies in the implementation of literacy. Students have reading bills that must be paid every month, or at the end of the week as agreed. Activities like this really help students in understanding the content of the reading and will certainly stimulate motivation.

In terms of the GLS implementation process has been carried out well, the student questionnaire shows a percentage of 77% which is categorized as effective. Students stated that the 15-minute activity was very helpful in improving literacy habits. However, the 23% shortage is because 15 minutes is not enough to give students time to understand the content of the reading and enjoy the reading process. Some teachers are also aware of the lack of student motivation, and this problem must be addressed while students are at school or at home.

The end result of the School Literacy Movement program is to improve students' reading habits, assist students' understanding in solving problems from the reading sources used. Students have different views about literacy and the importance of reading. The habit of reading provides an increase in student achievement in academics, as stated by one teacher as follows: "There is a positive correlation when children who read a lot and have good problem solving, the child's achievement will also be good." The results of the field survey showed that there was enthusiasm to improve student work, the questionnaire that had been distributed to students stated that the percentage was 76% which was categorized as quite effective. The shortage of 24% is due to the lack of options for distributing literacy works. Students will not be interested in doing creativity without a clear end result. Therefore, the ultimate goal of literacy must be explained and must be made as attractive as possible so that students have the enthusiasm to get used to literacy. Achievement of student work is still relatively lacking, this is due to the lack of directive and educational activities. The results of student writing, both in the form of story books and works of art still need to be improved, this is important so that academic works receive proper awards in the educational process. Seeing the existing phenomena, schools have not been maximal in mobilizing their citizens to be involved in scientific writing competitions. Serious efforts are needed to increase the intensity and look for opportunities to realize creativity, so that students have a place to channel their writing talents and increase motivation in actualizing their literacy spirit.

Conclusion

Implementation of the GLS in terms of context with an achievement of 80%; in terms of input with an achievement of 76%; in terms of process with an achievement of 77%; in terms of products with an achievement of 76%. Based on the results above, it can be said that the implementation of the School Literacy Movement program has been going well, although improvements are still needed to improve the program. However, the results of this study have not been

able to show a complete picture of the school literacy movement, this is realized because there are still limitations in revealing facts, especially since this research was conducted after online learning due to the Covid19 pandemic.

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