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Implementation of the School Literacy Program as an Effort to Increase the Reading Interest of Students of SDN Harjasari 01

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ABSTRACT:

This research aims to find out 1) What are the supporting factors in implementing the School Literacy Program at SDN Harjasari 01 2) What are the inhibiting factors in implementing the School Literacy Program at SDN Harjasari 01 3) What is the process of implementing the School Literacy Program in increasing interest in reading at SDN Harjasari 01. This type of research uses descriptive qualitative research by processing and collecting data according to facts in the field. Data was obtained from interviews, observation and documentation. The data obtained was analyzed and presented in descriptive form. The subjects of this research were students at SDN Harjasari 01. The results of the research showed that the implementation of the School Literacy Movement at SDN Harjasari 01 had gone well, it was known from the results of interviews with the principal, students, class teachers and observation results as well as from the School Report Card in the Literacy aspect showing scores 60% with moderate indications. Implementation of the School Literacy Movement Program includes reading 15 minutes before learning, providing a library, wall magazine and reading corner. Factors inhibiting the implementation of the School Literacy Movement are lack of interest in reading, limited reading materials, limited and inadequate library space.

Introduction

Reading culture is an important and fundamental requirement that every citizen must have if the country wants to become a developed nation (Purwandari, 2021). Therefore, a reading culture needs to be created, because reading has an important role in life, all people from children to the elderly are encouraged to read.

Various studies have been carried out to determine reading interest in various countries. In research by Anjani, et al (2019:5) it is stated that: *Program for International Student Assesment* (PISA) stated that Indonesia's literacy level in 2015 was still in 64th place out of 72 countries. Latest data from *Most Littered Nation In The World* which is done by *Central Connecticut State University* in March 2016, showed that Indonesia was in 60th place out of 61 research member countries. Meanwhile, UNESCO 2012 statistical data shows that the reading interest index in Indonesia is only 0.001. This means that for every 1,000 residents only one person has an interest in reading. According to the UNESCO education development index, Indonesia is at number 69 out of 127 countries.

As a form of effort to create a culture of reading in schools, in 2015 the government implemented the School Literacy Movement as outlined in Minister of Education and Culture Regulation Number 23 of 2015 concerning the development of character, with the hope that this literacy movement in schools can foster interest, reading and students' reading skills with guidance from the teacher as a facilitator in the class to accompany students in carrying out reading activities (Azis, 2019).

The efforts carried out in the school literacy movement are participatory in nature, involving school members such as students, teachers, and principals, starting with creating a habit of reading books for 15 minutes to students every day when classroom learning begins, or adapting to their respective conditions. This is one of the basics in the habituation stage. When the habit of reading has been formed, it will then be directed to the development stage where at the development stage the teacher develops students' ability to understand reading by following tasks such as writing. The final stage is the learning stage, namely improving abilities participant educate in understanding reading text and relate it to personal experience, think critically, and then communicate it creatively through activities responding to reading in textbooks and enrichment books (Anderson & Krathwol, 2001).

Based on initial observations and interviews that researchers conducted with teachers at SDN Harjasari 01 in December 2023, information was obtained that the level of interest in reading for students in class V was medium. Where in class V there are students who read diligently and who are lazy about reading. Meanwhile, the School Literacy Movement at SDN Harjasari 01 is not yet running optimally. The limited collection of books owned by the school means that the school literacy movement at SDN Harjasari 01 is not yet fully optimal.

However, the activities of implementing the school literacy movement at SDN Harjasari 01 can run better compared to other schools, namely by implementing reading activities 15 minutes before starting learning, attaching reading texts such as wall magazines, posters in the classroom and arranging books in the reading corner for reading purposes. attract the attention of all students to be involved in reading activities at the habituation stage. There are reading comprehension activities through providing various reading experiences followed by assignments given to students at the development stage. Apart from that, determining teaching methods by making maximum use of learning media and implementing various reading strategies by teachers also makes the school literacy movement carried out at SDN Harjasari 01 run better.

Based on the description of the background of the problem above, the researcher in this study would like to raise the title "Implementation of the School Literacy Program as an Effort to Increase Students' Interest in Reading at SDN Harjasari 01"

Literature Review

Implementation boils down to activities, actions, actions and mechanisms in a system, which means that implementation is not just an activity but an activity that is planned and carried out seriously based on certain norm references to achieve activity goals (Magdalena, 2021).

Literacy according to Mursalim is defined as literacy, namely a person's ability to write and read (Mursalim, 2020).

School literacy in the context of the school literacy movement is defined as the ability to access, understand and use things intelligently with various activities such as reading, writing, seeing, listening and speaking (Azis, 2019).

According to the Ministry of Education and Culture (2016), the school literacy movement has general goals and specific goals. The general aim of the school literacy movement is to develop the character of students through cultivating the school literacy ecosystem which is realized in the School Literacy Movement so that they become lifelong learners.

The Legal Basis for the School Literacy Movement. The implementation of the School Literacy Movement was developed based on Minister of Education and Culture Regulation No. 23 of 2015 concerning the Development of Characteristics (Rochmah & Bakar, 2021). The School Literacy Movement is basically an effort to foster good character in students through various programs or activities related to literacy. A good literacy culture means that children learn a lot about how to be virtuous through various activities including reading, writing, listening, speaking, calculating and so on.

Anjani (2019: 75) explains that interest is an image that shows a person's attitude when they want something.

Tarigan (in Elendiana, 2020: 54-60) states "interest in reading is a person's ability to communicate with oneself to capture the meaning contained in writing so as to provide an emotional experience resulting from a form of deep attention to the meaning of reading". This opinion is in line with the opinion of Tampubolon (in Wulandari, 2020: 32) who explains that interest in reading is a feeling that shows the desire to recognize letters and know the meaning of the writing. Rahmat (in Shafa, 2023: 129) believes that interest in reading can be interpreted as reading activities carried out by students when outside the school environment.

Methods

The author in this research used a qualitative method with a descriptive analysis approach. According to Ali (2022:2) Basically general, Qualitative research methods can be interpreted as research methods based on the philosophy of post-positivism, which are used to research the conditions of natural objects, (as opposed to experiments), where the researcher is the key instrument, data collection techniques are carried out by triangulation. (combination), inductive/qualitative data analysis, and research results.

The location of this research is at SDN Harjasari 01 which is on Jl. Desa Harjasari No. 57 Harjasari, Suradadi District, Tegal Regency. The research implementation time will be carried out in the 2023/2024 academic year. The data in this research is data obtained from the field in a relevant manner. According to Sugiyono (2017: 193) primary data sources are data sources that directly provide data to data collectors. In this study, primary data sources included the principal, class II teachers, class VI teachers, students at SDN Harjasari 01 as subjects for observation and interviews.

This research was carried out in several stages, starting with the preparation stage such as preparing a research plan, arranging research permits from the university which were submitted to the school principal and preparing the research instruments used in the research. Data collection was obtained from observations regarding the school environment, the literacy program implemented. Then continued with interviews with the principal of SDN Harjasari 01, class II and VI teachers as well as low class students, namely class III and high class, namely class V. Then the last thing was documentation, the reason for doing documentation was to obtain data and information with strong evidence, namely in the form of the results of school reports and documentation when school literacy movement program activities were implemented.

Data analysis was carried out through three steps of qualitative analysis which were popularized by Miles and Huberman, namely data reduction, data presentation, and drawing conclusions (Miles & Huberman, 1994: 10). The technique used to test validity uses the triangulation technique. Triangulation is checking data from various sources, in various ways and at various times.

Result and Discussion

This research was conducted at SDN Harjasari 01 on 5-6 June 2024 regarding the Implementation of the School Literacy Movement at SDN Harjasari 01 Even Semester 2023/2024. Observations were made in the school environment and regarding the School Literacy Movement. Then conduct interviews with the informants who have been determined, namely the Principal, Class Teachers and Students. The subjects studied in this research were students in the implementation of the School Literacy Movement at SDN Harjasari 01. Then the researchers observed the implementation of the School Literacy Movement at

SDN Harjasari 01, such as the implementation of the School Literacy Movement, the facilities and infrastructure that support the success of the School Literacy Movement, as well as supporting and inhibiting factors for the School Literacy Movement.

Implementation of the School Literacy Movement to Increase Interest in Reading at SDN Harjasari 01.

Based on the explanation of the findings carried out by researchers, the implementation of the School Literacy Movement at SDN Harjasari 01 has gone well. At the habituation stage at SDN Harjasari 01 a reading activity was carried out 15 minutes before learning which was implemented in all classes. At the development stage, the form of activity is 15 minutes of reading before learning with simple bills in the form of asking what you have read, writing the title of the book and writing the author of the book. At the learning stage, it is carried out through a 15 minute reading activity before learning accompanied by an academic bill that is not yet fully implemented, depending on the teacher teaching and suitability for the material being taught.

The students' response to the implementation of the School Literacy Movement was very enthusiastic in participating in literacy activities. Teachers always accompany and guide their students during literacy activities. In the low class, students use the habit of reading aloud together, in contrast to the high class, students more often use the method of reading individually (*silent reading*). Mr and Mrs teachers often provide motivation to their students, especially those who are not yet fluent in reading, and provide understanding if students do not know the content of the reading during literacy activities. Every Friday, SDN Harjasari 01 has a routine activity, namely reading short letters from the Koran in the morning for both students and teachers.

The school provides facilities and infrastructure to support the Literacy Movement, such as a library which is used to store textbooks and non-textbooks. The school library is one of the physical facilities to support the School Literacy Movement and is a very important place for students at school to carry out reading activities (Kastro, 2020). All classes have been provided with a reading corner complete with a small cupboard and shelves attached to the wall to store study and non-study books.

Based on data obtained from the education report card at SDN Harjasari 01 for the 2023/2024 academic year, the literacy skills of students at SDN Harjasari 01 are in the medium category. As many as 60% of students have achieved minimum competency for reading literacy. The literacy achievement score increased by 38.47% from 2022. When compared with other educational units, including the lower middle rank at the provincial level and the middle rank nationally.

Students' literacy abilities are divided into several elements. Competence in reading informational texts and competence in reading literary texts. Competence in reading informational texts can be described as students' competence in understanding, using, reflecting and evaluating informational (non-fiction) texts. This competency is at 49.64 in the lacking category. Competence in reading literary texts can be described as students' competence in understanding, using, reflecting and evaluating fictional texts. This competency is at 52.17. Meanwhile, the competency to access and find text content (L1) received a score of 54.88, the competency to interpret and understand text content (L2) 53.22 and the competency to evaluate and reflect on text content (L3) received a score of 50.65.

The achievement of the School Report on the aspect of literacy skills shows "medium" indicating that students' literacy skills are at an intermediate level. This means that students have a fairly strong foundation in literacy, but still need additional effort and support to achieve a higher and more critical literacy level. that support this can be from teachers or parents, as well as access to a wider variety of learning resources by maximizing the ongoing Literacy Movement Program activities to improve literacy skills.

Based on the results of research that has been carried out, there are similarities and differences in literacy activities in low and high classes at SDN Harjasari 01 as follows:

Table 4.2

Similarities and Differences in Literacy Movement Programs in Low and High Classes

Equality	Difference
<ul style="list-style-type: none"> • Carry out 15 minutes of reading activities before learning • There are wall coverings in all classes • A reading corner has been provided in each class along with shelves and book storage cupboards. • Teachers always accompany and provide motivation when implementing literacy activities 	<ul style="list-style-type: none"> • In the higher classes, people read more often individually and silently • In lower grades, they often read together using the reading aloud method • In lower grades, teachers sometimes still read it during literacy activities.

Based on table 4.2, the similarities and differences between low class and high class include carrying out 15 minutes of reading before learning. In each class there is a wall made by students as well as a reading corner equipped with a small shelf and wall shelves for storing books. Teachers always accompany students when literacy activities take place and provide reading motivation.

The difference between low class and high class is that low class still read together using the reading aloud method and books are often read by the teacher.

Supporting Factors and Inhibiting Factors for the School Literacy Movement Program.

In implementing a program, of course there are factors that support the running of the program and also factors that hinder the implementation of the program. Supporting and inhibiting factors for the implementation of the School Literacy Movement (GLS) at SDN Harjasari 01 are described as follows:

a. Supporting Factors

An activity or program will be successfully implemented if it has factors that support its implementation. From the results of research in the field, the following are the supporting factors for the implementation of the School Literacy Movement (GLS) at SDN Harjasari 01. Among the factors that support the GLS program at the school are the existence of facilities to

socialize the program to all elements of the school, either through teacher meetings, social media, meetings with parents and also direct delivery to students. One means that is often used is through social media platforms in the form of *WhatsApp*.

Apart from that, another supporting factor is donations in the form of books from government institutions, parents, as well as from students and teachers. As well as financial assistance from BOSP or Educational Unit Operational Assistance, so that schools can allocate these funds to buy books and also facilities such as bookcases, tables and chairs which are used for students' reading purposes. Teachers also take a role in literacy activities, either directly participating in activities or simply supervising students in implementing the School Literacy Movement Program. All school members are active in participating in every literacy activity created by the school.

b. Inhibiting Factors

Apart from having factors that support the implementation of a literacy program at SDN Harjasari 01, it is also not free from factors that inhibit the implementation of the program. Throughout the research carried out by the author, there were several factors inhibiting the implementation of the School Literacy Movement at SDN Harjasari 01, the library space was relatively small and the facilities were lacking, unable to accommodate all students when visiting the library, as a result many students were placed on the floor when reading. Then students' dishonesty in borrowing books that were placed in cupboards in the classroom hallways, resulted in many books being lost so that the school experienced a shortage of books as a source of information.

And what is most unfortunate, based on the researchers' findings, is that there are still teachers who do not fully follow and support the implementation of the literacy movement in schools.

Basically, this literacy activity aims to make people literate. The School Literacy Movement Program can help teachers increase students' interest in reading so that knowledge is broader and lesson material is easily conveyed (Kurniawan, Mawardi, 2021). The implementation of the School Literacy Movement Program will run well with supporting facilities and infrastructure, because facilities and infrastructure are important factors in the School Literacy

Movement Program to provide facilities that make the atmosphere comfortable. The School Literacy Movement Program provides motivation and familiarizes students with reading, writing, speaking and listening, through the Literacy Movement Program which is routinely carried out every day (Lestari, Tiyas, 2019).

Conclusion

The results of this research with the title 'Implementation of the School Literacy Program as an Effort to Increase Students' Interest in Reading at SDN Harjasari 01', it can be concluded that the School Literacy Movement Program at SDN Harjasari has been running well in line with the students' abilities as seen from the results of the School Report Card at SDN Harjasari 01. In the literacy aspect, the indication shows "medium" with a percentage of 60%. The methods used in implementing the School Literacy Movement Program to increase students' interest in reading at SDN Harjasari 01, namely Reading Corners in every corner of the classroom, Wall Magazines (Mading) displayed on the classroom walls and 15 minutes of reading habit. The factor that supports the implementation of the School Literacy Program as an effort to increase the reading interest of students at SDN Harjasari 01 is the donation of books from government institutions. The factors that hinder it are the lack of reading materials (books) available in the library and inadequate library space.

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