Implementation of the School Literacy Movement Model for Junior High School Students

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Abstract

This study focused on implementing the school literacy movement model at SMPN 14 Pontianak. It aims to describe the process of implementing the school literacy movement model, obstacles, and supporting factors encountered at SMPN 14 Pontianak. The research method was descriptive qualitative with observation, interview, and documentation techniques. The informants of this research consisted of three people: the principal, vice of student affairs, and coordinator of Al-Qur'an literacy activities. There were three stages in implementing the School Literacy Movement activities at SMPN 14 Pontianak. The first stage was habituation, and students carried out activities to read folklore books for 30 minutes before learning started and get used to reading the Qur'an for 15 minutes every fourth week for Muslim students. The second stage is learning. The teachers lead a discussion and question-and-answer system for every lesson hour. The third stage is development, where the school collaborates with the FIM (Forum Indonesia Menulis) organization so that students can create short stories entitled Pirate Ship Anthology, Two Pairs of Sandals Anthology, Small Notes Anthology of Sahabat Jari, and Anthology of Glasses published by Pustaka Satu. The obstacle to implementing the School Literacy Movement activities was that the school does not provide reading books. Thus, students are asked to buy storybooks outside, even though not all are willing or able to purchase storybooks. The obstacle to implementing AlQur'an literacy activities was that there were still students who are not fluent and cannot read the Qur'an. Supporting factors for implementing reading literacy activities and the implementation of Qur'anic literacy was teachers who support and assist schools in implementing these activities.

Keywords: Implementation, Model, School Literacy Movement

INTRODUCTION

In 2015, Indonesia's reading level was still ranked 64th out of 72 countries (Solihin et al., 2015). In addition, a study conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) found that the ratio between enthusiasts and non-readers is 1:1000 based on a reading interest index of 0.0001. It should be noted that this describes the reading culture. It does not necessarily mean that there are people who love to read, let alone make it a culture of reading, and it does not necessarily mean that the reading material is quality text. A study in March

2016 by Central Connecticut State University ranked Indonesia 60th out of 61 countries that love to read (Galuh Ayu Puspita & Irwansyah, 2018).

Based on the results of research by the National Library of Indonesia in 2017 proves that, in general, Indonesian people read books 3-4 times a week. Generally, the duration of reading per day is 30-59 minutes, with the number of books read in a year generally only 5-9 (Samsara, 2020).

Life in the era of globalization, which is increasingly famous for science, art, and technology, results in humans needing basic abilities to survive. Therefore, having and accumulating a culture of literacy is essential to sustain a life that continues to develop rapidly into multiliteracy. Abidin et al. revealed that multiliteracy is the ability to express and understand ideas in the form of information differently, using traditional and innovative formats of text, symbols, and multimedia.

The Director General of Education revealed that the reading movement in schools is a social movement that utilizes the interaction of various elements to create students' reading habits to improve their reading skills so that they are well-informed. Guided reading materials that contain ethical values, including local, national, and global wisdom, are provided in line with student development. (Faizah & Adi, 2016).

One of the activities of the School Literacy Action program is reading a novel 15 minutes before the training starts. This activity aims to increase students' reading attention and improve reading skills so that data can be understood well. The school literacy program also has supporting and inhibiting aspects. The supporting aspect is the full support from the government for implementing the School Literacy Action, not only from the government but also from parents and the community, who fully support all positive activities to encourage students. Meanwhile, the inhibiting aspects of the School Literacy Action program are the lack of attention to reading and the atmosphere that cannot produce the habit of reading. Factors related to school areas or situations that cannot arouse and trigger students' desire to immediately open and read books (Hendrik et al., 2018).

The 2003 Prague Statement reported that literacy includes how a person interacts with the population. UNESCO reports that literacy also means social practices and ties related to knowledge, language, and customs (Kemendikbud, 2019). Life in the global era, which continues to be recognized by science, art, and technology, causes people to need lower skills to survive in the global era. Therefore, having and cultivating literacy habits is very important to support life, rapidly developing into multiliteracy. Multiliteracy is the ability to express and master ideas in the form of data in different ways, using conventional and innovative forms of reading, icons, and multimedia (Ramadhani, 2016).

The definition of literacy above is in accordance with what explains that multiliteracy or literacy in today's digital era is the ability to read, write, paint, draw, and socialize through various tools that require graphic creation (Novanda, 2018).

In the 21st century, literacy aims to teach children the basics of reading and writing while maintaining an awareness of language and motivation to learn. Students are brought together with different types of reading and technology to help them grow as active, critical, innovative, and responsible communicators to enter the 21st century (Yuliyati and Dafit, 2021).

The School Literacy Movement is a participatory activity or effort that connects school communities (teachers, principals, students, schoolteachers, school committees, parents or guardians of students), researchers, community leaders, other devices, and needs managers coordinated by the Directorate General of Primary and Secondary Education, Ministry of Education and Culture (MoEC, 2019). There are also school literacy actions, which are social actions that receive joint support from various parties to reach the literacy of teaching participants, aiming to improve literacy so that knowledge is well acquired. Library materials that include ethical values in local, national, and general ethics are informed as learners develop.

In addition, the School Literacy Movement is an effort that is being carried out globally to produce schools as educational institutions that are literate for life through community involvement (Ramadhani, 2016).

The school literacy movement has general goals and specific goals (Fabiana Meijon Fadul, 2019). The School Literacy Movement (GLS) aims to develop students' personality by developing a school literacy ecosystem realized in the School Literacy Movement (GLS) so that they become

lifelong learners. The aim is to improve school literacy habits, increase community literacy and the school environment, and make the school a fun and friendly learning environment, so that the school community can organize knowledge and maintain the continuity of education, introducing various reading novels and practicing different reading strategies.

The aspects of the School Literacy Movement are divided into three aspects, namely as follows (Rosen et al., 2015):

a. The stages of habituation

In this step, the school offers a variety of novels and library materials that students like and carries out activities that increase students' reading attention. For example, setting up reading rooms and zones, creating areas with lots of reading, disciplined reading 15 minutes before the training starts, and involving the community in the School Literacy Movement (GLS).

b. Development Stage

In accordance with the reading habits of certain school children, schools can reach a stage of development that aims to improve students' reading skills through various literacy activities. For example, reading accent narratives, discussing library materials, writing narratives, and carrying out literacy performance activities.

c. Learning Stage

At this stage, the school organizes various activities to maintain reading attention and increase students' reading skills with the support of novels and textbooks for enrichment, for instance, activities to improve literacy, writing narratives, and incorporating literacy into the upgrading level.

The School Literacy Movement Program was also implemented at SMPN 14 Pontianak. The implementation of the literacy movement program by reading a 30-minute storybook. Muslim students complete Al-Qur'an literacy activities once every four weeks. Schools cannot provide textbooks for school literacy efforts, so each student must have their textbook for school literacy efforts. Not all students can afford to buy textbooks for literacy activities. Factors influencing the implementation of the School Literacy Movement program include the low reading interest of students at SMPN 14 Pontianak and the school's inability to provide textbooks for students to facilitate the School Literacy Movement activities provided. Therefore, researchers are interested in conducting a deeper study of the application of the school literacy movement model at SMPN 14 Pontianak. This study aims to recognize how the school literacy movement model reads thirty minutes for students of SMPN 14 Pontianak, to find out what factors support the implementation of the school literacy movement program at SMPN 14 Pontianak, to find out what factors are obstacles or obstacles to the implementation of the movement program school literacy at SMPN 14 Pontianak.

METHOD

This study is entitled Implementation of the School Literacy Movement Model for Junior High School Students. Researchers used a qualitative approach method. Researchers collected information by interviewing, observing, and documenting to obtain detailed and accurate information. Providing systematic, factual, rational, and accurate description of the implementation of the 30-minute literacy exercise for SMPN 14 Pontianak students. The study was conducted at SMPN 14 Pontianak, Jalan Tani, Kel. Saigon, East Pontianak District.

The data collection tools researchers use are monitoring guides, question-and-answer guides, and selection. Monitoring guidelines are a method of collecting information by direct observation by going directly to the square. By observing, researchers will see firsthand how the GLS model is implemented at SMPN 14 Pontianak. Guided interviews are interactions between researchers and reporters or people who wish to be interviewed directly to obtain the data needed for research information in the form of problems. On the other hand, documentation is a tool used during research, namely mobile phones. Mobile phones were used during research to retrieve documentation to obtain information on implementing GLS at SMPN 14 Pontianak.

RESULTS AND DISCUSSIONS

The results of this study are based on several formulations of the problem, namely how to model the 30-minute reading school literacy movement for students of SMPN 14 Pontianak, which is a supporting factor for the implementation of the school literacy program. The literacy movement at SMPN 14 Pontianak what aspects limit the implementation of the school literacy movement at SMPN 14 Pontianak.

Thirty-minute literacy movement model for SMPN 14 Pontianak students. The results of interviews with the principal of East Pontianak 14 Public Middle School indicate that there are three stages in implementing the literacy movement program at East Pontianak 14 Public Middle School: the adaptation step, upgrading step, and development step. In the adaptation step, students read narrative novels every Tuesday and Thursday from 07.00-07.30 before the class begins, accompanied by the teacher. Then, after reading, students must summarize the storybooks they read to understand the essence, the moral message, of the books they read. SMPN 14 Pontianak complements reading skills by reading story books, and Muslim students also complete Al-Qur'an reading skills. Every four weeks, students are required to bring the Al-Quran and read it for 15 minutes with the accompanying teacher. After reading, students must write down and summarize the translation of the sura read by students. Based on the researchers' observations of the adaptation period, students must read folklore books accompanied by the teacher every Tuesday and Thursday from 07.00 to 07.30 before learning begins. Every four weeks, Muslim students complete the practice of reading the Al-Quran for 15 minutes.

Fig. 1 School Literacy Movement Activities

Fig.2 Al-Qur'an Literacy Activities

The learning stages are based on the results of the interviews as vice president of student affairs at SMPN 14 Pontianak, namely, the learning stage for SMPN 14 Pontianak students to carry out discussion activities during class hours. Before starting class, students are required to read the book in advance about the module that the teacher wants to inform. After reading, students are asked to submit and answer questions. Based on the monitoring results that the researchers attempted related to the level of development, namely, before the lesson begins, students are asked to read books first and read the material that the teacher will deliver. Then students make presentations and ask

questions to the teacher. So that the teacher asks students, these students can answer and are not confused to answer questions from the teacher.

Fig. 3 Discussion activities during class hours

The stages of development are based on the results of interviews with the principal of SMPN 14 Pontianak. The school has collaborated with FIM (Forum Indonesia Writing). In 2019, several students were selected to be trained in writing in the form of short stories and published by library one. Based on the results of observations made by researchers regarding the stages of development, the school collaborated with the FIM (Indonesian Writing Forum) organization in 2019. Students selected to be trained in making stories in the form of short stories and published by library one.
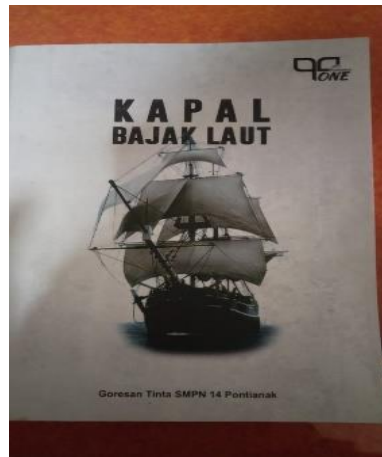

Fig. 4 Student's work
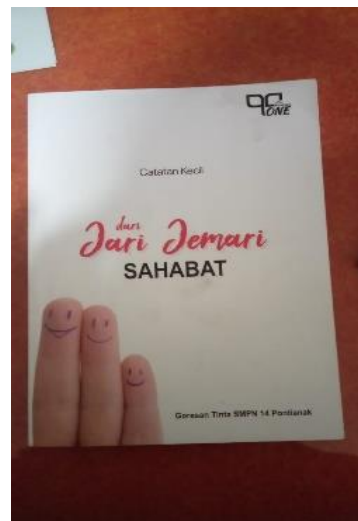
Fig.5 Student's work

Fig.6 Student's work

Fig. 7 Certificate of Appreciation

The results of interviews with the principal of SMPN 14 Pontianak, not all children have a high interest in reading. Experience showed that students are often motivated to read diligently, and not all want to buy books for literacy activities. Some bought books that were too easy for junior high school students and asked students to provide books according to their abilities. The school hopes students can purchase story books that can be read often. For example, they can be shared with friends after reading so that students can also gain insight into the stories they read. Based on the results of the researchers' observations of the obstacles in implementing literacy efforts in schools, schools do not provide folklore books for literacy activities, and not all students are willing and able to buy story books for literacy implementation at school.

The results of interviews with the coordinator of Al-Qur'an literacy activities at SMPN 14 Pontianak still have students who cannot read the Al-Qur'an, and their reading spelling is still wrong or disjointed. Based on the results of observations made by researchers related to the obstacles faced in carrying out Al-Qur'an literacy activities, students are still unable to read the Al-Qur'an or the spelling is still wrong.

The results of interviews with the principal of SMPN 14 Pontianak, namely, the supporting factor is that some children like to read. However, not all of them like to read, so the teachers also support that if there are literacy activities, the teachers also help the school so far, and the teachers support according to the schedule. Then the school also collaborated with the FIM (Indonesian Writing Forum) organization. In 2019 several students were trained to write representatives from the FIM, providing outreach to selected SMP 14 students. Then they wrote on a computer lap and then published. Therefore, their results were in the form of short stories. Five books have been published from the librarian printing, containing a collection of children's short stories. Based on the results of observations made by researchers related to supporting factors for school literacy movement activities, some children like to read, but not all of them like or like to read. Teachers also support and assist schools in carrying out school literacy movement activities. The school also collaborated with the FIM (Indonesian Writing Forum) organization in 2019. Representatives of SMPN 14 students were trained to write and create their own stories in short stories published by library one.

Based on the results of interviews with the Al-Quran literacy coordinator, namely the implementation of Al-Quran literacy, some students like reading the Al-Quran. However, not all of them and teachers support this activity. The teachers always accompany students in literacy activities according to their schedules. Based on the results of research observations about the supporting factors for reading the holy verses of the Qur'an, some students like to read the verses of the holy Qur'an, although not all teachers support and help the school. The school conducts Al-Qur'an literacy activities.

Habituation introduces children's habits, namely, how to raise children (Sapendi, 2015). Habituation is a behavior in which a person influences something that happens consciously, analytically, or repeatedly to make someone do something without being influenced (Marwiyanti, 2020).

During this adaptation period, the school offered a variety of novels and library materials that caught students' attention and carried out activities that increased students' reading attention. For example, setting up reading rooms and rooms, creating areas with lots of reading, disciplined reading 15 minutes before the training starts, and involving the community in the School Literacy Movement (GLS). (Novanda, 2018).

The general plan for the reading movement in schools published by the Ministry of Learning and Culture is a social action supported by the cooperation of various divisions. Attempts were made to implement it by introducing students to read narrative novels for 15 minutes. Teachers and students read novels mentally according to the school's goals (Antasari, 2017).

The discussion method is a learning strategy the teacher applies that can produce active interactions between teachers and students or between students exchanging opinions to produce or produce. To bright ideas or ideas that can be used as a basis for solving problems. The advantage of discussion is finding new ideas that can provide broader insights (Rostini, 2018).

Ade Nurmalasari (2018) revealed that the supporting aspect of implementing school literacy activities is that the authorities support this implementation. The government's clear support is the

award of the superior's budget for tools and infrastructure in implementing school literacy activities. The government has produced regulation number 23 of 2015 concerning character development. One of the developments based on this regulation is to appreciate the unique potential of students who like to read through the implementation of school literacy activities. The government also issues technical guidelines for implementing school literacy activities so that the implementation of these activities runs well and smoothly. The role of parents and the community environment that can support all student activities in carrying out these activities.

Meanwhile, the inhibiting factor for school literacy activities is the development of technology which is increasingly changing reading habits in students. The presence of social media in the form of WhatsApp, Instagram, Twitter, and Facebook. The development of technology is increasingly becoming a serious threat to the existence of books as a means of literacy. Social media presence is considered a threat that destroys children's reading culture when young people are excessive and even look at their social media every second without stopping. Implementing this school literacy activity is expected to change reading habits among students. It's especially hard when books have to compete for social network positions. (Ade Nurmalasari 2018).

Antasari (2017) revealed that depending on students' reading habits, schools could enter a development phase that aims to develop students' reading skills through various literacy activities. For instance, reading narratives by buzzing, discussing modules, writing narratives, chairing activities, and literacy performances.

The Aspects of the School Literacy Movement are divided into three aspects, namely as follows (Rosen et al., 2015):

a. The first step is adaptation. In this step, the school offers various literature novels to students and carries out activities to increase students' reading attention. For example, discipline by reading narrative novels for 15 minutes before class begins.

b. The second step is the development step. After entering the adaptation stage, students can enter the development stage. In this step, students can carry out various literacy activities that aim to improve students reading skills. For example, writing narratives, carrying out literacy performance activities, and reading narratives with an accent.

c. The third step is the upgrading step. In this step, students can perform reading skills with the help of textbooks. For example, discussing materials, writing stories, and activities to develop literacy.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Based on research data and discussion that researchers have obtained, it can be interpreted as follows:

1. The application of the school literacy movement activity model at SMPN 14 Pontianak, namely, the implementation of the School Literacy Movement activities, has several stages, namely the first habituation stage. At this stage, students at SMPN 14 Pontianak carry out reading activities 30 minutes before learning. Students read story books in the form of folklore books. Stages of learning After getting used to reading, students at SMPN 14 Pontianak enter the learning stage at this stage. Every class hour, the teacher at SMPN 14 applies a discussion and question-and-answer system. In the development stage at this stage, the school collaborates with the FIM organization. Students can make short stories entitled Anthology of Pirate Ships, Anthology of Two Pairs of Sandals, Anthology of Small Notes from Friends of Fingers, Anthology of Glasses, and published by library one. SMPN 14 Pontianak does not only carry out literacy activities by reading story books, but SMPN 14 Pontianak also carries out activities to read the Al-Qur'an for 15 minutes, which are carried out every 4th week. Each student is required to bring the Al-Qur'an and read surahs short and accompanied by the teacher.

2. Factors hindering the implementation of GLS, namely, schools do not provide story books for implementing the School Literacy Movement. Then not all students want, and not all, students can afford to buy books for literacy implementation. In carrying out Al-Qur'an literacy activities, there are also obstacles, namely students who forget to bring the Al-Qur'an, and students who cannot read the Al-Qur'an or their reading is still disjointed.

3. The supporting factors in implementing the GLS are that some students also like to read, although not all like. Then the teachers also support literacy activities and help schools implement literacy. Then the school also collaborated with the FIM (Indonesian Writing Forum) organization. Representatives of SMPN 14 Pontianak students were chosen for peace writing on a computer lap. The results of the students' writing were in the form of short stories, which were then published by library one. Implementing Al-Qur'an literacy activities also has supporting factors: some children can read the Al-Qur'an. However, not all of them, and the teachers support Al-Qur'an literacy activities.

Suggestions

Based on the discussion by the researchers, the researchers put forward several suggestions as follows: (a) Schools should provide library novels for literacy implementation so that students do not need to buy narrative novels outside for implementing school literacy activities. (b) Implementation of the School Literacy Action activity. When there are students who cannot afford to buy narrative novels, these students should borrow novels online through the *ipusnas* application. (c) During religious class hours, the religious teacher should redirect students who cannot yet read the Qur'an or whose spelling is incorrect and fragmented so that the student can read clean parts of the Qur'an easily.

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