



The Implementation of School Literacy Movement in SMP Laboratorium Undiksha Singaraja

Putu Sri Widiasih^{1*}, Dewa Komang Tantra², Ni Putu Astiti Pratiwi³ 

^{1,2,3} English Language Education, Universitas Pendidikan Ganesha, Singaraja, Indonesia

*Corresponding author: swidiasih@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana program literasi sekolah yang dilaksanakan di SMP Laboratorium Undiksha Singaraja. Metode campuran digunakan karena data penelitian ini dianalisis secara kuantitatif dan kualitatif. Ada enam temuan yang menunjukkan bahwa sumber daya keuangan diperoleh dari dana BOS dan sumbangan buku. Sumber daya waktu yang digunakan siswa untuk membaca buku sekitar 15 menit sebelum kegiatan belajar mengajar di dalam kelas dan sekolah ini memiliki jadwal khusus di luar kelas yang disebut dengan Jumat Ceria. Sumber daya fasilitas berupa perpustakaan, ruang laboratorium, pojok baca, dan area multimedia dalam kondisi baik. Proses pelaksanaan dilakukan dalam tiga tahap, yaitu tahap pengenalan, tahap pelaksanaan, dan tahap pemantapan. Pengukuran output dilakukan melalui evaluasi guru, pengecekan tugas siswa, pengecekan kinerja siswa, prestasi siswa dan guru, pengecekan kunjungan ke perpustakaan, dan prestasi siswa dalam ujian nasional. Selanjutnya, temuan keenam menunjukkan bahwa dampak dari motivasi membaca dan kebiasaan membaca berada dalam kategori sedang.

Kata Kunci: Gerakan Literasi Sekolah, Literasi

Abstract

This research aimed at how was the school literacy program implemented in SMP Laboratorium Undiksha Singaraja. Mixed-method was used because the data of this research were analyzed quantitatively and qualitatively. There were six findings showed that the financial resources were getting from BOS fund and book donation. The time resources that students read books around 15 minutes before whilst-activity in the classroom while this school has special schedule in outside classroom that was called happy Friday. The facility resources were library, laboratory rooms, reading corner, and multimedia area in good condition. The processes of implementation were conducted in three stages; introduction stage, implementation stage, and establishment stage. The output measurements were through teachers' evaluation, checking students' project, checking students' performance, students and teachers achievement, checking library visit, and students' achievement in national exam. Furthermore, the sixth finding showed the impacts of reading motivation and reading habit were in moderate category.

Keywords: School Literacy Movement, Literacy

1. INTRODUCTION

Literacy is part of important aspects to be implemented in the school to support students in learning process. Effendy, (2017) explains that literacy is one indicator for a great state and nation. He further states that literacy does not only concern with numbers, reading, and writing. It involves the ability to collaborate, to think critically, to create, and to communicate in a highly competitive world. (Damayantie, 2018) states that literacy program has positive effect to be implemented in the school. It has developed in the next generation to support students' in learning process especially in reading and writing. Based on the explanation above, it can be concluded that literacy is an important thing to support student's learning process and the implementation of literacy does not only focus on reading and writing but it also involves the ability to collaborate, think critically, create and communicate to support them in this era to the next era.

(Tohir, 2019) shows that students' Indonesia was categorized have low literacy in reading that can be seen in the result of Programme for International Students (PISA) in 2015,

History:

Received : May 27, 2022

Revised : June 5, 2022

Accepted : August 10, 2022

Published : August 25, 2022

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



Indonesia was ranked 64 out of 72 countries with the score was 397. Furthermore, PISA in 2018, Indonesia was ranked 74 out of 79 countries and the score was 371. Based on the results above Indonesia has low literacy.

The results of the survey present that the reading interest and literacy in Indonesia must be considered and equalized. Further, the current effort of government to support literacy in Indonesia is through school literacy movement. In this context the government has launched school literacy movement (GLS) guideline (Kemendikbud, 2016).

The school literacy movement is comprehensive efforts involving all school members (teachers, students, and students' parents) as part of education ecosystem. GLS is strengthens the character development movement as stated in the Regulation of the Minister of Education and Culture No 23 of 2015. One of activities in the movement is "15 minutes reading activity non-study books before the start time" This activity was carried out to foster students' interest in reading and improve reading skills, so that knowledge can be better mastered. Reading material contains ethical values, in the form of local, national and global wisdom conveyed according to the stage of development of students (Kemendikbud, 2016). Furthermore, the school literacy movement that it emphasizes literacy activities that include cognitive abilities using a variety of sources from print, visual, digital, and auditory (Anbarini, Rogeleonick, Maulipaksi, Bahari, Gracia & Hartono, 2016). School Literacy Movement was launched by the minister of education and culture in 2015, where GLS has 3 stages, namely; Habituation Phase, Development Stage, and Learning Phase (Wiedarti & Laksono, 2016).

Based on prior observation in SMP Laboratorium Undiksha Singaraja, this school has implemented school literacy movement from 2018 until present. This school has program of reading together in open stage every Friday around twenty minutes. This school has complete facilities to support literacy program such as reading corner, reading area, language laboratory, science laboratory, multimedia room, wall magazines, internet access, and library. Besides that the teachers also implemented activities that based on literacy in teaching and learning process. Based on the results of interview with headmaster, there was no researcher who conducted a research about the implementation of school literacy movement in this school. Referring to the results of observation and interview, the researcher was interested in conducting the research about the implementation of school literacy movement in SMP Laboratorium Undiksha Singaraja.

The research was conducted to evaluate formatively such a movement in achieving the main goal that is a literacy culture in SMP Laboratorium Undiksha Singaraja. The proposed formative evaluation was directing to the descriptions of a number of variables including a) the utilization of financial resource, b) time management, c) facility resource, d) the implementation processes, e) the outputs, and f) the impacts of reading motivation and reading habit.

This research was useful as reflection for school itself regarding the implementation of literacy program and it was useful as the model to the other schools on implementation of School Literacy Movement especially in the junior high school.

2. METHOD

This research was mixed method reserach which data were analyzed qualitatively and quantitatively. This research was designed in the form of triangulation design. The research was taken place at SMP Laboratorium Undiksha Singaraja. The subjects of the research were headmaster, vice principal, teachers, and students, and for research objects were focused on 1) the financial resources utilization, 2) time allocation, 3) facility resources, 4) process implemented, 5) outputs measurement, and 6) the impacts of reading motivation and reading

habit of the School Literacy Movement. Furthermore, the instruments used were interview guide, questionnaires, and smartphone.

The researcher conducted validity and reliability test to make instruments valid and reliable. There were two questionnaires used in this research; reading motivation and reading habit. The result of content validity of reading motivation was 1. It indicated that the questionnaire has very high validity while the content validity of reading habit was 0.89. It was categorized as very good instrument because it has very high validity. Furthermore, the result of reliability of reading motivation questionnaire was 0,884. It indicated very high category that the instrument was reliable. The reliability of reading Habit questionnaire was 0,893. It indicated very high category that the instrument was reliable. It can be used as good instrument to obtain the data of this research.

3. RESULT AND DISCUSSION

Financial Resource

The financial resources of school literacy movement in SMP Laboratorium Undiksha Singaraja in 2018-2019. Operational funds were available in SMP Laboratorium Undiksha in the form of School operational assistance: central government funding for primary and junior secondary schools or in *Bahasa* is *BOS (Bantuan Operasional Sekolah)*. BOS funds were used to support school activities that based on literacy program and it was also used to complete some facilities that supported literacy program in the school such as making reading corner, reading log or journal for students, completing books in the library.

There were two kind of operational funds those were personal fund and routine fund. The personal fund was specifically invested funds to finance operational activities or implementation of literacy activities in schools, while routine fund was a budget that was given annually, the amount of which was determined by the government and used for the smooth running of daily school literacy activities.

Routine funds were used to support the implementation of school literacy movement. It was not used for daily expenses but it was used when conducting activities that support literacy programs such as organize or follow competitions at school and outside of school. In addition, routine funds were also used to add the important facilities to support literacy programs, for example, such as equipping computers in the laboratory room, filling in a reading corner in the school area even though they were not yet perfect, adding non-academic books and academic books in the library, and the school also planned to add reading corner in each class namely a small library placed in the classroom so that students always motivated to read the book.

There were no personal funds in the form of money but the personal funds in this school were in the form of book donation. The students must donate or submit one book before they graduated from this school.

The books from students were used to add books collection in the school library. The accountability for the use of personal funds was managed by library staff because the personal funds in the form of books donation not money. Library staff did report to the headmaster about the accountability of books donation.

Based on the explanation above, it can be concluded that the financial resource of operational cost used routine funds only through BOS fund from government to support the literacy program in the school while personal funds were not provided in this school in the form of money but the personal funds were in the form of books donation.

Time Resources

The time resources allocated for supporting the school literacy movement in SMP Laboratorium Undiksha Singaraja in 2018-2019. There were two aspects of time management resources, those were allocation and utilizing. The system allocation in this school was focused on Permendikbud *No 23 Tahun 2015* about the stage of character development. In this school, students read a book around 15 minutes before whilst-activity. It meant that the school followed the literacy guidelines which presented one of the literacy movements was the activity of reading textbook around 15 minutes before starting to learn (whilst-activity) in the classroom.

This school has special schedule to implement literacy program in every Friday called happy Friday or *Jumat Ceria*. On Friday morning, students read together on open stage around 20 minutes. The students brought one book for themselves. Furthermore, the schedule for literacy activities were done through competition among students such as competitions about writing contest, reading contest, create a madding, read poetry, and others which it was in accordance with the allocation of time in the school academic calendar.

The setting of time was the implementation of literacy in the classroom which was done from pre-activity, whilst-activity, and post-activity. The process of implementation in the classroom in the pre-activity students read the book 15 minutes according to government regulations before the time learning process, while whilst-activity, it was teachers' role how to involve the literacy program in the material such as students must read the story book and then summary the story book. It could be involved the literacy program in the classroom how to measure students' understanding in reading through summary. Furthermore, In the post-activity, the teacher gave rewards in the form of score of reading and asked students to read books at home and fulfill a reading log that contained students' parents signature to monitor students' reading at home especially in English class of seventh grade.

Based on the explanation above, the management of time on the implementation school literacy movement in the school have been discussed through workshop and planned by education personnel to support the several literacy programs that must be implemented in accordance with academic calendar such as event, competition, and others.

Facility Resource

The facility resources utilized for supporting the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019.

There were four aspects of facility resource, those were what kind of facility used, the completeness of facility in the school, the conditions of facility in the school and the utilization of facility. There were four questions related to the facility resource of this research, those were:

The availability of infrastructures there were reading corner, a place to read, good library that made students enjoy in reading. Furthermore, the library provided many facilities for learning sources such as academic books, non-academic books, instructional media, students' projects, digital media, digital books with audio, internet access, and others.

The completeness of infrastructures has complete facilities to support literacy program in the school. The facilities were reading corner in the outside of classroom, small reading corner in the class, computer laboratory, science laboratory, physic laboratory, language laboratory, wall magazines, internet access for students and teachers, multimedia area, library with complete facilities, and others.

The conditions of infrastructure were in good condition. All laboratory rooms were in good condition to do the practicum. Reading corner was in good condition but the total of reading corner limited. The multimedia area was placed in the library and the condition was good for students to search the materials in the internet, and library room made students

comfortable to read the books. The following were one of the representations of condition of infrastructure.

The utilizations of infrastructures were well managed in supporting literacy programs. First, Reading Corner was used by students to read books during break time or when they have tasks. Second, Computer Laboratory was used to study about multimedia or information and communication technology by students. Third, Language Laboratory was used to practice the language subjects such as *Bahasa*, English, Balinese and other languages. Fourth, Biology Laboratory was used to practice or observe several phenomena in biology subject. Fifth, Physic Laboratory was used to study about physic phenomenon and do research about physics. Six, Multimedia Area was used to search or find materials or digital books in the internet. Seventh, School Library was used to find references, make homework, make tasks, read academic or non-academic book, or reading for pleasure.

Process of Implementation

The process implemented to support the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019. There were four aspects in the process of implementation. Those aspects were become questions. The questions were about the planning system of literacy program, the forms of activities, the monitoring system, and the evaluating system of literacy program.

The planning system did not have specific or special team for literacy program to make planning system. The planning system was conveyed by headmaster when workshop about curriculum. The teachers were asked to insert literacy activity in their lesson plan and apply literacy activities I the classroom. The library staffs were also asked to monitor students' visit to the library to check students' interest in reading.

The teachers implemented literacy programs in their class. In this research, the researcher observed English teacher of seventh grade who continuously implemented activities that based on literacy program. There were three stages in the implementation of literacy in his class.

First, introduction stage, second, implementation stage, and third, establishment stage. 1) Introduction Stage was done through checking reading log was used to monitor students' activities in reading at home. It contained the information, when students read books, what the title of books, how long they read books, and it also contained parents signature as proof that students read at home. The students read the story in front of the class while the other students answered worksheet about the story that given by the teacher. 2) implementation stage was second stages of teacher' strategies in teaching based on literacy activities. The following were the activities in the implementation stage; a) the teacher read the poster that related to the topic in the front of class. The teacher asked the students to repeat after him to train students' pronunciation and listening skill b) the students read the poster in front of class in rotation with their friends while the other students repeated students' pronunciation who read the poster. After reading, the students gave questions to their friends about the poster. c) making poster: the students made a poster about the topics that have been discussed. The students presented their poster in front of class and the other students could ask several questions related to students' poster or students could give comment about students' poster, d) comic strip: students were asked to read a comic strip that designed by the teacher. Then, the students were asked to answer several questions that related to the comic strip. Furthermore, the students were asked to make a comic strip that related to the topics taught, e) reading respond journal: the students made a poster about the topics that have been discussed. The students presented their poster in front of class and the other students could ask several questions related to students' poster or students could give comment about students' poster, 3) establishment stage was the third stage of implementing literacy in the

classroom. The following were the activities in the establishment stage; a) inputting rewarding chart was used to measure individual point of students in reading books at home. The data of students were obtained from reading log. Rewarding chart was patched on wall in the classroom. So, the students could see their score of reading. Rewarding chart was used to check students which have high frequency and consistency in reading as foundation in giving certificate of super readers. Furthermore, rewarding chart could be used to check or monitor students' reading habits in reading, b) reading rocket chart was used to record all points from rewarding chart in each meeting. It was patched on wall in the classroom. Reading rocket chart could motivate students to read because the students should improve their reading in each meeting to get rewards from their teachers, c) certificate was used to build students' motivation to learn in the classroom. It was not all students got the certificate but for students who participated in the learning process such as read the book at home to fulfill the reading log and the teacher were calculated in the eight meeting to give the certificate.

The monitoring system was done through checking the students' activities in the classroom such as read the book in the class, which book they read, why they interested read that book. It must be given to the followed-up by teacher. Moreover, the monitoring system can be seen in the library visitor report to see the effective students to visit in the library for reading habit and reading motivation.

The evaluation system was done by the headmaster and vice principal to check the teachers during teaching and learning process. The evaluation system was done before the semester was ended. The headmaster and vice principal did evaluation through checking the teachers' lesson plan and the process of teaching and learning process.

Furthermore, the evaluation system was also done by English teacher of seventh grade. He did evaluation through making rewarding chart that patched on the wall to check or monitor students in reading books at school and outside of school.

Based on the explanation above this school supported the school literacy movement that can be seen how to monitor the students in reading inside and outside the classroom, how to control students to participate the literacy program, and then how to conduct the strategy by teachers to teach the students in the classroom to involve the school literacy movement in the classroom.

Outputs Measurement

The outputs measurements were done to measure the literacy program in SMP Laboratorium Undiksha. There were six output measurements in this school. First, teachers' evaluation, it was done to check the teachers' performance in the classroom. The teachers were evaluated by headmaster, vice principal and senior teachers. This activity was done before one semester was ended. Second, checking students' project, this activity was part of literacy activities which students were taught to love in reading and writing. The students usually were asked to make project in important months or national day, and important ceremony. The students were asked to make posters, madding, poetry, and greeting card for important months, national day or important ceremony. The students were asked to patch their projects in the magazine wall in the school. The teachers checked students' project in the magazine wall. Third, checking students' performance in competition, the school continuously organized or followed competition inside or outside of the school. The school usually organized competition among students during semester break or important month (language month or in Bahasa is called *Bulan Bahasa*), school anniversary, national day, Balinese ceremony, and others. Those activities were part of activities that based on literacy. The teachers checked students' performance in the competition inside of school. The output measurements were also seen from students' performance in following competition outside of school. SMP Laboratorium Undiksha always followed competition outside of school such as

English competition, Science competition, computer competition, language competition, Mathematic Competition, History competition and others. The output was seen from students' performance in the competition whether students have good literacy or no because the students that got rewards or become champion, they have good literacy in reading, writing, digital media, Sains, Mathematics and others. Students of SMP Laboratorium often got rewards or trophies in following competition. Fourth, teachers' achievement, it was used to measure the output of the implementation of literacy. There were many good achievements of teachers in SMP Laboratorium Undiksha. There were many teachers that got high scores in teachers' profession test that was done by the government. The teachers also actively followed competition in regency, province, national level and others. Fifth, checking library visit was done to measure the output of the implementation of literacy in SMP Laboratorium Undiksha Singaraja. Fifth, checking students' visit, this activity was done by library staff using system in computer. This activity was done to check students' interest to visit to the school library. From the results of library visit, the headmaster and library staff could reflect the effectiveness of library for students. Sixth, students' achievement in National exam, the results were used to measure the output of the implementation of literacy because the results of national exam were the results of students' ability in comprehending lesson through reading, writing, listening, and speaking.

Students of SMP Laboratorium Undiksha got good score in following National Exam from government in 2019 which students of SMP Laboratorium Undiksha got third position in National Exam in Buleleng Regency.

The Impacts of Reading

The impacts of reading were obtained through administering two questionnaires; reading motivation questionnaire and reading habit questionnaire. The instruments used were Likert Scale to measure students' responses. There were four categories of answer choices and every item answer has a different score such as very irrelevant was 1, irrelevant was 2, relevant was 3, and very relevant was 4. The questionnaires were analyzed using descriptive statistics to describe the data in term of mean, median, mode, standard deviation, range, and variance.

The result of reading motivation questionnaire was administered through google formulir to all respondents. The totals of statements in reading motivation questionnaire were 9 statements with four likert scales in each statement. The total of the respondents were 142 students. The following table was the results of descriptive statistic of reading motivation questionnaire.

The result of descriptive statistics of students' reading motivation mean score was = $(28.64) + 1$. Standard Deviation score was (4.19) in total 32.83 . It indicates students' reading motivation in SMP Laboratorium Undiksha Singaraja were moderate category. Furthermore, the variance score was 17.57 , range score was 22 , median score was 29 , and mode score was 31 . Furthermore, the result of descriptive statistics of students' reading motivation of mean score was 28.6479 , standard deviation was 4.19252 , Variance was 17.577 , Range was 22 , Median was 29 , and Mode was 31 . Based on the formula from Hinkel, et al., in Sani (2020): $\text{Mean} \pm 1 \text{ Standard Deviation}$. It became $28.64 + 1.4.19 = 32.83$. Based on that result, it was categorized as moderate.

The result of reading habit questionnaire was administered through google formulir to all students. The totals of statements in reading habit questionnaire were 9 statements with four likert scales in each statement. The total of the respondents who answered the questionnaire were 142 students. The following table was the results of descriptive statistic of reading habit questionnaire. Furthermore, the result of descriptive statistics of students' reading habit mean score was = $(27.23) + 1$. Standard deviation score was (4.76) in total

31.99. It indicates students' reading habit in SMP Laboratorium Undiksha Singaraja were moderate category. Furthermore, the variance score was 22.68, range score was 20, median score was 27, and mode score was 24.

Based on table 2, it can be seen that the result of descriptive statistics of students' reading habit. Mean score was 27.23, standard deviation was 4.76, Variance was 22.68, Range was 20, Median was 27, and Mode was 24. Based on the formula from Hinkel, et al., in Sani (2020): Mean \pm 1 Standard Deviation. It became $27.23 + 1.4.76 = 31.99$. It was categorized as moderate. Based on the result, the students' reading habit in SMP Laboratorium Undiksha were moderate.

4. CONCLUSION

The financial resources were getting from government in the form of BOS funds and book donation from students before they graduated from this school. The time resource followed the constitution of literacy program that students read the free book 15 minutes before starting to learn in the classroom. The school implemented the special time or schedule on Friday to read the book together around 20 minutes in the open stage. The time routine on implemented the school literacy movement such as held the competition about reading and writing according to school's calendar academic. The facility resources have supported the literacy programs such as library laboratory rooms (computer, language, biology, and physic), reading corner inside and outside the classroom. The process implemented were read the non-academic book around 15 minutes in the classroom before the learning process, the teachers implemented three stages of learning activities in classroom those were introduction stage; read the story and implementation stage used the activities to measure the treatment; read the poster, making poster, comic strip, and reading respond journal, while the establishment stage used give achievement for students; rewarding chart, reading rocket chart, and certificate. The outputs measurement were done through teachers' evaluation, checking students' project, checking students' performance in competition, teachers' achievement, checking library visits, students' achievement in national exam. The impacts of reading were students' reading motivation and reading habit were in moderate category.

5. REFERENCES

- Anbarini, R. Rogeleonick, A. Maulipaksi, D. Bahari, A. Gracia, G. & Hartono, S. (2016) *Jendela Pendidikan Dan Kebudayaan*.
- Damayantie, A. (2018). Literasi Dari Era Ke Era. *Jurnal Pendidikan*, 1(1), 1–10.
- Effendy, M. (2017). *Materi Pendukung Literasi Budaya dan Kewarganegaraan*. Jakarta.
- Kemendikbud, (2016) *Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama*. Jakarta.
- Sani, I. G. S. D. (2020) Multiple Relationship Among Reading Habits and Reading Motivation and Reading Competency in The Junior Secondary School. UNDIKSHA.
- Tohir, M. (2019). Hasil PISA Indonesia Tahun 2018 Turun Dibanding Tahun 2015, (December 2019), 10–12. <https://doi.org/10.31219/osf.io/pcjvx>
- Wiedarti, P., & Laksono, K. (2016). *Panduan gerakan literasi sekolah di sekolah dasar. Direktorat Pembinaan Sekolah Dasar Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan*. Retrieved from <http://repositori.perpustakaan.kemdikbud.go.id/40/1/Panduan-Gerakan-Literasi-Sekolah-di-SD.pdf>.