



Evaluation of the School Literacy Movement Program in Senior High School

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ABSTRAK

Pemerintah mencanangkan program literasi sekolah di tingkat pendidikan untuk meningkatkan minat baca dan tulis siswa. Penelitian ini dilakukan untuk menganalisis bagaimana program literasi berjalan. Penelitian ini menggunakan model evaluasi CIPP. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif dengan rancangan penelitian evaluasi dengan melakukan observasi, wawancara, dan pemeriksaan dokumen pelaksanaan program. Sumber informasi diperoleh melalui wawancara dengan kepala sekolah, pendidik, dan siswa. Hasil penelitian komponen konteks menunjukkan bahwa CIPP Gerakan Literasi Sekolah SMA berhasil dilaksanakan. Program literasi dilaksanakan dengan tahapan 1) Pembiasaan membaca buku nonpelajaran selama 15 menit sebelum pembelajaran dimulai. 2) Pembelajaran dengan kegiatan membaca buku bahasa asing, baik itu buku bahasa Inggris, Perancis, dan Jepang. 3) Pengembangan dengan mewajibkan siswa kelas XII menulis novel dengan target 1 tahun ajaran yang akan dicetak pada bulan April. Ketiga tahapan tersebut mengikuti pedoman Gerakan Literasi Sekolah (GLS).

ABSTRACT

The government launched a school literacy program at the education level to increase students' interest in reading and writing. This study was conducted to analyze how the literacy program works. This research is using CIPP evaluation model. The method used in this study is a qualitative research method with an evaluation research design by conducting observations, interviews, and examining program implementation documents. Sources of information were obtained through interviews with principals, educators, and students. The research results on the context component show that the CIPP of the School Literacy Movement of senior high school was successfully implemented. The literacy program is implemented with stages 1) Habituation of reading non-lesson books for 15 minutes before learning begins. 2) Learning with foreign language book reading activities, be it English, French, and Japanese books. 3) Development by requiring grade XII students to write a novel with a target of 1 school year which will be printed in April. These three stages follow the School Literacy Movement (GLS) guidelines.

1. INTRODUCTION

A high level of literacy characterizes a smart nation. A literate society characterizes a great nation. In other words, a nation that has a high literacy culture is directly proportional to the nation's ability to win the global competition (Chuntala, 2019; Widiyanti & Hidayati, 2021). Previous study states that literacy is not just reading and writing activities. Literacy is a way of social communication, including social practices and relationships such as knowledge, language, and culture (Agung Widodo, 2018). UNESCO further states that literacy involves continuous learning that enables individuals to achieve their goals, develop their knowledge and potential, and participate fully in society and the wider community (Ansong-Gyimah, 2020; Harjono, 2019; Venkatesamy & Sibanda, 2021).

The culture of literacy in Indonesia is still low and has not taken root in society. This can be seen from the results of Central Statistics Agency (BPS) survey, which shows that the interest in reading of Indonesian people has decreased from year to year (Suswandari, 2018). Research conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) showed that the reading level index in Indonesia was only 0.001%, meaning that only one in a thousand Indonesians likes to read books (Ansari et al., 2020). Meanwhile, the average reading in developed countries ranges from 0.45 to 0.62 (Agustina et

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al., 2022). Previous study revealed that a lack of interest in reading could negatively impact individuals and the nation (Ika Febriandari, 2019). The negative impact on individuals, especially students, is the lack of mastery of a field of knowledge, leading to decreased academic achievement. While the negative impact on a nation, in global competition, the country will always lag behind other countries (Khofifah & Ramadan, 2021; Priasti & Suyatno, 2021; Yunianika & Suratinah, 2019).

The low interest in reading among people in Indonesia encourages the government to play an active role in fostering interest in reading the public. One of the Indonesian government's efforts to foster a culture of literacy is the establishment of the National Literacy Movement (GLN) which is then divided into the School, Family, and Community Literacy Movement (Ifadah, 2020; Ikhwanun & Hayudinna, 2020). Previous study stated that the overall goal of the National Literacy Movement is to foster a culture of literacy in the education ecosystem, one of which is in schools with the principles of sustainability, integration, and involving all stakeholders (Atmazaki et al., 2017).

The objectives of the School Literacy Movement (GLS) are 1) to develop a culture of reading and writing among students in schools, 2) to improve the ability of citizens and the school environment to realize the importance of literacy, 3) to make schools fun and child-friendly learning garden, and 4) to introduce a variety of reading books and apply diverse reading strategies to support sustainable learning (Widayoko et al., 2018; Antoni Widodo, 2020). According to previous study the stages of implementing the literacy movement in schools are divided into three stages; the first stage is the habituation stage, the habituation stage aims to train and discipline students to read by doing reading activities 15 minutes before the lesson begins. While the second stage is the development stage, this stage aims to develop students' literacy skills through reading stories with different intonations, discussing reading materials, writing stories, and literacy festival activities. The third stage is the learning stage, where schools organize various activities aimed at nurturing reading interest and improving students' reading skills with the help of non-lesson books and textbooks for enrichment, developing reading and story-writing skills, and integrating literacy activities into the learning stages (Ansari et al., 2020; Batubara & Ariani, 2018).

SMA Negeri 68 Jakarta is a secondary school implementing the School Literacy Movement (GLS) program. The literacy habituation program at SMAN 68 Jakarta is implemented three days a week, asking students to read non-lesson books for 15 minutes. In addition, each representative from each class is allowed to present the results of literacy that have been read in front of the field. Furthermore, there are activities devoted to reading foreign language books, be it English, French, and Japanese books. Extracurricular performances from the English, Japanese, and French language clubs are often held to introduce their respective cultures, food, clothing, and customs. Implementing a literacy culture is applied to students and teachers, and other staff must also be included. In addition, on several occasions, the school brings in external parties such as representatives of the school committee, novelists, and representatives of the sub-district as resource persons and motivators to improve students' literacy skills.

In line with research implementing the School Literacy Movement (GLS) at SMA Negeri 3 Batusangkar include reading, writing, and speaking. The supporting factors of GLS implementation in SMA Negeri 3 Batusangkar are the active role of the school community, program design, focus on students, support from parents and school board, supportive environment and facilities that support the school (Mardiani & Wahyuni, 2022). Meanwhile, the results of research on the implementation of GLS in SMA Negeri 7 Banjarmasin were recorded by conducting reading habits 15 minutes before the lesson starts, utilizing the library, reading corner in the classroom, literacy competition during language month, writing scientific journal articles (KTI), and mentoring to other schools. The stages of GLS in development and learning have yet to be implemented consistently and continuously, so the implementation of GLS in SMA Negeri 7 Banjarmasin is still in the interest-generating stage (Diana & Juairiah, 2022).

As for the difference from the research on the Implementation of the School Literacy Movement Program in South Jakarta High Schools conducted by Supadi and Heru Santoso, the evaluation model used is the Discrepancy Evaluation Model, which aims to obtain information about gaps in the implementation of the GLS program (Novalinda et al., 2021; Supadi & Santoso, 2021). Meanwhile, this research uses the CIPP evaluation model. The CIPP model will evaluate Context related to the background and objectives of the program, Input related to all aspects that support the implementation of the program. Process assessment of aspects of the implementation of a program, and product assessment related to program achievements which are the basis for making decisions on achievements that have been achieved and what must be done to keep the program running successfully (Luma et al., 2020; Mubai et al., 2021; Syarifuddin et al., 2017). In the implementation of evaluation, the essential thing after obtaining data, assessing data, interpreting data, and making decisions are to explore the factors that cause the decision to be made. The difference in evaluation models is the state of the art of this research, so it is worth doing. The aim of this study was conducted to analyze how the literacy program works.

2. METHOD

This research uses a mixed method that combines quantitative and qualitative research methods with the Sequential Explanatory design method. The first stage of sequential explanatory design (sequence of proof) uses quantitative methods, and the second stage uses a qualitative approach (Sugiyono, 2014). The quantitative method plays a role in obtaining measurable quantitative data that can be described and compared, while the qualitative method is to prove, deepen, strengthen, and weaken the quantitative data obtained in the initial stage.

The subject of this study is SMA Negeri 68 Jakarta is one of the secondary schools that has been proclaimed a pilot school that has become a barometer for schools in DKI Jakarta. As a school located in the country's capital city, SMA Negeri 68 implements an independent curriculum with two majors, namely Natural Sciences and Social Sciences. The School Literacy Movement (GLS) program at SMA Negeri 68 Jakarta started in 2015. The implementation of literacy culture is not only applied to students; teachers and other staff must also be included.

In this study, the data collection techniques used by researchers include three techniques, namely interviews, observation or observation, and documentation studies. The analysis technique chosen is the model technique in which data analysis is carried out during data collection until after data collection within a certain period of time which is carried out interactively and continuously. Where divided into three stages: data reduction, display or presentation of data, and data verification (Miles et al., 2014).

3. RESULT AND DISCUSSION

Result

Evaluation of the Context Component Related to Background, Goals, and Objectives

Based on the results of documentation studies and interviews conducted at SMAN 68, the background of this program is used as a forum for students to convey information, be creative and improve student literacy. In addition, the results of the interview with the deputy of infrastructure and public relations, the school literacy movement program was also motivated by "we (SMAN 68 Jakarta), are concerned about our very low literacy, so our children are capable of the easiest if given a math problem in the form of numeracy alone they can immediately do it, but if given a little story problem, the answer will be wrong. So we want to familiarize children to love reading." Based on this information, the implementation of the school literacy movement program at SMAN 68 Jakarta is based on the school's concern about the low literacy of students, so; that this program is used as a forum for students to convey information and be creative so that they can improve their literacy skills.

Concerning the purpose of implementing the GLS program at SMAN 68 Jakarta, the results of the interview revealed that the purpose of the program is "... to improve student literacy", which was then clarified by N1 that "... in addition to improving students' love of reading, well there is the habituation of good character building because by gathering them together down at this time, this is the habituation of discipline, habituation of discipline and cultivation of good characters because when the literacy movement we not only ask them to read but we also insert manners. The most important thing is to instil character." Based on this information, besides improving literacy, it also aims to foster good characteristics such as discipline and manners.

Regarding implementing the GLS program at SMAN 68 Jakarta, KI said, "The target is the students themselves, SMA 68 students from grades 10, 11, and 12. If we have targets, for example, grade 10 every month collects something like that, the target is to do their literacy work; it is listed in our program." If we look at the literacy program file used by SMAN 68 Jakarta, the target is that Grade X and XI students must create and collect four reading reports in two semesters according to the specified readings. Grade XII students should produce and submit three reading reports and a novel.

Evaluation of the Input Components Related to Infrastructure, Resources, and Strategies for Implementing the School Literacy Movement

Regarding the availability of books for improving literacy, based on the interview results, it was conveyed that the school had provided "textbooks and reference books exist, enrichment books also exist, books for OSN preparation, we have prepared. Learning media is available, and we have also prepared it; there are many CDs. We have prepared the LCD; we have prepared the sound." In addition, the school has also prepared a comfortable library equipped with computers and internet access; the library's existence has increased student motivation to visit the library and improved student literacy. Based on observation and documentation, it can be seen that the facilities and infrastructure owned by SMAN 68 Jakarta have met the minimum standards of the 2020 guidebook for the school literacy movement in high school.

Although the school has set up a comfortable and digital library, the interview revealed, "...Then the library must have a librarian, that is our target, so that is what makes us not up to A...If the librarian from S1 library science does not exist, that is what we need, who has a library science background does not exist." Based on this statement, improving services and adding librarians, especially those with a linear educational background, is necessary.

In addition to the availability of facilities and infrastructure, fund allocation is also a concern. That is related to school funding, so every activity and all procurement must be included in the RKAS (School Activity and Budget Plan). Especially for public schools' funds come from the government through BOS (School Operational Assistance) funds. Also evaluated are the human resources that play a role in implementing the literacy movement program. Based on the interview results, the school has formed a literacy team as the implementer of the literacy program. The literacy team members are all teachers who teach language subjects. Based on the interview, it is known that the literacy team at SMAN 68 Jakarta is a special executive committee in charge of planning, implementing, and evaluating the implementation of the school literacy movement program. In addition, the principal also participates in supervising literacy activities.

Related to the implementation strategy of the school literacy movement program, increasing the literacy capacity of school members is one of the strategies recommended in the master design of the GLS program. Based on the documentation study conducted on the master design of the school literacy movement, three approaches are taken to improve the capacity of school members such as the implementation of socialization, workshops, and mentoring or training related to the literacy movement.

Evaluation of the Process Component Related to the Implementation Stages of the School Literacy Movement, Namely the Habituation Stage, the Development Stage and the Learning Stage at SMAN 68 Jakarta

In evaluating the process component, the literacy habit at SMAN 68 Jakarta has been scheduled for three days a week, precisely on Tuesday, Wednesday, and Thursday, for one lesson hour or about 45 minutes. Especially on Thursdays, books are read with foreign language themes, or performances are made from language club extracurriculars that will teach students about information in the language's country of origin. In the documentation study on the guidebook of the school literacy movement in senior high schools, habituation activities include at least five implementation principles: fun, varied, participatory, routine, and balanced. Of all these principles, SMAN 68 Jakarta has implemented the habituation activities of the school literacy movement.

Furthermore, in the development stage of oral and writing habituation activities, the development stage contains activities that can increase literacy activities at school. In the documentation study of the guidebook for the school literacy movement in high schools, activities such as writing activities, library visits, giving awards to students who excel in literacy work, literacy-themed festivals, literacy workshops, and awards given to teachers, students, or classes have been implemented by the school.

The last stage is the learning stage. This stage integrates basic literacy into all subjects by implementing literacy strategies in learning. Based on the interviews, each teacher has their way of helping students understand learning, such as getting used to more extended readings, linking to examples in everyday life, and marking essential things in the book.

Evaluation of the Product Component Related to the Impact and Constraints of the School Literacy Movement Program at SMAN 68 Jakarta

Based on the data obtained, the school community responded well to this program, especially the students the target of this program. As for the standard used to assess the extent of the achievement of the program used by the school, the school stated that there was no standard. So far, the assessment has been carried out only by looking at the differences felt by comparing the previous year's achievements and planning for future improvements. However, from the interviews, several interviewees agreed that the GLS program has successfully improved students' literacy skills. The students also felt that the GLS program added insight and increased their confidence to perform in the field. In the documentation study on the master design of the school literacy movement, what students said was in line with the achievement of the literacy program targets. Similarly, the growth of students' character has created a literate school ecosystem,

The program's success is undoubtedly influenced by several factors, as the involvement and cooperation of all parties and sufficient facilities or infrastructure supporting literacy activities have supported the successful implementation of the GLS program. In addition, several factors become obstacles to implementing GLS, namely the procurement of requested books due to constraints on funds. However, the school tries to overcome this by prioritizing procuring the most needed books first.

Discussion

Context Evaluation of the School Literacy Movement Program at SMAN 68 Jakarta

Every program must have a background of the importance of the program. There are two fundamental reasons for implementing the school literacy movement program. First, SMAN 68 Jakarta realized that the quality of students' literacy was low; this was seen when students had difficulty understanding story problems and needed to re-read the questions or questions asked. The second reason is to follow the direction of the Ministry of Education and Culture of the Republic of Indonesia. The guideline explains that to encourage positive attitudes and behavior in schools, 15 minutes of mandatory habituation can begin before learning to read non-class books (Suryawati et al., 2018; Widayoko et al., 2018; Zaenab et al., 2020). These two reasons are the basis for implementing literacy habituation activities in schools. Thus, the background of the literacy movement program at SMAN 68 Jakarta is in accordance with the legal basis of the school literacy movement program.

Program objectives are essential because, with objectives, a program can achieve what is desired. Based on the research results, the purpose of the School Literacy Movement program at SMAN 68 Jakarta is to improve student's literacy skills and develop students' disciplinary character and manners. By looking at the results of interviews and field observations, the objectives of the GLS program implementation, especially in fostering character and increasing the potential of students, are per the master design of the school literacy movement (Kartikasari & Nuryasana, 2022; Liansari et al., 2021).

The main target of the GLS program at SMAN 68 Jakarta is to form a literate school ecosystem, a condition of intertwined relationships between physical, social-affective, and academic environments that are good and mutually supportive to increase literacy activities. Thus, creating a literate high school ecosystem where students can develop critical, creative, innovative attitudes, social empathy behavior, and love for knowledge can be started by implementing the School Literacy Movement program (Anandari & Iswandari, 2019; Srirahayu et al., 2021). With this program, students improve their literacy skills and develop discipline and good manners.

Evaluation of the Input of the School Literacy Movement Program at SMAN 68 Jakarta

One of the elements that cannot be separated in implementing the program is the need for facilities and infrastructure. In supporting the GLS program, SMAN 68 Jakarta has provided various facilities and infrastructure such as textbooks, reference books, enrichment books, learning media and learning CDs, newspapers, and magazines that can be read in the library room or borrowed by the school community (Rakhmawati & Mustadi, 2022; Tahmidaten & Krismanto, 2020; Yunianika & Suratinah, 2019). Although it is not explicitly explained related to the minimum standard of facilities and infrastructure needs in the implementation of the GLS program in high school, SMAN 68 Jakarta has provided facilities and infrastructure following the minimum standard of library facilities and infrastructure in high school in the appendix of the Regulation of the Minister of National Education No. 24 of 2007 concerning Facilities and Infrastructure Standards in Schools/Madrassas.

In addition to the need for facilities and infrastructure, human resources cannot be released or replaced. Concerning the GLS program, SMAN 68 Jakarta has formed a special committee in charge of implementing the school literacy movement program called the literacy team. Structurally, the literacy team starts from the highest position of the principal, vice principal, language subject teachers, and education personnel (Batubara & Ariani, 2018; Hidayat et al., 2018; Widayoko et al., 2018). In implementing GLS, the literacy team of SMAN 68 Jakarta is in charge of planning, implementing, and evaluating the GLS program. Based on the results of the interview, the literacy team has been running quite well and effectively. The principal plays a role in supervising and during literacy activities. The literacy team, in addition to accompanying and reading books as done by students, also invites external parties such as alumni and novelists as resource persons in literacy habituation activities (Agustin & Cahyono, 2017; Hidayat et al., 2018). Although the roles of the school community have yet to be thoroughly carried out under their respective duties, most of them have been carried out during the implementation of the school literacy movement program.

Implementing the school literacy movement requires a strategy; SMAN 68 Jakarta has two strategies. First, the implementation of literacy activities is integrated into the curriculum by including literacy activities for 1 hour of subjects or approximately 45 minutes, carried out three days a week. Secondly, there are activities to increase the literacy capacity of school members, especially teachers and librarians, through participating in training and mentoring. Based on the master design of the School Literacy Movement, SMAN 68 Jakarta has implemented one of the suggested strategies, namely increasing the literacy capacity of school members through training and mentoring activities. Therefore, it can be said that the implementation of GLS at SMAN 68 Jakarta has fulfilled the directions contained in the master design of the School Literacy Movement.

Process Evaluation of School Literacy Movement Program at SMAN 68 Jakarta

The earliest stage in the School Literacy Movement program is the habituation stage, the mandatory activity of reading non-lesson books 15 minutes before learning begins. Habituation activities must foster students' interest in reading and their ability to understand reading and increase their confidence to perform. The next stage is the development stage, with activities to present the literacy results and visit the library and book corner. The purpose of this stage is to develop students' abilities in listening, speaking, and writing.

The next stage is learning, which integrates the six essential literacies of reading and writing, digital, numeracy, finance, science, and culture and citizenship. So literacy learning activities are closely related to using literacy strategies in learning (Pantiwati et al., 2020; Yunita Anindya et al., 2019). Thus teachers and learners can create more innovative and solutive learning activities in interpreting and understanding multimodal texts used during the learning process.

These three stages show that SMAN 68 Jakarta's School Literacy Movement program has been running per the master design of the School Literacy Movement. Its implementation has been proven by teachers who can integrate literacy into their teaching and learning activities.

Evaluation of the Product of the School Literacy Movement Program at SMAN 68 Jakarta

Based on interviews and documentation research, it is known that SMAN 68 Jakarta has yet to make or have standard standards in assessing the achievement of the objectives of the School Literacy Movement program. So far, the assessment of the program only looks at the impact of changes seen in the school community, especially among students. Changes in the increasing interest in reading and the discipline of students to participate in literacy activities both in the field and showing literacy work are the parameters of the achievement of the GLS program (Desi, 2020; Safitri et al., 2020). In addition to seeing student development, the formation of a literate school ecosystem is also an assessment of the achievement of the GLS program. The growths of the spirit of learning and love of knowledge in students, as well as an attitude that cares and respects others, have created a literate school ecosystem. Therefore, by looking at the existing achievements, the School Literacy Movement program of SMAN 68 Jakarta has been implemented as expected.

Although the achievement of the GLS program can be carried out well, several factors become obstacles and need to be considered. One obstacle that needs to be considered is students' and teachers' low motivation and awareness toward the GLS program. There are still students who think reading is not very important, and teachers' lack of ability and creativity in implementing the program means that the socialization of the GLS program has not gone well. For this reason, the school literacy team needs to conduct more in-depth socialization and assist students and teachers who have yet to benefit from implementing the School Literacy Movement program.

4. CONCLUSION

The context evaluation of the School Literacy Movement program at SMAN 68 found the low interest of school students and the direction of the Ministry of Education and Culture, especially regarding the Cultivation of Budi Pekerti. Thus, the School Literacy Movement program at SMAN 68 Jakarta should have been implemented. Based on the input evaluation, the GLS program has been supported by good facilities and infrastructure. It starts with the availability of reading books, a comfortable library, digital technology, and a literacy team that can implement the GLS program properly and efficiently. Based on process evaluation results, the three stages of the GLS implementation have been appropriately run. The implementation has been proven by teachers who can integrate literacy programs into their teaching and learning activities. While in the product evaluation, although the achievement of the GLS program of SMAN 68 Jakarta has been achieved by increasing students' interest in reading, there are still students who think reading is not too essential.

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