



## The Evaluation of School Literacy Movement Program in Secondary School

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### Abstract

School Literacy Movement is a program made by the government to improve the literacy skill in elementary and secondary school level. This program is the implementation of Regulation No 23 by 2015 about growing manners. This is a descriptive evaluation study that use Discrepancy evaluation model as a tool to evaluate the program. The aims of the study is to find the gaps between planning, process and result of School Literacy Movement at Secondary School that is adjusted with the vision and mission of the school and the master design of School Literacy Movement issued by Minister of Education and Culture. The stages those are observed are design, installation, process, product, and cost and benefit. The study uses interview, observe, and document study to get the data from the principal, teacher, and students. The result shows the gaps are 1) school haven't design any training for the teacher about literacy, 2) school hasn't prepared an instrument to evaluate the program, 3) learning stage of literacy is implemented only for Bahasa Indonesia (should be for all subjects), 4) school hasn't prepare any cost for the literacy program. Thus, it can be concluded that there are still some gaps happened in doing the School Literacy Movement at Secondary School based on the Master Design of School Literacy Movement issued by Ministry of Education and Culture.

**Keywords:** Program Evaluation; School Literacy Movement

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### Introduction

Every individual needs basic skills in their learning process. Those basic skills are reading and writing. Both of reading and writing skills are done whether realized or not realised by most of Indonesian society. Reading can help people to develop their skill in thinking, getting the knowledge to encounter the globalization era. Based on that reason, then we can conclude that reading and writing are the important needs for every individual to persist in the international and local environment (Suyono et al., 2017; Rahmasiwi et al., 2018; Kurnianingsih et al., 2017). Reading is a complicated activity that involve many things; reading is not only an activity of rote toward writing, but also visual, phsycolinguistic, a thought, and metacognitive (Yanti & Yusnaini, 2018). In visual process, reading can be defined as an activity to interpret symbol writing into words. Meanwhile in the process of thinking, reading can be interpreted as an activity to understand words, literature, and the process of translating, critical reading, and understand creatively (Mashur, 2012; Hidayah 2019; Fitriana et al., 2019). Those skills are required by the students to compete in globalization era like now.

Looking at the importance of reading and writing skills for the students in junior high school (15 years old), their understanding and their competencies are examined by

Organization for Economic Cooperation and Development (OECD) in Programme of International Students Assessment (PISA). The examination result in 2018 showed that the students skill in literacy needs to be concerned. Indonesia is in the rank of 72 from 78 countries. The ability of Indonesian's literacy is left behind from Malaysia that is in a rank of 56 and Brunei Darussalam in the rank of 59. The ability of reading and writing is very associated with the interest of reading. So it can be concluded that the interest of Indonesian in reading is still classified as low (Wahyuni et al., 2018; Putriani & Wahyuni, 2017; Yuhyati, 2016). This reason brought the policy implication from the Ministry of Education and Culture in Rule number 23 by 2015 about growing the manners where in point b consider that habituation for positive attitudes at school is the reflection of values in Pancasila. This habituation should be a part of learning process in every school. Which mean that the positive attitudes and manners for every school to develop the students' skills, one of them is literacy activity (Onde et al., 2020; Hasfera et al., 2020).

Students in junior high school are the next generation for every nation. They are the people who will be the pillar for the progress and the success of our nation. Therefore, every school have to give meaningful learning experience that can be used for students in junior high school to build a new knowledge in their life (Setyawan & Gusdian, 2020; Aswat & Nurmaya, 2017). This is in line with the idea from Khotimah et al. (2018) said that as an educator we have to be able to make relationship between students experiment and their new knowledge. New experience creates new knowledge. If every students get new knowledge from many books, or other reading sources then their new knowledge is escalating. Those knowledges can be used to face find the problem solving that happened in their life (Setyaningsih, 2017; Rahayuningtyas & Yuliyani, 2020). One of the skills that need to be develop related to this situation is literacy.

Literacy is an activity to develop the skills such as listening, reviewing, communicating, writing, reading and using the critical thinking (Kianto et al., 2019; Wiratsiwi, 2020). People who can grasp the information correctly through literacy can be considered as a people who have good communication skill. Literacy cannot be separated from education activities. Without realizing, we always include the literacy activities in learning process. Literacy is the instrument for the students to recognize, understand, and apply every knowledge that the get at school. In education, literacy has relation which closely with students' reading and writing skills that at the end will help them to think critically, and give correct respond to the information that they get (Aisyah et al., 2017; Hanin et al; 2020).

Since literacy is very important and give big impact to the progress of Indonesia, then this literacy movement supposed to be done in every school level. In 2016, Ministry of Education and Culture made an innovation activity in the form of literacy that called as National Literacy Movement. National Literacy Movement is the implementation from the Rule number 23 by 2015 of Ministry of Education and Culture about growing manners. Next, the National Literacy Movement divided the program into some domain such as School Literacy Movement, Family Literacy Movement, and Society Literacy Movement. In this research we will focus on School Literacy Movement (GLS). School Literacy Movement (GLS) is a comprehensive and integrated effort which involve all the entire school (teachers, students, and parents) also the society as the part of educational environment (Tryanasari et al, 2017; Sabarudin, 2018). One of the activities in this program is reading books outside of textbooks for 15 minutes before the learning process.

Then, the aims of School Literacy Movement carried out in the framework of Master Design of School Literacy Movement guided by Directorate General of Primary and Secondary Education of the Indonesian Ministry of Education and Culture. Those aims are 1) create school that has literacy culture, 2) make the entire school literate in writing, numbers, science, digital, finance, and culture and citizenship. This evaluation research is conducted to

know how the School Literacy Movement Program is done and also to give some suggestion toward the program, is this program will be terminated, changed or revised, sustained, or need to modify the goal of the program.

In this evaluation research, the evaluator will evaluate the program of School Literacy Movement in Anak Terang Secondary School that has been carried out this program for about five years. The School Literacy Movement Program in *Anak Terang* Junior High School was developed by adjusting with the condition expected by the government and the vision and mission of *Anak Terang* Junior High School itself. The students said that this program is so useful to develop their reading and writing skills. Students and teachers in *Anak Terang* Junior High School have found some problems related in literacy. Most of the students find difficulty in writing and find the information correctly. Most of them also lack of interest in reading and writing activities. Therefore, the school applied school literacy movement program to solve the problem. However, for about 5 years running this program, *Anak Terang* Junior High School Salatiga never makes evaluation to measure the effectiveness of this program.

The aims of the study are to find the gaps between planning, process and result of School Literacy Movement at Anak Terang Secondary School Salatiga that is adjusted with the vision and mission of the school and the master design of School Literacy Movement issued by Minister of Education and Culture.

### **Materials and Methods**

Descriptive evaluative study is used in this study, and it is presented in the form of narration with information obtained in the interview process, observations, and documentations study. The discrepancy model is used in this study to find out whether the study aim describes the gap between the aim or the program standard and the result (performance) of School Literacy Program in *Anak Terang* Middle School in Salatiga. The School Literacy Program evaluation using discrepancy model is expected to be the reference in fixing, revising, modification, or suspending the existing School Literacy Program.

This study was conducted in Anak Terang Middle School in Salatiga, which has applied literacy program for the students for more than 4 years, since the program was first initiated by the government in 2015. The research time was started in November 2019 up to January 2020. The objects of the study were the components of literacy program evaluation in Anak Terang Middle School using discrepancy evaluation model. The subjects of this study were the head master, teachers, and students of Anak Terang Middle School in Salatiga.

Data collection is a systematic and standardized procedure which is used to obtain the required data. There are several ways carried out in this study in order to collect the data, such as: interview, documentation, observation, data reduction, data presentation, and conclusion. Validity test in this study uses a check of members where respondents will reexamine the results of data collection that has been done to get a high level of trust and credibility. While regarding the external validity, the researcher asked the auditor i.e. the supervisor to conduct an audit of the data obtained in the study.

### **Results and Discussion**

This evaluation was made in order to find gaps between the standards set by the school based on the Master Design of School Literacy Movement made by the Directorate General of Primary and Secondary Education of Indonesian Ministry of Education and Culture. From the results of field study through interviews, observations, and study of documents, the researcher will discuss the results of the study based on 5 stages of discrepancy to find out whether or not there are gaps in the program or activities of the School Literacy Movement at Anak Terang Junior High School of Salatiga.

### ***Design Stage***

At the design/definition stage, the researcher found that *Anak Terang* Junior High School of Salatiga has taken several planning steps based on the roles of the stakeholders in the Master Design of School Literacy Movement which was published by the Directorate General of Primary and Secondary Education of Indonesian Ministry of Education and Culture. In this stage *Anak Terang* Juniro High School is in good level, since they can fulfill 80% points of what a school should have/ do based on the Master Design of School Literacy Movement.

Several things that have been done by the school in accordance with the Master Design are: (1) The school has identified needs that were adjusted to the conditions of the school. In this case, it has determined the objectives of the literacy movement in this school which the purpose of the literacy movement in schools is to foster students' interest in literacy activities and improve their abilities in literacy activities. (2) The school has planned habituation, development and learning processes in the School Literacy Movement program with supervision from teachers or from the School Literacy Team. (3) The school has also prepared the facilities and infrastructure needed in the implementation of the School Literacy Movement including management of the existing library that could be utilized by students maximally and comfortably. The school also has planned to provide varied books and technology-based facilities to support the School Literacy Movement. (4) The school has also formed the School Literacy Team. An Indonesian language teacher was assigned in the School Literacy Team. This step is in accordance with the Implementation of the Formation of the School Literacy Team contained in the Support Manual for the Implementation of the School Literacy Movement which states that at least there is one teacher in the School Literacy Team. (5) The school has also planned to involve parents of the students and the community in implementing the School Literacy Movement program.

Compared to the Master Design of School Literacy Movement, *Anak Terang* Junior High School haven't prepared two things; 1) school hasn't prepare a training for the teachers and also school literacy team, 2) school hasn't design instrument to evaluate the program.

### ***Installation Stage***

Stage of Installation or Determination of Program Completeness focuses on whether or not the available infrastructure is in accordance with the needs. In this stage, the researcher found that the planning made by the school in the Design stage has been relatively in accordance with the needs in the implementation of the School Literacy Movement program at the *Anak Terang* Junior High School of Salatiga. It can be said that the installation stage is in good criteria since they reach 80% in accomplishing the 14 points in Master Design of School Literacy Movement.

The School Literacy Team has been functioning as it should be as stated in the Supporting Manual for the Implementation of the School Literacy Movement which states that the School Literacy Team must be able to create and develop a conducive and literate atmosphere so as to be able to make all members of the school enthusiastic to learn. The researcher also found the existence of a plan for implementing the School Literacy Movement activities as contained in the Learning Implementation Plan. The habituation, development, and learning activities as stages in the School Literacy Movement have been in accordance with the Master Design of the School Literacy Movement that was carried out at *Anak Terang* Junior High School of Salatiga.

Facilities and infrastructures that support the implementation of the School Literacy Movement are also well available. This is indicated by the existence of a library that is comfortable and easily accessible to students that also provides complete facilities for reading books and internet-based facilities to access digital learning resources in the library.

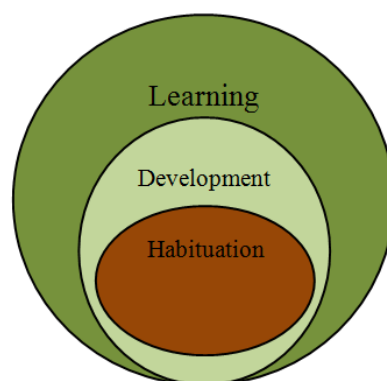
The school also has been involving the roles of families and communities in implementing the School Literacy Movement. Parents' involvement aims to support students to bring their books to the school for literacy activities. While, the involvement of communities is realized through collaboration with Salatiga Regional Library. However, there is still some gaps happened in this stage, since the school 1) doesn't ready to make training for the teachers and school literacy team, 2) doesn't have instrument for the evaluation.

### **Process Stage**

The stage of process is in good criteria since school can accomplish 80% of standard in Master Design of School Literacy Movement. From the results of interviews with the school principal, teachers, and students, the researcher found that the school has carried out the stages of the School Literacy Movement as guided by the Directorate General of Primary and Secondary Education of the Indonesian Ministry of Education and Culture in the framework of Master Design of School Literacy Movement. As the principal said in the interview:

*“Habituation, development, and learning are included in our school literacy movement activities nowadays. So we have done those stages of literacy to our students.”*

The SLM Implementation Map is shown in Figure 1.



**Figure 1.** SLM Implementation Map

As for some of the findings obtained by the researcher from interviews, observations, and study of documentations at the process stage are as follows: (1) The school has carried out the literacy movement at the development stage, namely by giving students time to read non-textbooks before the Indonesian language class hours. In this activity, students were asked to bring the books that they like or to borrow books from the library according to their interests which then are read for about 15-20 minutes before the Indonesian language class hours. (2) The school has also carried out a literacy movement at the development stage which Indonesian language teachers asked the school to discuss, summarize, make news, and review books that they have finished reading. This is done to develop literacy skills. (3) The school has also carried out literacy movements at the learning stage. Teachers carried out literacy strategies to carry out learning. In Indonesian language lesson, the teacher used 15 minutes of reading time to read non-textbooks which were then used to teach a particular topic of study. From the results of the documentation study of Learning Implementation Plan, the researcher found an example of an activity in this learning phase. Students were asked to read some news texts from textbooks, magazines and Internet. Then they were asked to describe about the general characteristics, elements, and purpose of the communication of the news text. Then in groups they were asked to present their findings. It is one of implementations in the learning phase in accordance with the Implementation of the School

Literacy Movement as stipulated in the Master Design of School Literacy Movement made by the Directorate General of Primary and Secondary Education of Indonesian Ministry of Education and Culture.

Seeing from the processes in the learning phase, it can be said that the school has carried out the learning process with a literacy strategy. However, there are a few things that are not in accordance with what schools should do in the process of the Literacy Movement at the learning stage according to the Master Design of the School Literacy Movement. Seeing from the implementation of the Master Design of the School Literacy Movement, the literacy strategy should be applied in the learning phase for all lessons, not only Indonesian language lesson. At this stage, the purpose of literacy is to develop students' skills in understanding texts and then relate them to their personal experiences, to make them think critically, and cultivate students' communication skills through activities of responding to textbooks. In fact, the literacy learning stage at *Anak Terang* Junior High School is only limited to Indonesian language lesson. Teachers of all subject lessons should also implement the literacy strategy in carrying out their teaching activities.

**Product Stage**

It can be concluded that this stage is in good criteria since it is accomplished more than 80% based on the standard in Master Design of School Literacy Movement. The students can work in a team, dealing with information, and understand the ethic in using technology. The products produced by the students at *Anak Terang* Junior High School of Salatiga also show progress and improvement in accordance with the initial expectations of the implementation of the SLM program at *Anak Terang* Junior High School of Salatiga. The initial aim of the School Literacy Movement at *Anak Terang* Junior High School was focused on students' interest in literacy activities which in turn would improve their skills in literacy activities especially in reading and writing comprehension activities. The improved students' abilities and skills can be seen from the products produced by the students through their written work in the form of news summaries, news making, magazine making, and summary of books that they have read. This is also in line with the School Literacy Competencies wanted by the Indonesian Ministry of Education and Culture to be achieved in the Master Design of the School Literacy Movement as shown in the Table 1.

**Table 1** School Literacy Competencies

GRADE	COMMUNICATION	CRITICAL THINKING	MEDIA SAFETY
First Grade of SD*/SLB*	Empathy towards the actor in a story can be articulated by students well.	Facts and fictions can be separated by students.	Students can use technology with help of parents or adults.
Advanced Grade of SD*/SDLB*	Story can be presented effectively by the student.	Type of writings and the purpose of media can be understood well by students.	Students can understand about the aspects and rules of activities in accordance with contents.
SMP*/SMPLB*	Students can cooperate in groups and discuss	Students can analyze and manage	Students can understand ethics in using of technology and social media.

GRADE	COMMUNICATION	CRITICAL THINKING	MEDIA SAFETY
	information in the media.	information and understand the relatedness.	
SMA*/ SMK*/ SMALB*	Students can present analyses and discuss them.	Students can analyze stereotypes/ ideology in the media.	Students can understand the ethics basis and rules in technology usage.

### ***Cost and Benefit Stage***

In cost and benefit stage, the implementation of school literacy movement in *Anak Terang* Secondary School is in low criteria level, since the school never prepare any budget for the program. Costs or budgets are only included with the costs and the monthly budget which is adjusted to the literacy activities that will be carried out by each teacher carrying out literacy activities in their subject lessons, as the principal said in the interview:

*“No...miss....we don't have any budget for School Literacy Movement Program”.*

However, considering the increased capacity of the School Literacy Movement in the Master Design of the School Literacy Movement, funds for literacy activities can be taken from School Operational Costs fund.

In conclusion, from the analysis above based on 5 stages of discrepancy model, the school literacy movement in *Anak Terang* Secondary School is in good criteria since they can fulfil government's criteria of doing school literacy movement in Master Design of School Literacy Movement. However, there are still a few things that need to be improved in the implementation of the literacy program at *Anak Terang* Secondary High School of Salatiga such as: 1) The school needs to provide trainings for teachers on literacy activities so that each teacher can develop literacy activities for learning, 2) The school needs to prepare an instrument of evaluation to evaluate the literacy program, 3) the learning process in the literacy stage can also be carried out for other lesson subjects, not just Indonesian language lesson subject, 4) The school needs to create a special budget for literacy activities by taking the fund from the School Operational Costs and to add facilities and targets from the existing business units and industries owned by the school.

Furthermore, this research has similarities with other researches such as [Wanelly \(2019\)](#); [Suyono et al. \(2017\)](#); dan [Fakar & Khair \(2018\)](#) that also find the effectiveness of the School Literacy Movement that is applied in a school. However, this research has excellence side compared with other researches since this research, the evaluator use discrepancy to evaluate the program. The program is evaluated with 5 stages of discrepancy, so that it can easier for the school to understand the strength and the weaknesses of the program. Moreover, the researcher also use Master Design of School Literacy Movement made by government, so we can identify the school literacy movement of a school whether it is already meet or not with the goal of government literacy.

### **Conclusion**

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