School Literacy Movement Program and Its Impact on Students Reading Interest and Reading Comprehension Skills

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Abstrak

Penelitian ini dilatarbelakangi rendahnya minat baca dan kemampuan membaca pemahaman siswa. Gerakan Literasi Sekolah dilaksanakan sebagai upaya meningkatkan kemampuan siswa dalam literasi. Program Literasi Sekolah memiliki potensi untuk meningkatkan minat membaca (reading interest) dan pemahaman membaca (reading comprehension) siswa. Program Gerakan literasi sekolah sering menyelenggarakan berbagai kegiatan yang menarik seperti pertemuan penulis, lomba membaca, dan klub buku. Kegiatan-kegiatan ini dapat merangsang minat siswa dalam membaca dan membantu mereka merasa lebih terhubung dengan dunia literasi. Program ini fokus pada pengajaran keterampilan literasi, termasuk pemahaman membaca. Tujuan dari penelitian ini adalah mendeskripsikan implementasi Gerakan Literasi Sekolah, dampak terhadap minat baca, serta dampak kemampuan membaca pemahaman siswa kelas IV. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif studi kasus. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, angket, dan dokumentasi. Hasil dari penelitian ini menunjukkan siswa telah melaksanakan Gerakan Literasi Sekolah. Minat baca siswa pun meningkat serta antusias. Kemampuan membaca pemahaman siswa pun mengalami peningkatan, diketahui dari uji membaca teks cerita dan menjawab pertanyaan yang kepada siswa mampu memahami isi teks, menemukan pesan cerita, serta mampu merangkum cerita. Dalam hal pemahaman membaca, program ini juga mengintegrasikan strategi dan pendekatan yang didukung oleh riset untuk meningkatkan pemahaman membaca siswa. Dengan demikian, Program Literasi Sekolah dapat memberikan dasar yang kuat untuk pengembangan keterampilan membaca dan pemahaman membaca yang lebih baik pada siswa.

Kata Kunci: Gerakan Literasi Sekolah, Minat Baca, Kemampuan Membaca Pemahaman.

Abstract

This research was motivated by the low interest in reading and students' reading comprehension abilities. The School Literacy Movement was implemented as an effort to improve students' abilities in literacy. The School Literacy Program has the potential to increase students' reading interest and reading comprehension. The school literacy movement program often organizes various interesting activities such as writer's meetings, reading competitions, and book clubs. These activities can stimulate students' interest in reading and help them feel more connected to the world of literacy. This program focuses on teaching literacy skills, including reading comprehension. The aim of this research is to describe the implementation of the School Literacy Movement, the impact on reading interest, and the impact on fourth grade students' reading comprehension abilities. This research uses a qualitative method with a descriptive case study approach. The data collection techniques used were observation, interviews, questionnaires and documentation. The results of this research show that students have implemented the School Literacy Movement. Students' interest in reading has increased and their enthusiasm has increased. Students' reading comprehension abilities have also increased, it is known from tests on reading story texts and answering questions that students are able to understand the contents of the text, find the message of the story, and are able to summarize the story. In terms of reading comprehension, this program also integrates strategies and approaches supported by research to improve students' reading comprehension. Thus, the School Literacy Program can provide a strong foundation for the development of reading skills and better reading comprehension in students.

Keywords: School literacy movement, reading interest, reading comprehension skills.

1. INTRODUCTION

In the learning and education process, literacy is a very important part. The learning process itself involves a lot of reading activities, obtaining new information, and understanding reading materials, which are part of literacy activities (Abidin et al., 2021;

Tohara, 2021). Literacy activities are one of the activities that cannot be separated from the learning process of a student. Students' knowledge and understanding can be improved through a continuous literacy process. To ensure high quality education in the digital era, students need to have a high level of literacy (Indrawan & Yudiana, 2022; Yan & Carless, 2022). Previous research stated that reading is the heart of education (Eskris, Y. & Koeswanti, 2018; Fudhaily, 2022).

Literacy is a combination of a person's ability to listen, read, write, communicate, convey information, and the ability to be able to think critically about ideas or concepts (Abidin et al., 2021; Arsani et al., 2017; Salma, 2019). Meanwhile, previous research explains that literacy is all activities related to reading and writing, be it reading and writing accessed from a book or access from other media (Permaswitra et al., 2015; Putrayasa et al., 2014). For students, literacy is a very important part of recognizing, understanding, and applying the knowledge that has been obtained (Noveliana & Ghani, 2022; Reddy et al., 2022). Literacy is also one of the actions that can eliminate illiteracy for the community (Ipmawan et al., 2022; Saragih et al., 2022). Reading is a thinking process that can include activities in understanding reading, literature, the process of translating, understanding information creatively, and reading critically (Cahyani et al., 2021; Hidayah, 2019). According to the *Organization for Economic Co-operation and Development (2019)* through the results of a survey called the Program for International Students Assessment (PISA), explained that Indonesia was ranked 62 out of 70 countries that had low literacy (OECD, 2019). This shows that Indonesia is in the bottom 10 countries in literacy. Whereas the Coordinating Ministry for Human Development and Culture of the Republic of Indonesia states that literacy is one of the aspects that must be met so that qualified resources can be realized.

To have a good level of literacy, students need a high interest in reading various forms of reading. Interest can be interpreted as a person's attitude in wanting something. Interest is a feeling, so it can only be seen when someone does something without coercion (Novitasari et al., 2017; Yustika & Iswati, 2020). Meanwhile, previous research defines reading interest as a strong desire accompanied by efforts to carry out reading activities (Widiastuti et al., 2014; Wijayanti et al., 2021). Meanwhile, similar research said that ironically now children are more fond of gadgets or watching television to spend free time than doing more useful activities such as expanding knowledge or reading (Arby et al., 2022; Lestari & Ain, 2022).Varied learning methods can increase student interest in learning, besides overcoming problems where monotonous learning is boring for students (Fajar & Putra, 2021; Suciani et al., 2022). Lifelong literacy for learners builds on the initial foundation of basic literacy, making connections between reading and writing (Agustina et al., 2022; Artini, 2022). Comprehension readingis essential for critical thinking, creates wider possibilities for literacy in the real world, and provides wider possibilities for creative thinking.Reading comprehension is defined by as reading reading reading material more sharply and deeper by capturing the main ideas that exist, so that there will be satisfaction after reading reading reading material until completion by students (Devi & Bayu, 2020; Pertiwi et al., 2019).

Good communication skills can be seen from how a person is able to understand information correctly (Aisyah et al., 2017; Dita et al., 2021). One of the efforts to increase reading interest as well as reading comprehension skills in Indonesia is the implementation of the School Literacy Movement which became an innovation of the Ministry of Education and Culture (Kemendikbud) in 2015 (Kemdikbudristek, 2022). The purpose of this movement is to create the next generation of literate nations in the future starting from a culture of reading and writing (Sari, N. P. A. et al., 2017; Widodo et al., 2023). The School Literacy Movement involves collaboration from all school members, including: teachers, principals, education

personnel, school supervisors, school committees, and students (Astuti et al., 2019; Prawira et al., 2023). Based on observations at SD N Tambakaji 04 Semarang, the school has implemented School Literacy Movement activities. This activity is usually carried out for 30 minutes before the start of teaching and learning activities. The activities carried out have many variations of activities (Fauzi et al., 2020; Subakti et al., 2021), not only reading or writing, these activities aim to increase and foster students' interest in reading. Some examples of School Literacy Movement activities such as writing pancasila experiences, crossword puzzles, reading, storytelling, storytelling, etc. This School Literacy Movement activity is only carried out once a week.

Based on the results of observations previously made by researchers, it was found that class IV C at SD N Tambakaji 04 Semarang was still constrained by low reading comprehension skills. In addition, from the results of interviews conducted with Mrs. Farida Mukti Sari, S. Pd. as the teacher of class IV C stated that there are indeed some students who are still lazy to read and have difficulty in participating in learning activities, thus getting lower learning scores than other students. Some students sometimes still find it difficult to understand the content of a reading, find the core of the story, and have difficulty in retelling the story that has been read. Based on the background explanation above, it can be shown that literacy skills are very important for students, and to ensure the quality of literacy, students' reading interest and reading comprehension are needed. The formulation of the problem in this study is how the implementation of the School Literacy Movement at SD N Tambakaji 04 Semarang, as well as its impact on reading interest and reading comprehension of class IV C students. The purpose of this study is to describe the implementation of the School Literacy Movement at SD N Tambakaji 04 Semarang using the qualitative method of case studies, and describe the impact of the School Literacy Movement on reading interest and reading comprehension skills of class IV C students.

2. METHODS

This research uses a qualitative method, the approach used is a case study. The research took place at SD N Tambakaji 04 Semarang. The research population used was elementary school students in class IV C. The research sample was obtained using purposive sampling technique. Purposive sampling is a sample selection technique by determining the sample according to the knowledge possessed by the researcher of the research. The sample was selected based on the information needs in accordance with the research needs (Sugiyono, 2017). The samples used in this study were students of class IV C as the main subject, while other research subjects were obtained from the principal, and teachers.

This research uses several data collection techniques, namely, observation, questionnaire filling, interviews and documentation. Data analysis techniques are carried out in 4 stages, namely (1) Data collection using interview techniques from several sources. The interviewees included students, principals, and teachers. Researchers also used field documentation with the aim of supporting the results of interviews conducted. (2) Data reduction is applied as a method for sorting data according to research needs, then summarized into research data. (3) Data presentation is done with narrative text that provides an explanation of the research results, and (4) Conclusion drawing is done to find out the red thread of the research (Rijali, 2018).

3. RESULTS AND DISCUSSION

Result

Based on the data obtained through observation, interviews, questionnaires and documentation, the School Literacy Movement has been implemented at SD N Tambakaji 04 Semarang. Researchers have made direct observations during data collection. In the implementation of the School Literacy Movement at SD N Tambakaji 04 Semarang, activities are carried out in several stages, namely the habituation stage, development stage, and finally learning stage. The research results of the implementation of the School Literacy Movement, its effect on reading interest, and its effect on reading comprehension, will be presented as follows:

Habituation stage

This stage is the initial stage for students to familiarize themselves with literacy activities. The habit is instilled every morning when the School Literacy Movement is implemented, which is every Wednesday morning. The purpose of the habituation stage is that when students get used to various literacy activities, it is hoped that they will become lifelong learners. In addition, it is from this stage that interest in reading begins to develop. There are various activities that can fill this stage. The observation results of the School Literacy Movement at SD N Tambakaji 04 Semarang at the habituation stage are shown in Table 1.

Table 1. Observation Results of the Habituation Stage of the School Literacy Movement

No	Indicator	Done	Undone
1	Ceremony every morning before learning activities begin.	✓	
2	Praying activity every morning.	✓	
3	Singing national and regional songs.	✓	
4	Listening to stories every morning.	✓	
5	A 15-minute reading activity.	✓	
6	There is a cozy library and reading area with a collection of non-lesson books.	✓	

In Table 1 shows the existence of flag ceremony activities, this activity is carried out with the aim that students have a spirit of love for the country, have character, and discipline. This activity is carried out every morning before learning activities begin with all students of SD N Tambakaji 04 Semarang, including students of class IV C. Teachers and principals always participate in this ceremony, while class V students become ceremonial officers. This activity can also be a bond between teachers and students. After the ceremony is over, then praying activities are carried out, this activity aims to make students have noble habits in the spiritual dimension, foster good habits, and foster virtuous morals. The prayer activity is led by the ceremony leader and followed by other ceremony participants such as teachers, students, and school officials who participate in the ceremony activities.

Next, the literacy team consisting of teachers, principals and school officials will sing the national anthem with students in the field simultaneously. This activity is always carried out and must be followed by all students. This activity aims to familiarize students with the character of loving the country through memorizing and singing national and regional songs. The last activity is reading fairy tales, this activity is read by the ceremony leader which is then listened to by all students. Reading fairy tales is useful for improving student literacy.The 15-minute reading activity is carried out in the classroom, the aim is for students

to be skilled in reading, and improve reading comprehension skills. With this activity, students' knowledge can also increase, students can also have a higher absorption of information. Development Stage In this development stage, the activities carried out are useful to encourage students to engage in literacy activities, both orally, in writing and emotionally. The development stage is an advanced stage from the previous stage, namely the habituation stage. Students apply the results of their literacy skills after going through the habituation stage. Details of the observation results at the development stage are shown in Table 2.

Table 2. Observation Results of the School Literacy Movement Development Stage

No.	Indicator	Done	Undone	Notes
1	There are literacy activities carried out every morning.	✓		Literacy activities are only done every Wednesday, and are carried out every morning before learning activities begin.
2	The literacy activities held have various variations, and are carried out for ± 30 minutes.	✓		Examples of activities include: Writing the Pancasila experience, crossword puzzles, reading, storytelling, storytelling, rhyming, completing rumpang words, literacy with supporting writings around the school, and others.
3	Teachers and principals accompany students as well as model during the School Literacy Movement activities.	✓		
4	The school seeks to involve the public (parents, alumni and community elements) to develop school literacy activities.		✓	This activity will serve as an update in the future.
5	There are academic activities that support the school's literacy culture, for example: trips to regional libraries or mobile library visits.	✓		

Literacy activities in the field are not carried out every day, but once a week on Wednesdays. This literacy activity is carried out ± 30 minutes before learning activities begin. The activities in the development stage that are carried out vary quite a bit every week, including: Writing the Pancasila experience, crossword puzzles, reading, storytelling, storytelling, rhyming, completing rumpang words, literacy with supporting writings around the school, and others. These activities can foster student knowledge and insight. With a variety of activities, students not only do literacy activities such as reading and writing, but students also feel that this activity is a fun play activity.

Learning Stage

At this stage, students already have demands on the results of the literacy activities that have been carried out. This stage is a continuation of the previous stages, namely the habituation stage and the development stage. This stage is obtained from the results of interviews with classroom teachers and school principals, filling out questionnaires by students, and conducting reading comprehension tests. The results obtained need support from teachers, and elements of society so that students are increasingly encouraged to have a better level of literacy. According to Mrs Farida Mukti Sari, S. Pd. as the teacher of class IV C, the students were enthusiastic and active when participating in the implementation of the School Literacy Movement, this was due to the varied and fun activities for students. Also, according to the teacher, the School Literacy Movement program increased students' interest in reading, where previously students were lazy to read, but after the implementation of this program students' interest in reading relatively increased. The results of the interview with Ms Susilowati, S. Pd., M. Pd. as the principal showed that academic learning outcomes have improved since the implementation of the School Literacy Movement program. Students are getting used to the literacy activities that have been familiarized. Then, for future plans, there will be a mobile library visit, and inviting resource persons or visiting figures to tell stories, make speeches, or share stories with the students of SD N Tambakaji 04 Semarang.

Student's Reading Interest

To see students' reading interest, researchers conducted questionnaire filling activities by students. The results of the questionnaire filling that has been carried out by students are shown in Table 3.

Table 3. Results of Questionnaires Filled Out by Class IV C Students

No	Indicator	Total number of students			
		Strongly Agree	Agree	Less Agree	Disagree
1	I am happy and enthusiastic when doing reading activities.	4	1	0	0
2	I like to utilize my free time for reading activities.	1	1	2	0
3	I feel that 15 minutes of reading is ideal.	0	3	2	0
4	I find the varied literacy activities fun.	5	0	0	0
5	I prefer to read silently.	2	3	0	0
6	I read many types of reading (magazines, newspapers, books, comics, etc.).	3	2	0	0

The questionnaires were filled out by students in class IV C who previously had problems with reading comprehension and had a low interest in reading. The results of filling out the questionnaire in Table 3 show that there are 3 students feel that the 15-minute reading activity is less than ideal, in other words they consider the 15-minute reading activity too long and quite boring. Meanwhile, 2 other students stated that they were happy with this activity. However, regardless of the length of the activity, students feel enthusiastic when reading activities are carried out, especially literacy activities every Wednesday morning. In addition, the results of filling out the questionnaire show that students prefer reading silently compared to reading aloud or orally. Students feel happy reading many types of reading such as magazines, newspapers, books, comics, and others.

Students' Reading Comprehension

To find out the level of reading comprehension of students, the researcher conducted a trial by giving 2 story texts along with several questions. The story texts must be read by students and then students must answer the questions asked. The story texts are entitled "Prohibition of Hitting Friends" and "Friendship and a Bear", then questions that include general questions such as the setting and why the events in the story can occur, this is implemented to see how students can understand the contents of the reading text they have read. These general questions consisted of 3 questions. Another question is a question about the moral message contained in the story, this aims to see if students can capture the moral message that the author wants to convey. Then the last question is the task to summarize the story briefly using their own language. By rewriting the content of the story, it can be seen how students' understanding of the reading text.

The reading comprehension test showed that most students were able to understand the content of the reading text which included general questions such as where is the setting, the cause of an event in the story, and other general questions. In this case, students show that they can understand the content of the reading text well. Then for questions in the form of moral messages, it shows that students can understand the moral message that the author wants to convey in outline. Then for questions in the form of summarizing the contents of the reading text, students have been able to summarize the reading quite well, but still have limited vocabulary, this is because students are still in the stage of developing their abilities in terms of literacy activities.

Discussions

Based on the observation process, questionnaire filling, interviews, and documentation, it shows that the School Literacy Movement program has been implemented at SD N Tambakaji 04 Semarang, including students in class IV C. The school has implemented 3 stages in the form of: habituation, development, and learning stages well. In the habituation stage, there are several activities in the form of ceremonies every Wednesday morning, praying activities, singing national and regional songs, listening to fairy tales, 15-minute reading activities. Teachers, principals, school officials, and students participate in the ceremony and several activities afterwards. These activities are useful for fostering students' ethics, love for the country, and literate character, in accordance with Permendikbud No 23 of 2015 and the Guidelines for the School Literacy Movement in Primary Schools (Suantara et al., 2019; Trianggoro & Koeswanti, 2021). In the development stage, there are various variations that are implemented in the School Literacy Movement program. Some activities include: Writing the Pancasila experience, crossword puzzles, reading, storytelling, storytelling, rhyming, completing rumpang words, literacy with supporting writings around the school, and others. This activity involves oral, written, and emotional skills. This activity is also useful for expanding students' knowledge and insight, this is in line with what was conveyed by (Khoiriyah & Sukasih, 2022; Sumaryati & Retnasari, 2021). There are various indicators in the observation process at the development stage, most of the indicators have been implemented, but there are still indicators that have not been implemented, these indicators are planned to be implemented at a later date. At the learning stage, it can be seen the level of reading interest and reading comprehension of students. This stage uses interviews, questionnaires, and documentation methods. The teacher explained that students experienced an increase in interest in reading after the School Literacy Movement program was implemented. Meanwhile, the principal explained that student learning outcomes had improved after the implementation of the School Literacy Movement program at SD N Tambakaji 04 Semarang. As explained by previous research that the active role of school residents, teacher supervision, an environment rich in literacy is a supporting factor that has a

significant impact (Ilmi et al., 2021; Krisdayanti & Kusmariyatni, 2020). Meanwhile, similar research also used a data collection method with a questionnaire to determine students' interest in reading (Arsani et al., 2017; Salma, 2019). It is known that there is a positive impact after the implementation of the Literacy Movement program at school. According to the results of filling out the questionnaire that has been given to students in class IV C, the answers given are quite varied, but tend to be positive. Many students feel happy with literacy activities, but there are some students who feel the 15-minute reading activity is too long and boring.

The school literacy program is an initiative that aims to improve literacy skills among students in Indonesia. To analyze the impact of the school literacy movement on students' reading interest and reading comprehension skills, there are several important aspects that need to be considered. Program Components, need to understand the main components. It includes reading materials, teaching methods, teacher training, and evaluation tools. The effectiveness of each of these components can be significant in influencing the impact of the program. Access to reading materials, evaluation of the availability and variety of reading materials provided by the program. A diverse and interesting collection of books, magazines and digital resources can stimulate students' interest in reading (Magdalena et al., 2019; Prasetia & Adlan, 2022). Teacher training and support, review the quality and adequacy of teacher training and the support provided to them. Well-trained teachers are essential to the implementation of effective literacy programs. Class strategy, analysis of teaching strategies used in class strategy. This can include techniques such as shared reading, reading groups, and independent reading time. Evaluation methods, consider evaluation methods used to track student progress in reading comprehension. Standardized tests, student reading records, and teacher observations can provide valuable data (Noveliana & Ghani, 2022; Verawati et al., 2020).

Reading interest, to measure changes in students' reading interest, you can conduct surveys or interviews to collect their opinions and preferences regarding reading material and reading in general. Reading comprehension skills, evaluate students' reading comprehension skills using standardized tests or by evaluating their ability to analyze text, make inferences, and summarize content. Long-term impact, review the long-term impact of the school's literacy movement by tracking students' reading habits and skills as they progress through different levels of schooling (Indrawan & Yudiana, 2022; Kartikasari & Nuryasana, 2022). A successful program should result in continuous improvement. Comparative analysis, compare the performance of students who have participated in the school literacy movement with those who have not. This can help determine the effectiveness of the program in increasing children's reading interest and comprehension. Community and parental involvement, investigation of the level of parental and community involvement. Involving families in literacy promotion can increase program impact (Canfield et al., 2020; De Bondt et al., 2020).

In addition, cultural and linguistic sensitivity, considers the program's ability to adapt to different cultural and linguistic contexts. Programs that respect and integrate local culture and language may be more effective. Feedback and continuous improvement, collect feedback from teachers, students and parents to identify areas of improvement. Dynamic programs must evolve based on feedback and changing needs. Cost analysis, evaluating the cost-effectiveness of school literacy movements by comparing the resources invested with the results achieved in terms of improving literacy skills. In this series of analyses, factors such as program design, teacher training, evaluation, and long-term impact must be considered to provide a clearer picture of program success and areas for improvement. The School Literacy Program has the potential to increase students' reading interest and reading comprehension. When compared with other programs, some of the advantages of this program are related to these two aspects, namely that School Literacy programs often adopt an integrated approach

that includes various learning activities and strategies, including reading books, literary discussions, writing and speaking. This approach helps students feel more engaged and involved in various aspects of literacy, which can increase their interest in reading. In addition, school literacy programs often provide greater access to a wide variety of quality reading materials. This can include an updated school library, varied reading books, and other literacy resources. With this better access, students have a greater chance of finding books that match their interests, which can increase their interest in reading (Eryanti et al., 2021; Ni'mah, 2019).

The school literacy movement program often organizes various interesting activities such as writer's meetings, reading competitions, and book clubs. These activities can stimulate students' interest in reading and help them feel more connected to the world of literacy. This program focuses on teaching literacy skills, including reading comprehension. Well-trained teachers will use effective teaching strategies to help students develop better comprehension while reading. School Literacy Programs often encourage students to think critically about their reading material. This helps improve their understanding of the material and improves their ability to relate the information they read to their experiences and knowledge (Prasetia et al., 2022; Rakhmawati & Mustadi, 2022).

Several school literacy programs also integrate technology in literacy learning. This may include access to e-book platforms, learning applications, or other online resources that can interest students and enhance their understanding. These programs often involve parents in helping develop their children's interest in reading. Parents who support reading at home can provide additional encouragement for children to read with interest (Liansari et al., 2021; Lolotandung & Trivena, 2022). In terms of reading comprehension, this program also integrates strategies and approaches supported by research to improve students' reading comprehension. Thus, the School Literacy Program can provide a strong foundation for the development of reading skills and better reading comprehension in students. Meanwhile, to find out the level of students' reading comprehension, the researcher tested students reading the story text and then answering some of the questions asked. The results obtained show that students have been able to understand the content of the reading, can understand the moral message in the story, and can summarize the story text even with limited vocabulary. This shows that the reading comprehension skills of students in class IV C have improved. This study provides information to the school regarding the analysis of the implementation of the School Literacy Movement that has been implemented, provides information about students' reading interest, and provides information about the level of reading comprehension possessed by students.

4. CONCLUSION

The conclusion obtained from this research based on the data and research results that have been presented is that the School Literacy Movement has been implemented quite well at SD N Tambakaji 04 Semarang. The School Literacy Movement has increased the reading interest of grade IV C students as indicated by the enthusiasm of students in the literacy activities carried out. So this means that the School Literacy Movement has an effect on increasing the reading interest of students in class IV C. The level of reading comprehension of students has also increased, this can be seen from the reading test of the story text and answering the questions asked. From the reading test results, grade IV C students were able to understand the content of the reading text, find the moral message of the story, and were able to summarize the story that had been read previously. The impact of the research that has been conducted is that it can provide knowledge on how the School Literacy Movement

affects students' interest in reading and reading comprehension. Future research is expected to make this research a reference in creating new works.

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