

IMPLEMENTATION OF SCHOOL (GLS) LITERATION ACTION SMK NEGERI BALI MANDARA AND SMK NEGERI 1 SAWAN

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ABSTRACT

The aims of this study are to describe (1) The implementation of school literacy action (TISL), and (2) supporting elements of TISL at SMK Negeri Bali Mandara and SMK Negeri 1 Singaraja. The type of this study is qualitative qualitative. The subject of this research was the teachers and the students of SMK Negeri Bali Mandara and SMK Negeri 1 Singaraja. The object of this study was the implementation of school literacy action and supporting elements of the implementation school literacy action. The data was analyzed through several steps: reduction, classification, and description, interpretation, and conclusion. The result showed that SMK Negeri Bali Mandara were able to implemented 11 literacy-related activities meanwhile SMK Negeri 1 Singaraja only achieved 10. The supporting elements of school literacy action are (1) School Literacy Committee (SLC), (2) TISL Program, (3) The availability of infrastructure such as library and reading corner, (4) Student, teacher, and parent involvement, (5) Budget quota to reinforce infrastructure. Based on the result of this study, the school authority should be maintain maintenance of the facilities, the teachers should be collaborate with the students in implementing this literacy program. The students should be interested in reading and writing through literacy program.

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1. Introduction

Reading activity is the most fundamental thing in the practice of literacy. Reading skills are the foundation for learning various other things. This ability is important for students' intellectual growth. Through reading activity, it can provides a very strong cultural influence on the development of student literacy.

On the other hand, based on the fact, it can be said that the student literacy achievements in Indonesia are still low. It is based on the results of a study that conducted by Central Connecticut State in Britain, Indonesia is in the position of 60th from 61 surveyed countries. (Jakarta Post, 2016).

Furthermore, in writing skills, according to Khak (in Wedhaswary, <http://edukasi.kompas.com>), the interest in writing skills is actually lower than the interest in reading. Logically, people should interested in reading at the first time and then they will be able to interested in writing skill. Moreover, writing activities are activities with a complicated process. Reading can be done anywhere, in other hand, writing needs time and mood.

Based on UNESCO data in 2012 in the Nafiasah also stated that the reading interest index in Indonesia had only reached 0.001. This means that in every 1,000 people, there is only one person who has an interest in reading (Nafisah, 2014). The factors of this situation because education curriculum and applied learning methods do not support the development of student literacy competencies, moreover television programs that are not educatting and also addicted to technology and there is a habit of people who prefer to talk and hear rather than to reading and writing (Nurdiyanti & Suryanto, 2010).

Sutrianto et al (2016) explained that the aspect of reading literacy tests measures of understanding, using, and reflecting the reading results in the progress of the 2011 International Reading Literacy Study Progress (PIRLS), the position of Indonesia is in 45th out of 48 participating countries with a score of 428 from the average score. Meanwhile, the reading literacy test in the International for Student

Assessment (PISA) Program in 2009 showed that Indonesian students is in the 57th position with a score of 396, meanwhile PISA 2012 showed that the position of Indonesian students is in 64th with a score of 396. There were 65 countries participated in PISA 2009 and 2012. PIRLS and PISA data, especially in reading comprehension skills indicate that the competency of Indonesian students is low.

In addition, based on the results of an international survey, it was stated that Indonesia's literacy skills were ranked lower (Kemendikbud, 2016). Starting from the concerns of various parties about the low reading interest of the Indonesian people, especially the young generation, the School Literacy Action (GLS) was born. GLS is needed because of the demands of reading skills in the 21st century and the fact that learning in schools has not been able to teach the competencies needed by students facing the 21st century. Therefore, reading activities need to be familiar in both the family and society (Kemendikbud, 2016).

In order to solve this problem, the government established the Minister of Education and Culture Regulation Number 23 of 2015. The Minister of Education and Culture of the Republic of Indonesia issued an education program named the School Literacy Movement. This program is motivated by the phenomenon of low literacy skills that prove that the educational process has not developed students' competencies and interests in knowledge. Abidin (2017: 279) says GLS is a social movement with collaborative support from various elements. This habituation is carried out with 15 minutes of reading activities (the teacher reads the books and the school members read silently, which is adjusted to the school context or target).

The purpose of the school literacy movement in general is to foster the character of students through the acculturation of the school literacy ecosystem manifested in the school literacy movement so that they become lifelong learners.

The stages of implementing the school literacy movement are divided into three stages, as follows. First, the habituation stage, the school provides various books and reading materials that can attract students 'interest and carry out activities to increase students' reading interest. Second, the development stage, after reading habits are formed in the school community, the school can enter the development phase which aims to develop students' literacy skills through various literacy activities. Third, the learning phase, the school organizes various activities aimed at maintaining reading interest and improving student literacy skills through enrichment books and textbooks.

The strategies for creating literacy schools according to Abidin (2017: 285) are as follows. First, giving the vision of literacy. Second, having human resources that care about literacy, it means that principals, teachers, students and all school people have a vision to develop students who are literate through the development of literacy schools. Third, have a means of liturgy. Fourth, have a literacy program. Fifth, apply literacy learning.

Samsudin (2017: 459) said that the obstacles to increase reading interest in a community and also resulted in difficult to develop literacy programs consisted of 6 factors. First, the lack of availability of reading media. Second, the price of books is expensive. Third, tend to watch out. Fourth, the buyness. Fifth, the wrong myth. Sixth, feeling lazy.

In contrast to Nasrulah (2016: 20) states that the inhibiting factors of the school literacy movement include student discipline, teacher feedback, the reports of school principals, socialization of teachers to parents, and socialization of school principals to school committees. It can be concluded that the obstacle of the implementation of the school literacy movement found must be faced in order to improve the quality of GLS services in schools.

Based on the aforementioned statement above, the implementation of the school literacy movement (GLS) in each of the Buleleng District Vocational Schools showing that literacy activities in Buleleng State Vocational Schools have not been implemented optimally. Only two schools implemented GLS optimally, namely SMKN BALI MANDARA and SMKN 1 Singaraja. Therefore, SMKN Bali Mandara and SMKN 1 Singaraja were used as target schools in this study, because they are the two best schools in Singaraja City. These are also have several excellent programs to support school activities and achievements both academically and non-academically as special vocational schools in Singaraja City. Results of interviews with Mr Komang Mudita, S.Pd. on August 8, 2018 as Chair of the Literacy Team of SMKN Bali Mandara and Mr. Gede Benny Kurniawan, M.Pd. on August 10, 2018 as Chair of the Literacy Team of SMKN 1 Singaraja. Besides that, SMKN Bali Mandara and SMKN 1 Sawan also held various practical activities and could be implemented in Vocational Schools, including effective and independent reading movements, adequate access to books, varied book appeal, a conducive environment, follow up activities about GLS, staff training, and civilization of E-Learning.

GLS at SMK N Bali Mandara starts in the 2015/2016 school year and at SMK N 1 Singaraja in the 2016/2017 school year. This program aims to educate, instill and develop a literate culture of information

and knowledge. GLS at SMK N Bali Mandara and SMK N 1 Singaraja refers to the GLS launched by the Ministry of Education and Culture of the Republic of Indonesia which began to be developed in 2015.

Therefore, researchers are interested in studying more about "Implementation of the School Literacy Movement (GLS) at SMK N Bali Mandara and SMK N 1 Singaraja".

Based on the above background, there are two problems examined in this study, namely (1) the implementation of the school literacy movement (GLS) at SMK N Bali Mandara and SMK N 1 Singaraja, and (2) supporting factors for the implementation of the school literacy movement (GLS) at SMK N Bali Mandara and SMK N 1 Singaraja. Introduction consists of background of the study, underlying theories, problems, solutions, and aims of the research. Introduction is written in Cambria, 10 pt, single space, and 12 pt after headings and sub-headings. The manuscript also should follow the heading and some other writing formats mentioned in the following to make easier responsibilities of the Journal layout editors and proofreaders.

2. Methods

This study is descriptive qualitative approach. Descriptive research is intended to obtain a clear, objective, systematic and careful description of the facts obtained. This method approach emphasizes the sharpness of the objective analysis so that accuracy can be obtained in the interpretation of facts related to the implementation of the school literacy movement (GLS) at SMK N Bali Mandara and SMK N 1 Singaraja.

This research was conducted at SMK N Bali Mandara and SMK N 1 Singaraja. The subjects of this study were teachers and students at SMK N Bali Mandara and SMK N 1 Singaraja. Meanwhile, the object of research is the matter studied in the study. The object of this research is (1) the implementation of the school literacy movement (GLS) at SMK N Bali Mandara and SMK N 1 Singaraja, (2) supporting factors for the implementation of the school literacy movement (GLS) at SMK N Bali Mandara and Singaraja Vocational School 1.

Data collection methods used in this study were observation, interviews and documentation. The collected data is analyzed through several stages, namely data reduction, data presentation, and drawing conclusions.

3. Findings and Discussion

The school literacy movement (GLS) at SMK N Bali Mandara is carried out through several activities, namely (1) silent reading, (2) morning speech, (3) publishing weekly newspapers, (4) making quotes from famous figures, (5) reading corner, (6) literacy tree, (7) making wall magazine, (8) School Literacy Movement (GLS) Competition, (9) making literacy works (poetry, short stories, biography), (10) publishing school magazines and books, and (11) student reading journals.

The silent reading and morning speech activities are guided by the Technical Guidelines of the Bali Provincial Government of the Education Office of SMK N Bali Mandara which have been proclaimed by the Central Government through Minister of Education and Culture Regulation No. 23 of 2015. Silent reading is an activity carried out to foster students' interest in reading. The purpose of organizing this activity is to increase students' reading interest in various reading works. The target of this activity is all residents of the SMK N Bali Mandara. Funds for this activity are sourced from the DPA of Bali Mandara State Vocational School which is sourced from the Bali Provincial APBD or BOS SMK Bali Mandara Fund.

This activity is routinely held every Monday to Friday before learning begins. On Monday, this activity was held at 07:40 a.m. 07.55 WITA. Tuesday to Friday, this activity was held at 07.00 a.m. 07.30 WITA at the yard of SMK N Bali Mandara. During the 4 years implemented this program has succeeded in printing literate school citizens. Many students have managed to win writing and essay competitions starting at the district, provincial and international levels. This activity also contains 5 components of literacy namely, early / basic literacy, library literacy, media literacy, technology literacy, visual literacy. In addition, silent reading activities are also a development of Guided Reading and Independent Reading.

In addition to the silent reading program based on the culture of the SMK N Bali Mandara Literacy Movement (GLS) also has a morning speech program. Morning speech is an activity carried out to facilitate students to grow their communication skills. This activity is a routine activity carried out by students before learning begins after the silent reading activity takes place, the information conveyed by students related to various matters is conveyed using Foreign Language, Indonesian, or Balinese Language.

The purpose of organizing this activity is to improve communication skills that are effective and good in front of the general public. This activity is held every Tuesday to Friday before learning begins and

after Silent Reading activities. Tuesday to Friday, this activity was held at 7:30 a.m. to 07:45 a.m. The place for this activity is on the page of the SMK N Bali Mandara.

The publication of the weekly newspaper is also one of the school literacy movement (GLS) programs in this school. This newspaper called "Skanbara Flash" takes the motto "From East Buleleng opens the horizon of knowledge". "Skanbara Flash" consists of several sections, such as (bright, opinion, editorial, at a glance at Skanbara, about Skanbara, profile, literature and entertainment).

Another program of this vocational school is making quotes of famous figures that aim to enhance students' creativity. Quote is a sentence that is considered interesting that contains an idea, opinion or idea of someone. The quote in this vocational school is more specialized in famous figures and is collected at the end of each month.

The reading corner was seen decorating every dormitory of the Mandara State Vocational School. So it is hoped that every place can read all the book collections In boarding life, students have a small family in a school called Grha. Every Graha is administered by Matta (as mother is called) or Pitta (as father). Every year all students in each Graha donate one non-learning book that is placed in the reading corner of Grha.

Besides being placed in the reading corner, non-learning books are also placed in the class library. The purpose of this class library is to train students to organize a simple library management, besides that the books in the class library can be read by students who at that time had no teacher or no class hours in the class.

One of the creative ideas and media that can be created in fostering a culture of student literacy in this school is to make a tree of literacy. Literacy trees are trees that are made to record the history of reading that is read by students, can also be accompanied by a brief fragment of the book. The more leaves mean more books have been read by students.

One of the simplest types of writing media to communicate is mading. The making of each class / grah magazine is also one of the school literacy movement programs (GLS) in this school. Mading is made every 5 months for each class / grha.

The school literacy movement (GLS) competition is also often held at this school. "The School-Literacy Movement of Bali" was used as a forum for the school literacy movement (GLS) competition that featured Balinese language. This is in line with Pergub Bali Number 80/2018 concerning the protection and use of Balinese language, scripts and literature, and the holding of the Bali Language Month which was set on September 26, 2018. "The Taksu-Bali Literacy School Movement" fulfills the following components, (1) literacy literacy, (2) numeracy literacy, (3) scientific literacy, (4) financial literacy, (5) digital literacy, and (6) cultural literacy and citizenship.

Another program for implementing GLS in Vocational Schools is the creation of the "Newsletter" magazine and the book "Year Book". The last program is making student reading journals. Student reading journals are instruments in the form of a table recording student achievement. This journal can be a book, card, or piece of paper in a portfolio of reading activities.

The school literacy movement (GLS) at Singaraja 1 State Vocational School, namely (1) reading movement (Friday Literacy), (2) publishing school magazines, (3) making Mading, (4) reading corners, (5) literacy festivals, (6) acculturation of E-learning, (7) acculturation of school emails and blogs, (8) provision of literacy facilities (healthy internet and provision of BSE), and (9) strengthening / understanding / appreciation of culture, and (10) journal GLS.

Friday Literacy is a routine activity held at SMK N 1 Singaraja 1 and starts in the first semester of the 2016/2017 school year. The activity is carried out every Friday at 07.00 a.m. 07.35 WITA at the school yard which is attended by all school members. This activity aims to familiarize students with reading independently for 10-15 minutes.

Besides Friday Literacy, another program that supports the implementation of the school literacy movement (GLS) at this school is the publication of a school magazine. "Widya Wahini" was chosen as a medium of creativity and communication at SMK N 1 Singaraja. This magazine is published every 6 months.

In addition to school magazines, this school also has a wall magazine (mading). Mading is a medium or a means of delivering information on student creativity. Mading is very instrumental in honing students' abilities, especially in the field of expressing ideas in written form. In this school the magazine was created by a journalistic team and students in each class. Mading that must be designed is a simple but attractive magazine.

The reading corner is also part of the school literacy movement (GLS) program at this school. The reading corner is one of the efforts made to develop students' reading interest. The existence of a reading corner is certainly a manifestation of the commitment of SMK N 1 Singaraja 1 in supporting the mandatory

15-minute reading movement proclaimed by the Government as stipulated in Permendikbud Number 23 Year 2015. Through the reading corner, it is expected to instill students to create a reading culture.

The School Literacy Festival (FLS) was also held in this school as a follow-up program from the 15-minute reading program every day. This activity is usually held every November to coincide with the celebration of the Anniversary of SMK Negeri 1 Singaraja. FLS aims to develop interests and talents to develop the ability to write short stories, poems, comics, and memes through the creation of student works. There were a number of activities carried out at the time the FLS took place, such as making foster / slogan likes to read, literacy activities photo competitions, literacy short film competitions, and inter-class magazine making competitions.

The next activity that was carried out related to the implementation of GLS at SMK N 1 Singaraja was to familiarize E-Learning conducted at the beginning of each even semester. This activity held a training on the preparation of remote materials by inviting speakers in their fields. Then at the end of the activity the teachers are asked to prepare E-Learning-based teaching material, the teaching material is then collected into a computer placed in the library so students can learn it at any time.

Cultivating e-mail or school blogs is also the focus of the GLS program at this school. The School Literacy Team (TLS) collects e-mails from teachers and students so that teachers and students can apply in learning. The benefits of e-mail are as a means of exchanging information, can do tasks anywhere, save costs because they do not require paper, and effective learning media.

Provision of E-Literacy facilities at Singaraja Vocational High School 1 is known as "Healthy Internet". In this activity the school cooperates with G-Media to provide high capacity internet so that it can facilitate school citizens in obtaining information. The advantage of providing E-Literacy facilities lies in the level of independence of students so that they become better and have communication skills. This activity also facilitates communication between students and teachers taking place simultaneously or individually through computer network support.

In addition, strengthening / understanding of cultural appreciation at SMK N 1 Singaraja is reflected in various activities, ranging from extracurricular activities (theater, dance and traditional arts) and inviting artists or community leaders to schools. Usually what is often done is inviting religious leaders to carry out "Dharma Wacana" as a form of literacy activities in schools.

At Singaraja 1 Public Vocational School there is also a school literacy movement journal. This journal is used as a forum for students to write fiction and nonfiction books that have been read by students.

There are several factors supporting the school literacy movement (GLS) at SMK N Bali Mandara and SMK N 1 Singaraja, namely (1) SK School Literacy Team (TLS), (2) GLS programs, (3) adequate physical facilities such as libraries, collection of reading books and corners, (4) active participation of school citizens and involvement of parents, and (5) school budget allocation for procurement of supporting facilities.

4. Conclusion

Based on the results of research and discussion, conclusions can be drawn, which can be described as follows.

The school literacy movement (GLS) at SMK N Bali Mandara is carried out through several activities, namely (1) silent reading, (2) morning speech, (3) publishing weekly newspapers, (4) making quotes from famous figures, (5) reading corner, (6) literacy tree, (7) making wall magazine, (8) School Literacy Movement (GLS) Competition, (9) making literacy works (poetry, short stories, biography), (10) publishing school magazines and books, and (11) student reading journals.

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Based on the conclusions above, this study can be recommended to several parties, namely (1) schools should maintain the maintenance of existing literacy facilities and infrastructure, especially in reading books and become a pilot project in implementing GLS. (2) teachers work together with students

to maintain the school so that a literate environment is created and the teacher should also collaborate with GLS activities with students so that GLS goals can be achieved. (3) students should increase their interest in reading and writing through literacy activities, as well as further improving their skills in obtaining information.

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