

# Implementation of the School Literacy Movement In High Schools

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**Abstract:** In the year 2020, the Central Statistics Agency (BPS) recorded a significant decrease in the illiteracy rate among the population. The illiteracy percentage in 2019 was 1.78 percent, or 3,081,136 individuals, and in 2020, it decreased to 1.71 percent, or 2,961,060 individuals. This study aims to evaluate the implementation of the school literacy movement in High Schools in Karawang Regency, Indonesia. The research employs an evaluative approach with a qualitative descriptive method and utilizes the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. The findings of the study reveal that students' reading interest can be influenced by the teaching methods employed by teachers in the classroom. Various measures can be taken by different stakeholders to enhance teachers' teaching abilities. Teachers can improve their skills by seeking diverse sources of information related to teaching strategies, receiving positive feedback, and enhancing their understanding of metacognition in reading.

**Keywords:** Implementation; literacy movement; high schools.

## I. Introduction

In Indonesia, the calculation results of the Alibaca Index show that the average National Alibaca Index falls within the category of low literacy activity, with a score of 37.32. This value is composed of the dimensions of Skill at 75.92; Access Dimension Index at 23.09; Alternative Dimension Index at 40.49; and Cultural Dimension Index at 28.50.

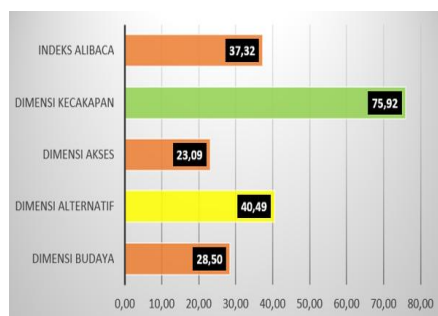


Figure 1. Alibaca Index

Source: National Literacy Movement Guide

Furthermore, a deeper analysis of the four dimensions reveals that the indicators in the skill dimension obtain the highest scores. Other dimensions that are relatively positive include the alternative dimension, where the general population is beginning to utilize information technology devices, although access to computers and the internet still needs further equitable distribution. The low index scores in the access and cultural dimensions indicate the need for attention to these two dimensions to enhance them, as they significantly contribute to low literacy rates. According to survey data from the Central Statistics Agency (BPS) in 2020, there has been a significant decrease in the number of illiterate individuals. The illiteracy percentage was 1.78 percent or 3,081,136 people in 2019, and it decreased to 1.71 percent or 2,961,060 people in 2020. Unfortunately, the government's success in eradicating illiteracy and expanding access to education has not been matched with success in fostering a reading culture within the society, resulting in a low level of literacy among the Indonesian population.

Recognizing the low level of literacy and numeracy competencies, the Ministry of Education, Culture, Research, and Technology conducted a National Assessment (AN). This assessment is designed to provide accurate information for improving the quality of teaching and learning, which in turn will enhance the learning outcomes of students. The National Assessment generates information to monitor a) the quality development over time, and b) disparities within the education system, such as socioeconomic disparities between educational units, disparities between public and private educational units in a region, regional disparities, or disparities among groups based on specific attributes (Kemdikbud [www.anbk.kemdikbud.go.id](http://www.anbk.kemdikbud.go.id)). Consistent with the results of the Program for International Student Assessment (PISA) organized by the OECD, Indonesia is one of the 10 countries with a relatively low level of literacy. This is evident from the literacy results of 2015, where Indonesia's literacy proficiency ranked 66 out of 72 participating countries. In 2019, Indonesia ranked 62 out of 70 member countries participating in the program, while in the year 2000, Indonesia's literacy level ranked 39 out of 42 participating countries. This research aims to evaluate the implementation of the school literacy movement in High Schools in Karawang Regency, Indonesia.

## **II. Theory Review**

### **Literacy**

Literacy is the fundamental ability to solve everyday problems as the foundation for skills and competencies. The low level of literacy is influenced by a lack of understanding of the concept of literacy and insufficient support for literacy implementation (Fahrianur et al., 2023). In their perspective, Hastuti and Lestari (2018) reveal that literacy skills go beyond measuring the ability to read and write; it encompasses understanding, analyzing, explaining, and presenting reading materials. Literacy can depict the advancement of a nation's civilization, where it involves an individual's skills and competencies in understanding information through reading, writing, numeracy, and problem-solving in daily life activities (Ginting, 2021). Literacy activities are expected to foster the ability to assimilate with existing knowledge, thereby producing critical and intelligent individuals who are competitive (Damayantie, 2015).

### **School Literacy Movement**

The School Literacy Movement (SLM) is a government effort, particularly by the Ministry of Education and Culture of the Republic of Indonesia, aimed at promoting reading habits to enhance educational quality. SLM aims to improve continuous learning by providing diverse reading resources (Dafit & Ramadan, 2020). In its implementation, SLM aims to: 1) advance reading and writing, 2) enhance the school community's understanding of literacy culture, 3) create a comfortable and child-friendly school environment, and 4) provide various reading materials, both physical and online, as a form of continuous support (Batubara & Ariani, 2018).

### **Literacy Facilities and Infrastructure**

Educational facilities and infrastructure refer to two vital aspects in the learning environment. These terms are often used interchangeably because they complement each other and contribute to effective learning experiences (Saadati & Sadli, 2019). Educational facilities include various tools, devices, or amenities used in the learning process, encompassing all elements that aid and support teaching activities within the educational environment. In schools, educational facilities include textbooks, digital teaching materials, computers, whiteboards, projectors, laboratory equipment, and similar tools that facilitate information delivery and interactions between teachers and students (Burhan, Nurchasanah & Basuki, 2020). Educational infrastructure pertains to the physical facilities and structures required for teaching and learning activities. It includes all buildings, classrooms, school premises, administrative spaces, libraries, laboratories, sports fields, cafeteria facilities, and other supporting resources to create a safe and comfortable learning environment tailored to the needs of students and teachers (Hamna & BK, 2022).

### **Human Resources (HR)**

Human resources (HR) are the strengths derived from individuals that can be empowered by organizations, including schools, to become a force of quality and competence. In order to enhance the quality and competence of human resources, it is necessary to elevate their skills (Sukawati et al., 2020). The effectiveness of a school relies on the personnel within its human resources. The key to the school's sustainability lies in the effectiveness of the school head in maintaining and utilizing the expertise of teachers and staff (Frömel et al., 2016). There are four categories of HR activities, three of which are individual in nature: (1) reading aimed at gaining new knowledge and skills, (2) experimentation involves implementing new developments and insights in teaching practices, and (3) reflection aims to evaluate their teaching performance (Seezink & Poell, 2011).

### **III. Methodology**

This research employs an evaluative approach with a qualitative descriptive method and utilizes the CIPP (Context, Input, Process, Product) model developed by Stufflebeam (Stufflebeam, 1971). Daniel L. Stufflebeam, the pioneer of CIPP, explains that the CIPP Evaluation Model is a research method based on a comprehensive evaluative approach to analyze and measure the effectiveness of a program, policy, or intervention within a specific context. The CIPP Evaluation Model is used to provide comprehensive evaluative information to decision-makers. This approach assists in identifying the strengths, weaknesses, opportunities, and threats of a program or intervention, and provides guidance for improvement and better decision-making in the future (Kui, 2022).

#### **IV. Results and Discussion**

##### **Context Evaluation**

The literacy program implemented in (SMA Penggerak Karawang Regency follows the guidelines outlined in the Ministry of Education and Culture Regulation No. 23 of 2015 on Character Development. These guidelines mandate the cultivation of ethical behavior, including a reading culture, with a 15-minute daily reading activity at the beginning of each class, which is then adapted to the school's situation. This literacy activity is implemented at all levels of education, from elementary to secondary. In this context, three schools in Karawang Regency—SMA Budi Mulia, SMAN 6 Karawang, and SMA Al Quran Nurhasanah—implement the literacy program with different approaches.

SMA Budi Mulia integrates literacy activities into the teaching and learning process, optimizing the school library and computer lab for digital literacy. One of the highlighted activities is the "Language Month." At SMAN 6 Karawang, the school provides various reading materials in the form of printed books and digital resources in the library, tailored to the developmental stage of teenagers and the current era. Students are also given the freedom to read in the library or bring reading materials from outside, which is considered essential for cultivating reading interest. Meanwhile, SMA Al Quran Nurhasanah initiates a literacy program in line with the Ministry of Education and Culture Regulation No. 23 of 2015, involving a school literacy team.

##### **Input Evaluation**

Over time, the perspective that literacy activities only occur during language lessons has evolved. Literacy activities have been mistakenly limited to reading books and writing. However, this view is not accurate, as the concept of literacy has expanded across various fields such as mathematics, science, social studies, engineering, arts, sports, health, economics, religion, and crafts (Robb, L., 2003). One crucial aspect of implementing this program is the collaboration between the school and relevant stakeholders. SMA Penggerak collaborates with the school committee, alumni, parent association, literacy activists, and literacy observer organizations in various aspects, such as:

1. Assisting students in acquiring quality reading materials, following the Book Level Guidelines.
2. Providing books and other reading resources, including multimodal texts, for the 15-minute reading requirement, class reading corners, reading gardens, or reading corners.
3. Motivating school members to read regularly.
4. Setting an example and being literacy ambassadors, following the "Literacy Activities at Home" guidelines.
5. Involving literacy activists as mentors and motivators in implementing the literacy program.

##### **Process Evaluation**

Through this collaboration, the literacy program at SMA Penggerak Karawang strives to provide better access for students to quality reading materials and encourage an active and sustainable reading culture. In the process of developing the school's literacy plan, the school principal issues a Letter of Decision (SK) or assignment letter to the literacy team members with a validity period of 1-2 years. The development of this program is carried out by the literacy team, referring to the 2021 literacy guidelines for high schools. From a

technical perspective, the literacy team is responsible for the provision of reading materials, following these steps:

1. **Book Donations:** This involves contributions of books from various parties such as school members, the school committee, businesses, alumni, and the general public. The aim is to support the literacy movement within the school.
2. **One Student One Book Program:** This initiative encourages students to donate at least one book to the school library. The goal is to enrich the library's book collection.
3. **Purchase of Affordable Books/Book Bazaar:** The school collaborates with bookstores or publishers to acquire quality books at more affordable prices. This allows the school to obtain various book titles at lower costs.
4. **Book Collection Exchange:** The school exchanges book collections with regional libraries or other schools. This step helps broaden the variety of available reading materials.
5. **Utilization of Virtual Library Applications (e-Library):** The school uses digital library applications or e-Libraries to access book collections electronically. This provides alternative reading materials in digital form.

With this approach, the school's efforts to promote literacy and enhance access to reading materials become more structured and diverse, involving various resources from both internal and external sources of the school.

### **Evaluation of the Product**

The literacy program initiated by the school's SDM team, based on the guidelines of the 2021 school literacy movement, has yielded highly satisfactory results in the ANBK literacy assessment as stated in the education report. Overall, these achievements are excellent, indicated by green and blue color codes, despite varying assessment scores. SMA Budi Mulia has also achieved outstanding literacy results, with a literacy score of 2.00, which is 0.08 points above similar education scores in Kabupaten Karawang. On the other hand, SMAN 6 Karawang has also attained remarkable literacy achievements, reaching a score of 1.93 and surpassing similar education scores in Kabupaten Karawang by 0.08 points. However, SMAN 6 Karawang faces certain weaknesses in reaching the maximum score, particularly in the indicator of the proportion of students with literacy skills requiring specific interventions. This figure stands at 2.22%, indicating the need for specific efforts to enhance literacy attainment. Similarly, SMA Al Quran Nurhasanat has demonstrated excellent literacy achievements as well, with a score of 2.21, exceeding similar education scores in Kabupaten Karawang by 0.43 points. Like SMAN 6 Karawang, SMA Al Quran Nurhasanat also encounters challenges in achieving the maximum score, particularly in the indicator of the proportion of students with literacy skills requiring specific interventions. Nevertheless, SMA Al Quran Nurhasanat has achieved a 0% rate in this regard, signifying that special intervention measures are necessary to improve literacy achievement.

### **V. Conclusion**

The reading interest of students can be influenced by the teaching methods applied by teachers in the classroom. Various steps can be taken by different parties to enhance teachers' teaching abilities. Teachers can improve their skills by seeking various sources of information related to teaching strategies, positive feedback,

and enhancing their understanding of metacognition in reading. School principals and supervisors play crucial roles in supporting efforts to enhance teachers' competencies. They can encourage discussion activities among teachers through teacher working groups (KKG) or subject teacher groups (MGMP). Additionally, conducting training sessions and providing positive feedback to teachers is necessary to assist them in developing better teaching skills.

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