



Development of the school literacy movement towards students' reading interest and skills

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Abstract

This study was carried out due to the low reading interest of students in Indonesia, which made the government launch the School Literacy Movement program in 2016. The program is highly expected to increase the reading interest of students. Therefore, this study focused on the School Literacy Movement program to ascertain its development process and impact on students' reading interest. A qualitative method was used and the subjects were class VII and VIII students. Data collection was carried out in the form of interviews for class VII and VIII teachers and principals, observations, and questionnaires. The results showed that the School Literacy Movement program has a positive impact on students' reading interest. Therefore, from the calculation of the observation results, the reading interest of class VII and VIII students were classified as very good.

Keywords: development, school literacy movement, reading interest

Introduction

The success of education in Indonesia can be supported by broadening students' insight and knowledge, which is realizable by augmenting their reading interest. This is in line with the opinion of (Antoro, 2017) ^[6] that "reading as one of the literacy activities is the key to educational progress, because the success of an education process is not measured by the number of students with high scores but by those with interest to read in class".

(Juniawan, 2020) ^[10] Reading is one of the most important efforts required to determine the success of the teaching and learning process. It involves translating and interpreting signs or symbols in a language understood by the reader. (Suharmono, 2015) ^[17] The education concept adopted in this country is a lifelong education, which is in line with the obligation of every human being to always learn from birth until the end of his life. This is because an advanced society is supported by a reading culture. (Sari Dariska dan Zikrayanti, 2018) ^[15] Furthermore, it is impossible to gain knowledge without reading, consequently, this culture needs to be developed from an early age. Reading skills play an important role in life to earn knowledge. Therefore, it should be properly mastered by students from an early age.

(Atmazaki. *et al*, 2017) ^[7] Through reading, students broaden their horizons, sharpen ideas, and increase creativity. Reading interest is driven by reading ability, and reading culture is forced by reading habits. (Juniawan, 2020) ^[10] Developing interest from an early age can be used as the basis for the realization of a reading culture. The school is a responsible institution for realizing a reading culture as an important part of learning activities. (Anonymous, 2016a) ^[3] Law No. 20 of 2003 concerning the National Education System Chapter III Article 4 paragraph (5) explicitly states that "Education is carried out by developing a culture of reading, writing, and arithmetic, for all societies".

(Faradina, 2017) ^[9] In this digitalization era, there is a declining interest in reading, because almost everything is visualized into graphics. For example, when a youth fiction novel is made into a feature film, most teenagers prefer to watch the film without reading the novel. (Anonymous, 2015) ^[2] This is considered time-efficient because they can understand the story only for about 1.5–2 hours, compared to reading the novel, which would take days. However, not everything can be described as science, which cannot be understood just by watching but needs to be read over and over again and practiced. Therefore, several studies have been carried out to determine reading interest in various countries.

The study by (Anjani, 2019) ^[1] stated that: The Program for International Student Assessment (PISA) in 2015 (PISA, 2015) ^[13] showed that Indonesia's literacy level is 64th out of 72 countries. Furthermore, the latest data from Most Littered Nation in the World by Central Connecticut State University in March 2016, showed that Indonesia was ranked 60th out of 61 countries. Meanwhile, UNESCO 2012 statistical data showed that the reading interest index was only 0.001. This implies that for every 1,000 citizens, only one has a reading interest. According to the UNESCO education development index, Indonesia was number 69 out of 127 countries.

(Suharmono, 2015) ^[17] The problem of low reading interest can be solved by optimizing the literacy movement in students. Furthermore, the role of parents and the family environment is required. They can participate in growing the interest by giving gifts in the form of reading books on historical days, storybooks for birthday gifts, and further accompany their children to read these books or reading fairy tales to them. Teacher support is also

required in this matter, which includes setting up a reading corner and changing books frequently to augment their interest in reading.

Reading is a process that involves all activities and thinking skills to understand and reproduce a written discourse (Yunus, 2017) ^[19]. (Sari Dariska dan Zikrayanti, 2018) ^[15] Therefore, the Ministry of Education and Culture developed the School Literacy Movement (GLS) to realize schools as learning organizations (Anonymous, 2016b) ^[4]. GLS is a movement that involves all school members (teachers, students, parents/guardians) and the community, as part of education providers. This program was implemented to increase the students' reading interest and skills, and better master knowledge.

(Antasari, 2017) ^[5] The GLS contains moral values in the form of local, national, and global wisdom delivered according to the education level. The program is not only intended for students but also requires teachers to be role models in reading. It was designed for elementary school students that are generally in the range of 7-11 years. (Faradina, 2017) ^[9] In Piaget's theory of intellectual development, children aged 7-11 years are in a concrete operational stage and understand the part of the material being taught, for example, geometry and number. Also, they can combine many object classes of varying degrees (Dantes, 2017) ^[8] Literacy is an ability related to reading, thinking, and writing activities that aim to improve the ability to understand information critically, creatively, and reflectively. (Suyono & Hariyanto, 2011) ^[18] State that, as the basis for developing effective and productive learning, it allows students to be skilled in finding and processing information in science-based life in the 21st century. (Faradina, 2017) ^[9] Furthermore, learning in 21st-century relies on literacy skills in science and technology, based on strong human character, dignity, and worth (Dantes, 2017) ^[8] A school library is a key to success in the GLS implementation through the arrangement of the space and book display. This is because a comfortable library condition enables students to enjoy every text from the books displayed. Furthermore, (Kalida & Mursyid, 2015) ^[11] explained that school and library are inseparable units. In line with that, the Ministry of Education and Culture (Anonymous, 2016b) ^[4] explained that the library functions as a center for managing knowledge and learning resources in school. Therefore, in an ideal condition, the elementary school library plays a role in coordinating the management of classroom reading corners, reading areas, and literacy infrastructure. (Ridwan Santoso, Berchah Pitoewas, 2018) ^[14] The factors responsible for students' low reading interest and learning outcomes in Indonesian include: 1) not being accustomed to reading, 2) watching rather than reading books, 3) unavailability of books and 4) playing gadgets for social media with free time than reading articles or looking for knowledge on the internet. In this study, to overcome the problems enumerated above, the School Literacy Movement for the 2020/2021 school year was optimized. Therefore, the title "Development of the school literacy movement towards students' reading interest and skills", was chosen.

Research Methods

A qualitative approach was used to describe the impact of the School Literacy Movement (GLS) on students' reading interest. This is following the opinion Denzime and Lincoln in (Moleong, 2016) ^[12] that qualitative studies use a natural background, to interpret present phenomena, by involving various existing methods. Meanwhile, a descriptive study presents results in the form of descriptions and words.

This is also following (Sugiyono, 2017) ^[16] and several reference materials were further used to prove the data in this study. For example, interview data need to be supported by an archive of interview files. Similarly, data concerning human interaction, or a description of a situation is expected to be supported by photographs. Therefore, data collection was through observations and interviews with teachers, and school principals, as well as students during the Literacy Movement activities. Furthermore, selection and summary of the main points from interviews and observations concerning the process and impact of the Literacy Movement on students' reading interest were carried to obtain the required amount of data, which was then presented in narrative text. The conclusion was obtained after the required amount of data derived from the results of interviews with school principals and teachers, as well as the results of questionnaires and observations of students' behavior, was presented through narrative texts.

Results and Discussion

Observation Results

Table 1: Observations Results of Class VII and VIII Students

No	Indicator	Question Number	Percentage		Criteria	
			Class VII	Class VIII	Class VII	Class VIII
1	The Need for Reading	1,2,3,4,5	85.38%	84.17%	Very Good	Very Good
2	Actions for Searching for Reading	6,7,8,9,10	77.63%	71.61%	Very Good	Good
3	Enjoyment of Reading	11,12,13,14,15	89.57%	82.42%	Very Good	Very Good
4	Always Desire To Read	16,17,18,19,20	80.27%	74.32%	Very Good	Good
5	Following up on what has been read	21,22,23,24,25	84.01%	77.56%	Very Good	Very Good

Source: The Results Data (2020)

The observations were carried out for two, two and one days in class VII, class VIII, and the school library, respectively. The first observation was carried out 15 minutes before learning with silent and loud reading

methods, using story, text, and learning books. On the first and second day of observation in class VII, the system was the same as the activities, namely silent reading, then loud reading, and storytelling. Some students were asked by the teacher to come forward and read aloud, while some were asked to tell stories. From the observations made in class VIII, there was a difference in the books, namely learning and storybooks on the first and second day, respectively. The reading methods implemented were silent and loud reading. On the first day, the time frame allocated by the teacher for silent reading was 5 minutes. Afterward, some students were asked to carry out a loud reading in turn. The teacher asked some students about the content that has been read and provided opportunities for them to answer questions given. On the second day, the teacher provided stories and asked students to read silently. They were instructed to understand the contents and give an account in front of the class. The interviews carried out with teachers and school principals showed that students were very happy in participating in this literacy activity and their reading interest also increased. Therefore, the reading exercise carried out every day certainly had a positive impact on the students in the form of increasing academic learning outcomes. It also triggered their self-confidence when reading and telling the story. The facilities used to support this literacy activity were book supplies, both in the form of learning and storybooks.

Conclusions

Based on the observations and interviews, the implementation of the Literacy Movement for students' reading interest at the habituation stage was categorized as good. Furthermore, facilities and infrastructure at the school, such as the library and supplies of reading books in each class, were adequate. Based on the interviews with teachers and school principals, an increase in students' reading interest after the implementation of the Literacy Movement Development was observed. The observations showed that the students' reading interest in class VII and VIII was 83.37% and 78.01%, respectively, and therefore classified as very good criteria. This proves that the Literacy Movement is effective in fostering students' reading interest.

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Conflict of Interests

The authors declare that they have no conflict of interest with the others author.

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