IMPLEMENTING THE LITERACY MOVEMENT FOR STUDENTS IN ELEMENTARY SCHOOLS

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Abstract
The literacy movement in elementary schools is important in forming strong learning foundations and developing literacy skills in children. Literacy is the ability to read, write and understand texts well, and to use this knowledge to think critically and communicate effectively. This study aims to see the extent to which literacy programs are implemented in elementary schools. This type of research is a qualitative research with a descriptive approach. This research instrument was carried out by means of interviews, observation and documentation. The interview was conducted with the homeroom teacher of class 4 at SDN Antasari 1 Hulu Sungai Utara. The results of this study indicate that SDN Antasari 1 has implemented a literacy program at school, namely: (1). Reading 15 minutes before class (2) Reading Corner (3) Literacy Bag (4) Extracurriculars. (5) Roling reading books in each class.

Keywords: Literacy; Movement; Elementary school

INTRODUCTION

The literacy movement aims to increase the level of literacy among children, which is an important basis for their intellectual and social development. Declining Interest in Reading: Surveys and research have shown that elementary school children's interest in reading decreases from year to year. Many children prefer playing games or using gadgets rather than reading books. Low literacy skills lead to low interest in reading among elementary school students. The low interest in reading results in low cognitive and intellectual abilities of students. Students tend to be more interested in using social media and games than reading books. One of the causes of students' low interest in reading is students' difficulties in understanding reading and the lack of attention from the school in providing learning resources.

The following is a detailed explanation of each type of literacy [1, pp. 142–143]:

1. Literacy Reading [2, p. 27]: Reading literacy is an individual's ability to understand, interpret, evaluate, and use the information contained in written texts. Reading literacy includes understanding the meaning of words, sentences, paragraphs, and the text as a whole. Good reading skills enable one to access and understand various materials, including books, articles, newspapers, and information in the digital world. Reading literacy is very important because it is the basis for learning in various fields, including science, mathematics, and general knowledge.

2. Numerical Literacy [3, p. 270]: Numerical literacy is an individual's ability to understand and use numbers and apply mathematical knowledge in everyday life. Numerical literacy includes the ability to perform simple calculations, understand mathematical concepts, and recognize how numbers are used in real-world contexts. Numerical literacy helps a person become more skilled at managing money, measuring, planning, and making decisions based on numerical data and information.

3. Financial Literacy: Financial literacy is an individual's ability to understand and manage personal finances wisely. Financial literacy includes an understanding of money management, budgeting, saving, investing, loans, insurance, and other financial concepts. Through financial literacy, one can develop good money management habits, avoid unnecessary debt, and make smart financial decisions.

4. Digital Literacy: Digital literacy is an individual's ability to use information and communication technology, especially digital devices such as computers, tablets, and smartphones, effectively and safely. Digital literacy includes skills in accessing information online, assessing the truth and quality of information, managing and conveying data, and maintaining security and privacy in the digital world. Digital literacy is becoming increasingly important because we live in an era where information technology affects almost every aspect of life.

5. Scientific Literacy: Scientific literacy is an individual's ability to understand and apply scientific concepts and use scientific methods in understanding the world around us. Scientific literacy includes an understanding of scientific principles, research methods, experiments, and the ability to analyze and evaluate scientific data and information. With scientific literacy, one can participate actively in a society that is increasingly driven by science and technology.

6. Citizenship Cultural Literacy: Citizenship cultural literacy is the ability of individuals to understand civic values, respect each other, participate actively in society, and appreciate cultural diversity. Citizenship cultural literacy includes an understanding of the history, traditions, and cultural identity of a country or society. Through civic cultural literacy, a person can develop a sense of love for their country and culture, and contribute positively to society by respecting their rights and responsibilities as citizens.

Overall, literacy in these various fields is very important in helping individuals become more skilled, knowledgeable, and empowered to face challenges in everyday life and in an increasingly complex society. By developing literacy in these various aspects, one can become an individual who is more informed, wiser, and contributes positively to society.

The government in increasing students' interest in reading is through the School Literacy Movement program [4, p. 326] as outlined in Permendikbud Number 23 of 2015, namely growing interest in reading through 15 minutes of reading activities. It aims to instill good moral values in school. With the GLS, it is hoped that a society with a high literacy culture will be realized.

Literacy movement [5, p. 18] Schools have various benefits and functions that are important in improving the quality of education and helping students face literacy challenges. Improving Reading and Writing Skills: The school literacy movement helps improve reading and writing skills in students. With a greater focus on literacy, students have more opportunities to practice reading and writing with different types of text. Increase Comprehension and Knowledge: By reading a variety of texts, students can increase their understanding and knowledge of a variety of topics, including science, history, culture, and more. Helping Independent Learning: The school literacy movement encourages independent learning in students. They learn how to find information on their own, interpret texts, and develop critical thinking. Develop Critical Thinking Skills: By reading diverse texts, students can develop critical, analytical, and evaluative thinking skills. They learn to analyze, judge, and make conclusions based on the information they read. Boost Creativity: School literacy movements can encourage student creativity through writing stories, poetry or essays. This helps students to express their ideas in creative and original ways. Improve Communication Skills: By actively reading and writing, students can improve their oral and written communication skills. They learn to convey their ideas clearly and effectively.

Some of the benefits to the School Literacy Movement Providing Access to Knowledge: The school literacy movement serves to provide access to relevant knowledge and information for students. By reading, students can broaden their knowledge on various topics. Improving Academic Capabilities: The school literacy movement plays a role in enhancing students' academic abilities, including the skills to read, write, and critical thinking, which are necessary to succeed in a wide range of subjects. Teaching Life Skills: School literacy teaches not only academic skills, but also life skills that are useful in everyday life.

Schools, communities and families must be active in ensuring the sustainability of the GLS programs [6, p. 812]. Each party must try to build how to properly implement this program. Based on this explanation, the purpose of this research was to find out the implementation of the GLS program at SDN Antasari 1 Hulu Sungai Utara.

METHOD

This type of research is a qualitative research with a descriptive approach [7, p. 85]. states that design in qualitative research has general characteristics, is flexible, evolves and emerges in the research process. This research was conducted in one school, namely at SDN Antasari 1. The target object studied was the development of students' literacy skills. The subjects of this study were homeroom teachers of class 4 from SDN Antasari 1. The data collection technique was carried out by conducting semi-structured interviews. Observation and documentation. Semi-structured interviews were conducted so that the interviews did not deviate from the main discussion that was in accordance with the research objectives but could be developed according to conditions in the field [8, p. 6]. Observations were made of the development activities that had been explored during the interviews. Documentation is intended to obtain authentic evidence of activities. Documentary evidence is used to track literacy development activities that have been carried out or those that will be carried out.

Based on the data collection that has been done then analyzed by reducing data. The data will be categorized into two groups, namely included in literacy development or not. Based on the data that has been analyzed, the results are presented descriptively.

RESULTS AND DISCUSSION

At SDN Antasari 1 apply 2 literacy, namely literacy literacy, and cultural-citizenship literacy. Various literacy movement activity programs that can be carried out include reading 15 minutes before class time, reading corners, literacy bags, and extracurriculars.

It is hoped that the literacy movement at SDN Antasari 1 Hulu Sungai Utara will create literate elementary school education. Literate education means an environment that is fun and friendly for students, so that it fosters the enthusiasm of its citizens in learning.

The implementation of the school literacy movement at SDN Antasari 1 Hulu Sungai Utara is carried out through the following activities:

1. Reading literacy program 15 minutes before class

This literacy program has been implemented well. In this activity students can read various books, for example fairy tales, poetry books, textbooks, and so on. This program is held every Monday-Saturday.

2. Reading Corner

This literacy program has been implemented well. In this activity students are given the freedom and opportunity to determine a comfortable and beautiful reading corner model. This activity is carried out by students in their spare time during class hours to read the books that have been provided. Books are always rolled so that students don't get bored easily with the books in the reading corner.

3. Literacy Pocket

The literacy bag program has been implemented well. In this activity it is only carried out by phase B and C phase students. In this activity students will write down the title of the book they have read then will write it on the decorative paper that has been provided and put it in the literacy bag.

4. Extracurricular programs

The extracurricular program has been implemented well. This activity was carried out by all students from class I-VI. In this activity students are free to choose the things they like which are carried out every Saturday. At the end of each semester will be displayed in the field alternately. Before they show the results of their self-development they will be trained by their respective homeroom teachers but for dance extracurriculars they will be trained by teachers who are proficient in dancing.

The implementation of the literacy movement program at SDN Antasari 1 is not in accordance with the guidelines issued by the Ministry of Education and Culture. Because at SDN Antasari 1 they only carry out a number of literacy movement programs. This is caused by several factors including the lack of understanding of educators in terms of literacy, the lack of initiative by educators and the lack of supporting facilities and infrastructure to carry out literacy movement programs in schools, lack of interest in reading, lack of interest in visiting the library.

That way there are several program plans that can be implemented and developed in schools at SDN Antasari 1, namely:

1. Scientific Literacy: Observation of Nature: Invite children to make observations of nature around their school or environment. They can observe plants, animals, weather, or other natural phenomena to understand related science concepts. Numerical Literacy : Math Projects: Invite children to work on simple math projects, such as graphing data, compiling shopping lists with a specific budget, or calculating the area and volume of the objects around them. Using Simple Science Tools: Teach children to use simple science tools, such as a microscope, telescope, or thermometer. They can do their own exploration and observe interesting things around them. Practical Activities: Hold simple practical activities that involve children in conducting experiments or science activities. For example, the activity of making a model of the solar system, researching changes in the form of water, or looking for objects that float and sink.

2. 2. Digital Literacy: Introduction to Digital Devices: Invite children to get to know various commonly used digital devices, such as computers, tablets, and smartphones. Provide an explanation of the basic functions of the device. Safe and Responsible Internet: Teach children about the importance of using the internet safely and responsibly. Discuss online privacy, the importance of not sharing personal information, and how to protect yourself from inappropriate content. Searching for Information Online: Train children to search for relevant and credible information online. Teach them how to evaluate information sources and identify trustworthy websites.

3. Citizenship-Cultural Literacy: Making Cultural Projects: Invite the children to make projects related to their culture, such as making traditional crafts, traditional costumes, or regional specialties. Such projects can enrich their understanding of local culture. Discussing Citizenship Values in Stories or Films: Invite the children to read stories or watch films that contain messages about civic values, such as cooperation, mutual respect, and honesty. After that, discuss together about the message you want to convey.

4. 4. Financial Literacy: Organizing "Shops" in Class: Set up a store simulation in class, where children can play the role of seller and buyer. They will learn about spending, money exchange and how to do transactions properly. Making a "Piggy Bank": Teach children about the importance of saving money by providing materials for making a piggy bank. Ask them to put some of their allowance in a piggy bank as a form of savings. Make a Spending Plan: Give each child a piece of paper and ask them to make a simple spending plan. Discuss together about the difference between "needs" and "want" and how to prioritize spending.

CONCLUSION

Based on the results of the research that has been done, it is known that in general the implementation of the school literacy movement at SDN Antasari 1 is in the good category, meaning that the school literacy movement activities carried out are sufficient to provide results in accordance with the objectives of implementing the program, namely to improve a reading culture. Literacy

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