

SCHOOL LITERACY MOVEMENT ON LEARNING BAHASA INDONESIA IN ELEMENTARY SCHOOLS

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Abstract

The purpose of this research is to describe the implementation of the school literacy movement program through Indonesian language lessons by utilizing the potential of local culture. This study uses a descriptive qualitative approach. The data collection techniques are observation and interviews. The results of this study can be described that from the 5 steps at the habituation stage of the school literacy movement, not all steps can be carried out maximally, namely the school has not habituated students to read 15 minutes before class starts, but only 5 minutes. Second, the implementation of the school literacy movement is only limited to activities in the classroom. Third, the surrounding environment does not fully support the existence of this school literacy movement program so that the environment does not provide various texts as reading sources. Fourth, the selection of reading books is only through textbooks and fifth, public involvement has not been carried out optimally to support the existence of a school literacy movement program.

Keywords: Implementation, GLS, culture, Literacy

INTRODUCTION

The low literacy culture in Indonesia makes education in Indonesia lagging behind neighboring countries. This condition occurs, according to the study, because teachers carry out more learning about language than learning language. Nonetheless, the challenge currently being faced is the low interest in reading. There are many factors why children or students have low interest in reading, such as the limited availability of reading books. Psychologically, the low motivation of students to explore knowledge from reading sources is also very low. The low interest and motivation to read is partly rooted in the still strong oral traditions in Indonesian social life and thinking patterns. This condition is very concerning, especially in this global era, students are required to have the ability to read in the sense of understanding texts analytically, critically and reflectively.

Reading is a window to the world to be able to know knowledge and knowledge. Besides being able to know the development of science and knowledge, by reading, students can understand the essence of science. The ability to understand in each reading is very closely related to students' skills in reading. Reading activities must become a habituation culture that must be instilled in learning activities in the classroom because reading is the oldest essence in every lesson content. Potential students must be empowered in learning activities in class so that mastery of student competencies can be achieved as expected.

In this global era, there are various challenges in encouraging and motivating students to read. For example, with the existence of technology that provides various models and ease of obtaining information, it is sometimes used as a shortcut to avoid reading printed books. Therefore, sometimes students are less interested in the reading books or printed books that have been provided. Whereas by reading, it can train students to think critically, understand the information contained in the reading [1, p. 169].

The transition from the method of reading textbooks to the method of reading in technological media has had an impact on literacy culture. This is what teachers should pay attention to how to create a culture of literacy in schools. Of course it requires various efforts and efforts and approaches in learning methods or models. According to data from the Ministry of

Education and Culture (2016: 1) explaining that PISA 2009, Indonesian students are ranked 57th with a score of 396 (OECD average score 493), while PISA 2012 shows Indonesian students are ranked 64th with a score of 396 (OECD average score of 496). As many as 65 countries participated in the 2009 and 2012 PISA. Therefore efforts and strategies are needed so that Indonesia's ranking increases every year.

All parties in education, whether from the family, environment, teachers or government, must have a commitment to strive to improve the quality of education. To realize quality learning processes and outcomes must be carried out continuously and sustainably. As is the case with learning Indonesian, where efforts to improve the quality of learning Indonesian is not an easy matter because learning is a complex system. There are four main factors in learning, namely school, teacher, learning process, and students. A systemic and systematic approach is needed to overcome various existing problems because problems in education are very complex. Improvements to various components of education must be carried out continuously and be able to cover all aspects of the dimensions, both theoretical, conceptual, regulatory and practical dimensions. Therefore, synergy is needed by all education stakeholders starting from the elements of teachers, principals, lecturers, supervisors, authors, book authors, learning model developers, assessment model developers, curriculum developers, institutions, schools, colleges, government, and society. very necessary.

Based on this, the Government encourages all elements so that Literacy activities can be encouraged. Therefore, in 2015 the government implemented the School Literacy Movement (GLS) where one form of this reading movement was outlined in the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Moral Character, one of which is reading non-learning books for 15 minutes before study time begins. The School Literacy Movement is expected to foster students' interest in reading and improve reading skills so that knowledge can be mastered better. The reading material contains moral values, in the form of local, national and global wisdom which is conveyed according to the stage of development of students. Of course, this requires direction from a teacher who becomes a facilitator in class to assist students in reading.

The culture of reading must become a habit for students, both students who are in cities, in villages, on islands or students who are on regional borders. As is the case with students in the border of the two regions of Hulu Sungai Utara Regency and Balangan Regency, where geographically, culturally, and sociologically these two regions have many differences, of course these two cultural blends can be studied as a support in learning Indonesian, especially in improving a reading culture through the use of culture of the border area of Amuntai and Paringin. For example, in Murung Padang Elementary School, the location of the school is in the border area between Amuntai and Paringin.

The definition of School Literacy in the GLS context is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and/or speaking. GLS is an effort that is carried out as a whole to make schools a learning organization whose citizens are lifelong literate through public involvement (Kemdikbud, 2016: 2)

The general objective of implementing the school literacy movement is to develop the character of students through cultivating the school literacy ecosystem which is manifested in the School Literacy Movement so that they become lifelong learners. Meanwhile, the specific goals of the school literacy movement are:

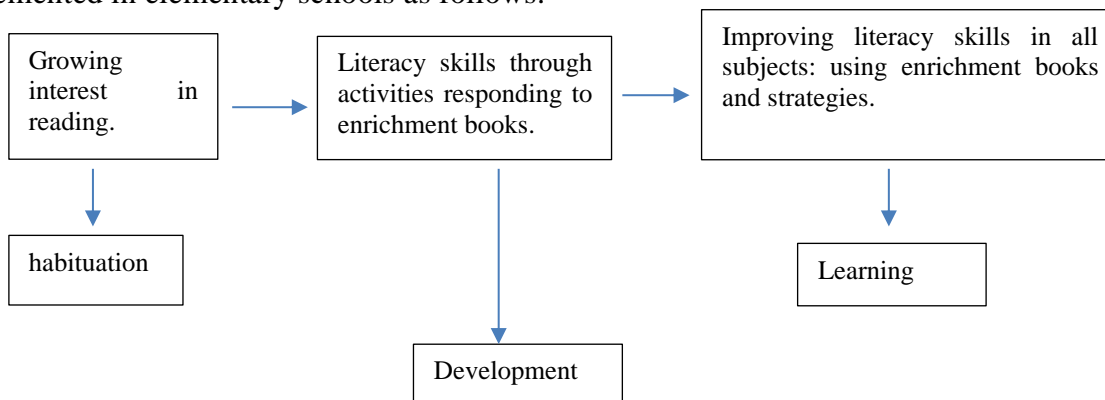
1. Fostering a culture of literacy in schools;
2. Increasing the capacity of residents and the school environment to be literate;
3. Making the school a fun and child-friendly learning park so that school members are able to manage knowledge;
4. Maintaining the continuity of learning by presenting a variety of reading books and providing various reading strategies.

One of the efforts to cultivate character, which is the general goal of the GLS, can be done by reading various reading materials that contain moral values in the context of Indonesian nationality and statehood, such as moral values, local, national and global wisdom which are conveyed according to the stages student development. This reading activity can be done for 15 minutes every day when lessons in class begin, or adjusted to the conditions of each school. This is one of the basics in the habituation stage before entering the development and learning stage.

In learning Indonesian, especially in high grades, namely grades 4-6 SD, reading activities are activities carried out to understand and think that occur simultaneously so that reading in grades 4-6 SD occurs thinking activities to understand a reading not just learn to spell letters or utterances (Tarigan, 2008: 38). At the elementary school level, especially high school, (Tarigan, 2008: 38) states that reading comprehension activities include 3 things, namely first, reading with good comprehension. Second, reading without pointing, lip and head movements, and third, reading silently.

According to [2, p. 15] the ability to read and understand texts in elementary school level students is essential and very basic, especially in future developments so that existing information can be captured, absorbed and hunted so that when they reach higher education they can develop. adapt to the development of science and technology. Therefore, reading becomes an activity that must be accustomed to and becomes a necessity for students.

The school literacy movement in the 2017 revised edition of the K13 curriculum has become an obligation that must be carried out in learning both from the elementary school level to senior high school. The stages of implementing the school literacy movement are divided into 3 stages, namely the habituation stage, the development stage and the learning stage. The following is an overview of the stages of implementing the school literacy movement that can be implemented in elementary schools as follows:



From the schematic of the stages above, each stage can be explained again regarding the concept of implementing the school literacy movement.

habituation	Development	Learning
What literacy skills are grown at the habituation stage?	Provide a variety of reading experiences	Providing literacy-based integrated learning
What are the focus and principles of activities in the habituation stage?	School people love to read	Organizing literacy-based classes
What are the principles of reading activities at the habituation stage?	School people love to write	Organizing materials
Reading activities and setting up a literacy-rich environment at the	Choose fiction and non-fiction enrichment books	Carry out integrated literacy according to themes and subjects

habituation stage		
Activity steps: reading 15 minutes before learning begins; managing literacy-rich facilities and environments; create a text-rich environment; choose reading books; and public engagement.	Activity steps: integrated reading; reading Together; various works, creativity such as workbooks, skill sheets (triarama, essay slit books, flip flop books); let's discuss about books; story-map outline.	Make schedule; assessment and evaluation and school literacy conferences.

The School Literacy Movement (GLS) in elementary schools is carried out in stages taking into account the readiness of each school. This readiness includes the readiness of the physical capacity of the school (availability of literacy facilities, infrastructure), the readiness of the school community (students, teachers, parents, and other community components), and the readiness of other support systems (public participation, institutional support, and tools relevant policies).

According to Surangangga[3, p. 16] the implementation of the school literacy movement program refers to the principles, first, in accordance with the developmental stages of students, second, carried out using a variety of texts, third, carried out in an integrated and holistic manner in all curriculum areas, fourth, carried out on an ongoing basis, Fifth, involving oral communication skills, and sixth, considering diversity.

Of the three stages of the school literacy movement (GLS), each stage has an indicator of achievement. In this case the indicators of achievement at the habituation stage will be described.

No.	Indicator
1	There is a 15 minute reading activity: reading aloud or reading silently
2	15 minutes reading activity done every day (at the beginning, middle or end of the lesson)
3	Books that are read to or read by students are recorded with the title and name of the author in the diary.
4	Teachers, school principals and other education personnel are involved in the 15-minute activity by reading books or reading silently.
5	There is a school library or a special room for preparing non-lesson books
6	There is a classroom reading corner in each class with a collection of non-subject books.
7	There are posters for reading campaigns in classrooms, corridors and other areas of the school.
8	There is text-rich material in each class.
9	The school seeks to involve the public (parents, alumni and other elements of society) to develop school literacy activities.

METHOD

This study uses a descriptive qualitative approach which aims to describe the implementation of the school literacy movement in Indonesian language learning at the elementary level. The data sources used in this study were teachers and fourth grade students at SDN Murung Padang. Data collection techniques were carried out by interviews, observation and documentation. Data collection techniques were carried out by interviewing teachers and students as well as school principals to find out information about implementing the school literacy movement at SDN Murung Padang. While observations were made on students and teachers during class learning. Documentation is carried out to support research activities in the form of school data relating to the school literacy movement. The instruments used in this study were interview and observation guidelines as well as documentation. Data analysis techniques in this study were carried out by data reduction, data presentation and drawing conclusions[4, p. 34].

RESULTS AND DISCUSSION

In this discussion, we will describe the activities of the school literacy movement, especially in Bahasa Indonesian lessons at SDN Murung Padang. Based on the results of observations, the GLS program in this school is still in the habituation stage. Therefore, the researcher used the achievement indicator checklist table at the habituation stage. This checklist table is used to find out whether the priority activities in the literacy habituation stage have been carried out in schools. The results of observations using GLS achievement indicators at this habituation stage are as follows:

No.	Indicator	Sudah	Belum
1	There is a 15 minute reading activity: reading aloud or reading silently	✓	
2	15 minutes reading activity done every day (at the beginning, middle or end of the lesson)	✓	
3	Books that are read to or read by students are recorded with the title and name of the author in the diary.	✓	
4	Teachers, school principals and other education personnel are involved in the 15-minute activity by reading books or reading silently.		✓
5	There is a school library or a special room for preparing non-lesson books	✓	
6	There is a classroom reading corner in each class with a collection of non-subject books.		✓
7	There are posters for reading campaigns in classrooms, corridors and other areas of the school.	✓	
8	There is text-rich material in each class.	✓	
9	The school seeks to involve the public (parents, alumni and other elements of society) to develop school literacy activities.		✓

From the research results, the implementation of the school literacy movement program at SDN Murung Padang can be described as follows: 1. There is a 15-minute reading activity: reading aloud and reading silently

In this step the school has implemented reading aloud activities as well as silent reading activities. Reading aloud activities are carried out by students when students are appointed by the teacher to read textbooks in front of the class and in front of their friends. While other students listen to what their friends read. Silent reading activities are carried out when students are given text in the form of working groups where the text is given to each individual. This means that each student gets a sheet containing readings. Students read silently to focus more and examine the contents of the reading text.

Reading Activity 15 Minutes Before Lesson Begins

Pada langkah ini dapat dideskripsikan bahwasanya guru dalam memulai pembelajaran di start with greetings followed by praying and checking student attendance, correcting student homework. Then the teacher asked the students to open the textbook for class IV and asked the students to read silently. Simultaneously the teacher and students read textbooks that contain readings on the theme of the beauty of togetherness.

Next, the teacher appoints 3 students to retell the text they read in front of their friends. While other students listen to the story of a friend in front of the class. After 3 students recounted what they read, then asked the other students to ask questions related to the book they were reading. While the teacher responds to questions from students and together with students conducts discussions about the contents of textbooks that have been read by students.

Based on the description of learning in the preliminary stage above, it can be described that the teacher has carried out reading activities before the lesson begins, but the time allocation given at the preliminary stage is less than 15 minutes. In addition, the source of the selection of books used is only textbooks from student books. In this case students are not given reading textbooks from other sources as reference sources that can increase student knowledge.

School literacy activities are carried out every day but only at the beginning of the lesson. In the middle and at the end of the lesson, the teacher does not carry out literacy activities but focuses on continuing theme activities, namely carrying out assignments and assessments.

Organize literacy-rich facilities and environments

From the results of observations on the school environment, the school has a school library. However, based on observations and interviews during the research, the use of the library in teaching and learning activities has not been fully used properly. It can be seen that students are limited to textbooks which they read only textbooks. The use of reading resources provided by the school is not fully utilized by students.

Apart from that, it has not been seen that the collection of non-learning books as a source of literacy that can be utilized by students is located in the corner of the class. Even though the use of every corner of the classroom can be used as a medium for storing non-learning books, so that students do not only focus on reading textbooks but other books such as folklore, fairy tales and other stories students can find out by reading.

Creates a text-rich environment

Based on the results of observations and interviews with the school principal, data or information was obtained that the school had made efforts to make reading resources in the school environment. In addition, researchers also have not found any posters campaigning for invitations to read for students, for example on school bulletin boards, bulletin boards or in other places. Another thing that can be done is by displaying posters or pictures which contain texts so that they can stimulate students to read books not only during class activities but even during breaks students can read story books, especially story books. people who raise about local culture. In addition to the bulletin boards and bulletin boards.

Researchers have also not seen the posters displayed in canteens and UKS so that not only in the classroom but the environment around the class also contains and is rich in literacy culture. For example, posters that can be displayed at the UKS are posters about healthy living habits, smoking is prohibited. The canteen area can also be used as a means to support literacy culture. For example, a picture calling for food in the school canteen to be prepared in a clean and healthy manner.

Little things like those stated above can be applied and carried out in the school environment as part of students' habituation in reading. Students will indirectly help students towards the habituation stage of reading slogans, posters, pictures that contain text and invitations about something good. Habituation like this takes time to train students so that every time students carry out school literacy movements.

Choosing Reading Books in SD

The reading resources provided and given to students must go through a selection process either from the library manager or from the teacher. This is to reduce the existence of textbooks that should not be read. Of course the selected book is a book that fits the characteristics of students at the basic level.

Based on the results of interviews with teachers and school principals, information was obtained that the books provided by schools were mostly general textbooks. This sometimes

makes students a bit lazy to go to the library. The books provided by the school should not only be books related to lessons but other books should be provided to support students' knowledge in other fields. For example, folklore books, fairy tale books, knowledge books about the history of an area and so on.

Public Engagement

Based on interviews with school principals, public involvement in school literacy movement activities has not been carried out specifically. So far, meetings have been held with guardians only when they are about to enter school and when they are about to leave school. This means that the full support from the parents of the students has not yet been for GLS activities. Therefore, in the future the school must be able to embrace all aspects of the success of the school literacy movement, especially at this habituation stage. In addition, schools should form a literacy team to increase students' interest in reading.

CONCLUSION

Based on the description of the results of the discussion above, the following conclusions are obtained. The implementation of the school literacy movement program at SDN Murung Padang is at the habituation stage; The efforts that will be made by the school in implementing the school literacy movement are by providing reference books, story books and fairy tales in the library, making literacy resources in various places such as bulletin boards, bulletin boards and strategic places that can be seen by students.

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