# THE IMPLEMENTATION OF PRIMARY SCHOOL'S LITERACY MOVEMENT IN BEKASI

**Ika Chairiyani[1*]**

*[1]Pendidikan Bahasa Inggris, Universitas Panca Sakti Bekasi, Kota Bekasi, West Java, Indonesia*
*Corresponding author:* Ikach.edu@gmail.com

_____

## Abstract:

Gerakan Literasi Sekolah (Literally, School Literacy Movement) is a government program to increase students' interests in reading from the primary level to university level. This program has been carried out in SD Hasanah Qur'anic School since 2019. This research was due to describe the implementation of SLM and to describe the stages of SLM at SD Hasanah Qur'anic School. This research used qualitative research methodology which focus on a descriptive study. The focus of this research was fifth grade students of SD Hasanah Qur'anic School, Bekasi. To carry out the data, the researcher utilized observation and in-depth interview. The results showed that class VI was enthusiastic to participate in the program. Teachers implemented the program using fun activities. However, the limitation of resource books influenced students' reading experience. Besides, most students reported that they did not have sufficient resource books at home.
**Keywords*:* Implementation; SLM; Primary School

## Abstrak:

Gerakan Literasi Sekolah adalah program pemerintah untuk meningkatkan minat baca siswa dari tingkat sekolah dasar hingga perguruan tinggi. Program ini dilaksanakan di SD Hasanah Qur'anic School sejak tahun 2019. Penelitian ini bertujuan untuk mendeskripsikan penerapan GLS dan mendeskripsikan tahapan GLS di SD Hasanah. Qur'anic School Penelitian ini menggunakan metodologi penelitian kualitatif yang berfokus pada penelitian deskriptif. Fokus penelitian ini adalah siswa kelas VI SD Hasanah Qur'anic School Bekasi. Untuk menggali data, peneliti menggunakan observasi dan wawancara mendalam. Hasil penelitian menunjukkan bahwa siswa kelas VI sangat antusias mengikuti program tersebut. Guru mengimplementasikan program dengan menggunakan kegiatan yang menyenangkan. Namun, keterbatasan buku sumber mempengaruhi pengalaman membaca siswa. Selain itu, sebagian besar siswa melaporkan bahwa mereka tidak memiliki buku sumber yang cukup di rumah
**Kata kunci:** Implementasi; GLS; Sekolah Dasar

_____

## INTRODUCTION

Indonesia, faces challenges in improving the nation's literacy level despite its significant improving efforts, such as revisiting curriculum, building teachers'

capacity, promoting literacy movement (MoEC, 2016). The literacy level of Indonesian fourth graders were in the 45th rank from 48 countries (PIRLS, 2011), whereas, the fifteen-year-old students were in the 72nd of 78 countries (PISA, 2018) even lower than in PISA 2015 were 64th rank of 72 countries

To improve students interest and skill in reading, the government create a program called Gerakan Literasi Sekolah (called, School Literacy Movement) based on the Permendikbud Nomor 23 Tahun 2015. This movement is aim to create schools a learning organization whose citizens are lifelong literate through public involvement (Kemdikbud, 2016). This activity is expected to foster a love of reading among students and provide fun learning experience while stimulating the imagination. This program is considered an effective place to develop positive habits. Getting students to learn reading and writing could foster character. Therefore, the implementation of literacy movement in elementary school deserves more attention.

Literacy movement implementation in elementary schools needs several factors such as the support form teachers, parents, stakeholders, and the availability of facilities. School and its members such as teachers, principals, and librarians are the supporting agents that play an important role in achieving the literacy's goal (Pitcher and Mackey, 2013) such as creating conducive and enjoyable learning atmosphere for literacy needs (J. Dolezalova, 2015). Schools are required to provide students to develop their literacy's competences through fundamental stages such as habitual development, and learning stages (MoEC, 2016). The habitual stage is aim to assist students build their sense of reading through the 15-minute- reading before the class starts.

Students then connect what they read to their personal experiences by using critical thinking and various ways of communication. In order to help students, develop their higher-order thinking skills, teachers must simultaneously improve their instructional resources for example including digital text (Setiyadi, 2017) and literacy methods. However, investigations reveal that the majority of them lack a sufficient grasp of their roles in this literacy enrichment (Supriyanti, et al, 2017) and in putting the literacy movement into practice because most of them mistakenly

believed that it was solely the job of the language teachers (Retnodiyah and Laksono, 2017).

Literacy may have a positive impact it is carried out sustainably. The concept of literacy develops continuously throughout the child's life (Buvaneswari & Padakannaya, 2017). The government proclaimed literacy in the school literacy movement as a continuous effort to foster good influence in students. The school literacy movement began to be launched, along with the intensification of character education. School is considered an effective place to develop positive habits. Habituating positive attitudes and behaviors in schools is integrated into the literacy movement, namely by familiarizing students with reading and writing to foster character. Therefore, the implementation of the literacy movement, especially in elementary schools, deserves more attention

The school literacy movement activities carried out include three stages. The three stages of the school literacy movement can be carried out through habitual development, learning (Faizah, 2016). The first is the habitual development stage; all school members will be accustomed to reading activities. The reading material chosen should be reading material that all school members can enjoy. Interesting reading material can be chosen to read together between the teacher and students to foster reading habits both in students and teachers (Baterstock et al., 2019) .

Second, the development stage; the expected bill is to understand the information that has been received. Literacy helps to read symbols and makes it possible to formulate connected meanings to facilitate oneself to transcend deeper realities (Gellel, 2018). Thus, understanding the meaning in this stage of literacy development will support a person in developing himself. Third, the literacy learning stage; at this stage literacy, begins to be included in learning activities. Literacy learning carried out in schools is in line with the implementation of the 2013 Curriculum. In the 2013 curriculum, students will be accustomed to reading and understanding texts and summarizing and restating in their language (Suwandi, 2019). Therefore, in the 2013 Curriculum, knowledge and information are packaged in various reading texts

The implementation of the literacy movement in elementary schools is generally constrained by human resources, availability of facilities, and cooperation

with outsiders. The low awareness of the teachers, the lack of enthusiasm for the teachers with reading material, and the implementation of the literacy movement, which the teacher does not fully understand, are obstacles to the implementation of the school literacy movement in terms of human resources (Coal & Ariani, 2018). he lack of facilities and infrastructure, such as reading rooms, reading materials, or supporting posters, also makes it difficult for schools to implement the school literacy movement (Dafit & Ramadan, 2020). Finally, the obstacle to implementing the school literacy movement is the lack of parental participation in supporting literacy activities; this results in the reading habit stage not developing optimally (Kurniawan et al., 2019)

**RESEARCH METHOD**

This research is using descriptive qualitative approach. This research is due to explore, describe, and analyze the implementation of the school literacy movement. This research was carried out in the academic year 2021/2022. Subject of this study was divided into two areas such as teachers and principals who implement this literacy movement at school and students' parents as a support system to this program. Observation and Interview were used to carry out the data

**FINDINGS AND DISCUSSION**

**A. The Implementation of Literacy Movement at SD Hasanah Qur'anic School**

This Program has been implemented in SD Hasanah Qur'anic School since 2019/2020 academic year. This school also has implemented K-13 curriculum which emphasizes reading habit and text mastery. This curriculum is aim to improve students' reading skills and understand the text (Wardani & Nugroho, 2016). Moreover, the principal encourages all school components to actively participate in this program. Therefore, the principal appointed a teacher as a coordinator to prepare an enjoyable literacy learning, to prepare the facilities to support the literacy learning process, and to prepare the assessment tool to monitor the students' progress. According to Costello (2012), students' progress needs to be assessed and monitored to ensure the program is carried out in accordance with the students' needs.

| No | Days | Activity |
|---|---|---|
| 1 | Monday | Reading (books are brought from home) |
| 2 | Tuesday | Reading (books are available at class) |
| 3 | Wednesday | Story telling from what students' have read |
| 4 | Thursday | Numeracy |
| 5 | Friday | Qiro'atul Qur'an |

Table 1. Schedule of Literacy Movement at SD Hasanah Qur'anic School

Schools need to prepare non-subject reading books for each class. Various non-subject reading books play an important role in influencing students' interest in reading (Pradana, et al., 2017). The reading sources should be provided based on students reading level. Moreover, the books should be placed adjustable on a bookshelf and stored in the corner of the classroom (Rohman, 2017).

| No | Title | Number (Exemplar) |
|---|---|---|
| 1 | Indonesian Fable Story | 10 |
| 2 | Why: Environment | 3 |
| 3 | Novel KKPK | 5 |
| 4 | Kids story Mizan | 5 |
| 5 | Indonesian fairy tale | 3 |

Table 2. Reading source in the class VI

According to the class teacher, the source book is limited. Because of the limitation of reading source at class, the coordinator of this program invited the students to bring their own story book at home to school. She said that "Most students are interested in reading books. Because the limitation of the reading source at class, they asked permission to the teacher to bring their own story book from home" (Interview with the principal, Februari 7, 2022).

"In the preparation stage, teachers display the books on the bookshelf. They arrange the reading card. Therefore, when the activity is ready, students are able to reach the books easily." (Interview with the class teacher, Februari 7, 2022)

SLM activities are carried out in the morning, after finishing Dhuha praying. The class teacher orders the students to start reading. Some students rushed to find the book they wanted to read on the bookshelf that available. They are trying to find the books that they haven't finished reading. When they getting

the book that they were looking for, their face looked enthusiastic. He took his seat reluctantly and picked up any books left in resignation. Each student reads books silently in his or her own seat.

In the first stage of literacy movement is habitual development which provides students to love reading. Students are due to read 15 minutes before learning other subjects. Then, students need to be assessed on how many books that they have read and how much they understand the story of books.

"Assessment through portfolios needs to be done because teachers need to know how much students understand the context of the books and how many books that they have read. Teachers will give a reading card to assess students reading activity"

After reading the book, students must make a summary of the story or the books they read. Students are also asked to fill out a "Reading Card" paraphrased by the teacher. This card used as a tool to control how many books and the number of pages read by students. Based on the SLM schedule, Monday and Tuesday, students read books for 15 minutes and they make a summary of the story they had read. On Wednesday, the teacher asked them to retelling the story in front of the class what they read on Mondays and Tuesdays.

Randomly, teachers call 3-4 students in turn to tell the story or summary of the books they have read. Teachers encourage students to be able to tell the stories using their own language. Then, teachers also encourage other students to ask question to student perform at class.

"By probing the question, student are motivated to get used to think critically." (Interview with Class teacher, Februari 7, 2022)

**B. Support and Obstacles Factors in SLM Implementation at Hasanah Qur'anic School**

The driving force and support for the school literacy movement cannot be separated from the availability of supporting facilities. Supporting factors in implementing this program as follows;

1) The principal's commitment in applying Permendikbud Nomor 23 Tahun 2015 about school literacy movement.

An activity will be held effectively if the principal has commitment to implement it. Principal's role has significant factor in supporting this program (Hidayat, et.al., 2018)

2) A supportive school community such as teachers, students, and parents. Teachers implement this program based on the schedule. Parents and students support by willingly bringing their books from home to support this program.

> "Teachers are trying to read books which are available at their class to support students' in getting used to read books. By giving example of the teachers read books together with the students, it will motivate students to read books enthusiastically". (Interview with the principal, Februari 7, 2022)

3) The availability funds are sufficient for book procurement. SD Hasanah Qur'anic School is lucky because it has sufficient funds for procurement of books. This is contradictory with the research which held by (Pradana et al, 2017) that the lack of funds became one of the obstacle for the success of the school literacy movement.

> "However, the lack of human resource to support and manage books especially for person in charge in book procurement. (Interview with the principal, Februari 7, 2022)

4) Students' behavior in following this program. Since SLM implementation, students' interest in reading increase. At least 10% students at class VI who do not like reading. To increase students' interest in reading is not easy. Therefore, it needs support from teachers and parents (Rohman, 2017).

> Benefit of SLM program is that students will get insights. Students need to make reading as a habit. This activity will encourage reading to think critically, collaborate, communicate, and creativity. (Interview with class teacher, Februari 7, 2022)

Moreover, the obstacle factors which inhibit students of SD Hasanah Qur'anic School in reading and exploring books as follows;

1) Insufficient books in each class for SLM implementation. SLM activities both from point. The limited reading material will inhibit students in reading.

> "Limited reading material has made teachers use textbooks more often in the process of getting used to reading." (Interview with class teacher, Februari 7, 2022).

This becomes an obstacle when it is carried out in habitual development activities. The books used in this step should be interesting enrichment books and filled with character values to foster students' reading habits

2) Students did not get used to read. Although students have already known the schedule of the literacy activity, they still do not move from where they sit in before teachers ask them to move and take the books from the bookshelf.

> "This condition is because they do not have interest in reading books. Therefore, they just move to take the books if their teachers ask them to do so. They do not have self-awareness on how importance reading books is." (Interview with class teacher, Februari 7, 2022).

Lack of book facilities at home. Some students explained that they only of limited source books. They only have two or three-story books.

> "I don't like reading books. Reading is boring activity. I only have three-story books at home." (Interview with one of the students, Februari 7, 2022).

Another expression came out. The other students said that their parents did not give them chance at home. Therefore, Parents also play a vital role in their children emergent literacy as they become the first source of learning the children encounter. Hoover-Dempsey and Sandler (1997) found three major factors in parents' involvement in their children education, i.e. parents' belief, sense of self-efficacy, and demand.

## CONCLUSION

According to the discussion above, it can be concluded that there are some supporting factors and inhibiting factors that influence the implementation of school literacy movement at SD Hasanah Qur'anic School. The school has been in a seriously preparing for the implementation of SLM. It can be proved by the establishment of a coordinator of SLM at this school. Students at class VI has followed this SLM activities based on the given schedule. Besides the sufficient funds will be beneficial to increase the source of reading. Meanwhile, the inhibiting factor is the limited number of books that are available so that the students cannot choose a reading book that suit their interests. Moreover, Habit student reading is still low,

still waiting for the teacher's order to carry out SLM activities. Schedule SLM is not yet fully for the 15-minute reading activity as set out in the guidebook.

## REFERENCES

Baterstock, A., Steinitz, J., Morris, J., & Fenwick, C. (2019). What were the processes and outcomes of involving secondary school pupils transitioning from primary to secondary school in pre-arrival shared-reading? A case study. Education, 47(8), 933– 86 956. https://doi.org/10.1080/03004279.2018.1541922

Buvaneswari, B., & Padakannaya, P. (2017). Development of a home literacy environment questionnaire for Tamil-speaking kindergarten children. Language Testing in Asia, 7(1). https://doi.org/10.1186/s40468-017-0047-y

Coal, H.H., & Ariani, D.N. (2018). Implementation of the School Literacy Movement Program in Public Elementary Schools of the Miai River Cluster, Banjarmasin. Journal of Elementary School Education, 4(1), 15–29. https://jurnal.untirta.ac.id/index.php/ jpsd / article / view / 2965

Costello, D. A. R. (2012). The impact of a school's literacy program on a primary classroom. Canadian Journal of Education, 35(1), 69–81.

D. B. P. Setiyadi, "E-literary texts : Reading materials for school literacy movement," in The First International Seminar on Language, Literature and Education, 2017, pp. 538–545, doi: 10.18502/kss.v3i9.2716.

Faizah, D.U. (2016). Guide to the school literacy movement in elementary schools. In the Directorate of Primary School Development, Directorate General of Primary and Secondary Education, Ministry of Education and Culture.

Gellel, A.M. (2018). Towards a symbol literacy approach in the education of children. International Journal of Children's Spirituality, 23(2), 109–121. https://doi.org/10.1080/1364436X.2018.1448761

Hidayat, M. ., Basuki, I. ., & Akbar, S. (2018). Gerakan literasi di Sekolah Dasar. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 3(6), 810–817. http://journal.um.ac.id/index.php/jptpp/article/view/11213

J. Dolezalova, "Competencies of teachers and student teachers for the development of reading literacy," in Procedia - Social and Behavioral Sciences, 2015, vol. 171, pp. 519–525, doi: 10.1016/j.sbspro.2015.01.156.

Kemdikbud. (2016). Panduan Gerakan Literasi Sekolah di Sekolah Dasar. https://doi.org/10.1007/s10029-017-1595-x

Kurniawan, A.R., Chan, F., Abdurrohim, M., Wanimbo, O., Putri, N.H., Intan, F.M., & Samosir, W.L.S. (2019). Teacher Problems in Implementing Literacy Program in Class IV Elementary Schools. Edustream: Journal of Elementary Education, 3 (2), 31–37. https://journal.unesa.ac.id/index.php/jpd/article/view/6390

P. Retnaningdyah and Laksono-Krisyani, "Exploring the use of literacy strategies in junior high school level," in First International Conference on Education Innovation 2017, 2017, vol. 173, pp. 166–169.

Pradana, B. H., Fatimah, N., & Rochana, T. (2017). Pelaksanaan Gerakan Literasi Sekolah Sebagai Upaya Membentuk Habitus Literasi Siswa di SMA Negeri 4 Magelang. Journal of Education, Society, and Culture, 6(2), 167–179. http://journal.unnes.ac.id/sju/index.php/solidarity

Rohman, S. (2017). Membangun Budaya Membaca pada Anak Melalui Program Gerakan Literasi Sekolah. TERAMPIL (Jurnal Pendidikan Dan Pembelajaran Dasar), 4, 151–174

S. M. Pitcher and B. Mackey, Collaborating for real literacy, Second. California: Linworth, 2013.

Wardani, H., & Nugroho, F. D. (2016). Integrasi Kurikulum Nasional dan Cambridge Curriculum Pada Mata Pelajaran Bahasa Inggris. Prosiding Seminar Nasional Penguatan Manajemen Pendidikan Di Era Kompetisi Global, 666–679.