

EVALUATION OF THE SCHOOL LITERACY MOVEMENT PROGRAM AT SMP NEGERI 2 SERANG BARU, BEKASI

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Abstracts

This study aims to evaluate the literacy program at SMPN 2 Serang Baru, Bekasi Regency. This research is evaluative with a descriptive qualitative approach using the CIPP method. The results of the study show 1) Context evaluation, including background information, program implementation goals based on needs, and setting up cooperation with related agencies. 2) Evaluation of inputs, such as program development stages, activity schedules, the School Literacy Team, the availability of infrastructure, and program development costs 3) The stages of process evaluation are habituation, development, and learning. Literacy activities are done by teachers, school principals, and other education staff 4) Product evaluation shows the success of the program, namely the compatibility of targets with results, an increase in learning outcomes, and program benefits for schools. In conclusion, this program must be continued with various improvements and can be applied in other schools.

Keyword:

CIPP, Literacy, Program Evaluation

Introduction

Today's global society is required to be able to adapt to technological advances and updates. This is stated in the Prague Declaration which proclaims the importance of information literacy, namely the ability to search, understand, evaluate critically, and manage information into useful knowledge for the development of personal and social life.

Literacy ability is closely related to the ability to read and understand the text and its context. Literacy is a person's understanding of something, one of which is an understanding of the text and its context which is representative of individual life in society with their respective traditions. The reading literacy test measures aspects of understanding, using, and reflecting on reading results in written form. In PIRLS 2011, Indonesia was ranked 42nd out

of 45 participating countries with a score of 428 out of an average score of 500 (IEA, 2012). Meanwhile, the reading literacy test in PISA 2009 showed Indonesian students ranked 57th with a score of 402 (OECD average score 493).

The problem of literacy seems to be a serious problem that must be addressed immediately, seeing the results of the survey above which are concerning, the government is trying to make citizens have a lifelong literate culture, so laws and regulations are needed with the issuance of Permendikbud No. 23 of 2015 concerning the Growth of Character. One of the activities is reading 15 minutes of non-lesson books before learning begins. To develop literacy as a culture, through the provision of reading materials to increase children's passion for reading as an important part of cultivating character. A high student fondness for reading can be supported by the availability of adequate reading material, so that a habit is formed at home, school and society that likes to read and write.

Literacy is inseparable from the world of education. Literacy is a means for students to recognize, understand, and apply the knowledge they get at school. Literacy is also related to the lives of students, both at home and in the surrounding environment. The government's efforts to improve literacy and make literacy a national culture became the basis for implementing the GLN government's large program which is a national literacy movement that focuses on reading activities and makes reading activities a culture. a habit and can foster moral values. Persistence in succeeding literacy activities in the school context considering the importance of literacy in education, namely the publication of the GLS in 2016 simultaneously with the issuance of GLS guidelines at the elementary, junior high, high school/vocational school levels. Literacy in the GLS context according to the Ministry of Education and Culture is an activity that involves the participation of all school members and realizing schools as lifelong learning organizations. The fact is that to build a literacy culture it is not enough just regulations, it requires a shared commitment so that this program can run.

The low literacy rate is also felt by the Principal of SMP Negeri 2 Serang Baru. According to the results of an interview conducted in mid-February 2023, the Principal of SMP Negeri 2 Serang Baru stated that the reading interest and writing skills of the school community were still very low, students were more frequent and more adept at using their gadgets, be it surfing social media or playing online games instead of reading books or filling the school bulletin with written works, so that in the past year it has participated in promoting and implementing the School Literacy Movement program according to government recommendations to improve literacy skills.

Methods

This research is an evaluative research using a qualitative approach. Qualitative research is research to uncover holistic-contextual symptoms through collecting data from natural settings as a direct source with the key instrument, namely the researcher himself. Moleong also concluded that qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject. This phenomenon is an event that occurs as it is and flows according to the usual conditions for example behaviour, perception, motivation, action, etc., holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods.

This study uses the CIPP model, which is an evaluation model that uses a management oriented approach or is referred to as a form of program evaluation (evaluation in program management). As explained in his journal, Ihwan Mahmudi said, "The CIPP model rests on the view that the most important goal of program evaluation is not to prove (to prove), but to improve (to improve). Therefore, this model is also categorized in an evaluation approach that is oriented towards program improvement (improvement-oriented evaluation), or a form of evaluation for development (evaluation for development).

Results

1. Context Aspect

Aspects of this context are identifying the objectives of the implementation, program background, and school profiles. The standard object or indicator results are as follows:

a. Purpose of Program Implementation

To increase children's interest in reading and writing, from the results of the school's assessment that along with the current developments it has a great impact on children's interest in reading and writing, because the existence of social media has reduced the literacy level of the nation's children, especially students of SMP Negeri 2 Serang Baru.

b. Background

This aspect of the context is identifying needs in the form of a background for the literacy movement school program. It is based on interviews conducted by researchers with the principal of SMP Negeri 2 Serang Baru. This was stated by the principal of the school: *"The literacy movement program was held at our school because of the declining interest in reading and writing of students, the lack of ability in students' writing such as scientific papers assigned by Indonesian teachers. So the school provided a solution by holding a literacy movement program."*

c. Legal Foundation

A government program contained in Republic of Indonesia Law Number 20 of 2003, RI Law Number 43 of 2007 concerning libraries, and Government Regulation of the Republic of Indonesia Number 32 of 2013 regarding the second amendment to Government Regulation of the Republic of Indonesia Number 19 of 2001 concerning National Education Standards. Next is Government Regulation Number 24 of 2014 concerning Implementation of Law Number 43 of 2007 concerning libraries and Permendikbud Number 23 of 2015 about the Growth of Culture and Ethics. Public Middle School Literacy Movement Program in 2022 is used for the implementation of Ministry of Education policies as programs in SMP Negeri 2 Serang Baru. Public Middle School literacy movement program guideline will be made in 2022 containing the background, legal basis, goals, organizational structure, details of activities, place and time of implementation.

2. Input Aspect

The input aspect is identifying the availability of resources, students, literacy movement procedures/policies, literacy movement infrastructure, and learning media. The standard object or indicator results are as follows:

a. Stage drafting program literacy

On interview with chairman TLS, regarding about the preparation of the literacy movement program at SMPN 2 Serang Baru, illustrated with clear if program GLS SMPN 2 Serang Baru carry out drafting This program is fully implemented by the school/madrasah literacy team start from designing, compile until carry out And evaluate the way program this with the full support of the principal . Which state that:

"We, as TLS, were formed in the implementation plan program movement literacy refers on Permendikbud No 23 Year 2015 Which Then developed in a manner independent by school, Planning the passed down in scheduling learning activities that will be carried out every day. Like maintenance

program plus on beginning learning, planning learning, making journal literacy, And addition O'clock learning if needed. TLS me have task start from designing, compile until carry out And evaluate the way program.”

This team starting from making, agreeing on a literacy program, carrying out the role of facilitator of students, establishing work the same with party related, carry out program until evaluate program before implementation. In stage of preparation planning program literacy in SMP Negeri 2 Serang Baru refers to Permendikbud No 23 of 2015 which was later developed independently by SMP Negeri 2 Serang Baru, the planning arranged by SMP Negeri 2 Serang Baru begins from planning which lowered in scheduling learning activities that will be carried out every day, planning and learning and addition learning time if needed. In implementation head SMP Negeri 2 Serang Baru gives authority fully on TLS to design, compile to implement and evaluate the way program, although evaluation which is conducted only limited to the evaluation of implementation and has not been implemented in practice thorough.

b. Program Implementation Schedule

Interview with a teacher at SMPN 2 Serang Baru:

“Regarding the schedule of literacy/GLS program activities at SMPN 2 Serang Baru done in 3 (three) stages that is: 1) habituation, 2) development, And 3) learning. All activity scheduled every day and monitored by homeroom teachers and teachers who teach in first hour. There is also an activity once a week, called a readaton, so all students and teachers read together in the school yard”.

In implementation program literacy SMPN 2 Serang Baru has compile an activity schedule consisting of three stages of activity namely, first , stage habituation, second , stage development And Which third, stage learning. This activity is scheduled every day monitored by TLS and the teacher council, namely by reading non-lesson books during 15 minutes before starting the lesson. In accordance with the observations of researchers that there are reading activities together in the school yard once a month, namely every Friday of the second week.

c. Management and understanding about breastfeeding report program.

In implementing the SMPN 2 Serang Baru literacy program, the school principal And TLS give understanding about procedure program literacy This through several activities, which are broadly presented as following:

“For embed understanding on Teacher And student about In this literacy program, we hold meetings and outreach, so do we inviting student And guardian student, besides That head school Also include librarian in seminar seminar related GLS”.

In implementation drafting report program SMPN 2 Serang Baru provide an understanding of GLS procedures through several activities, such as meetings, outreach program procedures aimed at student, teacher, librarians and parents of students as well as by involving librarians in GLS-related seminar seminars.

d. Competence Teacher as mover program

The teacher's role is very strategic in improving children's abilities, cognitive, psychomotor, and affective domains. Therefore, teachers are pioneers for the development of literacy movements in schools. Role Teacher as mover literacy

very needed. Besides that, activity reading is believed to be the key which will open the door of goodness and knowledge that plays a role in shaping a person's character. SMPN 2 Serang Baru teacher gave an explanation as follows:

"In literacy programs, teachers should be role models for students, specifically in matter read. If Teacher want his students read, exemplary in matter read must Keep going radiated. In other words, teachers need to show interest in reading and also read with students. The teacher gives exemplary in literacy, reading, writing PTK, and holding competitions related to literacy."

3. Process Accept

Implementation (process) is an activity to realize the plan into real action as a strategy in order to achieve goals. Based on data which has exposed earlier about implementation evaluation of the literacy program process at SMPN 2 Serang Baru, then it can be discussed as following:

"Time And place implementation Literacy program at SMPN 2 Serang Baru has been implemented since 2022 with habituation activities of reading books 15 minutes before learning, appropriate with planning contained in the input component. on condition learning in normal times activities are carried out every day in addition to reading time 15 minutes on the days determined can also be used to make conclusions and write book contents report be read. In addition to reading events, it is also supported by journalism extracurricular activities. Regarding the place where the literacy program is implemented at SMPN 2 Serang Baru, it occurs in various places, such as in the courtyard, classrooms, library, laboratory, reading corner, reading garden, prayer room, parking lot and in the backyard. So all existing facilities can be utilized. Activities can also be carried out outside of school, for example in regional libraries and other public facilities under the supervision of accompanying teachers."

Regarding the place where the literacy program was implemented at SMPN 2 Serang Baru, this happened in all areas of the school environment and in other public places that can be utilized

4. Product Aspect

Evaluation of results (Product Evaluation) is the last stage in type evaluation Which held For measure results from program Which has run. is results from program Which has run Already in accordance with stated goals or not. Based on the data that has been previously described regarding the implementation of literacy program product evaluation on SMPN 2 Serang Baru, then can be discussed as follows .

a. Suitability target And results

From results observation, documentation And interview by writer in field obtained description that program literacy SMPN 2 Serang Baru have clear goals in general from the target to be achieved.

b. Change behavior student in likes read

The implementation of the literacy program at SMPN 2 Serang Baru is intended for increase ability literacy And enhancement ask for read para participant educate.

c. Enhancement results Study and performance student

The literacy program has been implemented at SMPN 2 Serang Baru since 2017 proven to be able to improve student learning outcomes, from the results of interviews with subject and informant revealed that activity literacy Which

carried out regularly and periodically can improve learning outcomes student. Matter This strengthened by results observation on results exam student,

- d. Benefit program for student and school/madrasa
This achievement was not only inscribed by students, but also by culture literacy also touches teachers, some teachers SMPN 2 Serang Baru succeed become participant of the challenge of the National Literacy Movement.
- e. Change reading interest
Students have already has good achievement from academic nor non academic. Change in academic seen from exam increasing score. From non-academic, the character of the students is changing in a better direction by reducing the level of violations done. It becomes evidence of the usefulness of the literacy movement program for student and for SMPN 2 Serang Baru.

Conclusion

Based on the results of the study in the discussion of the Evaluation of the School Literacy Movement Program at SMP Negeri 2 Serang Baru, Bekasi Regency, the researchers concluded that:

1. Context evaluation in the form of background, program implementation objectives according to needs, and establishing cooperation with related agencies.
2. Evaluation of inputs in the form of program development stages, schedule of activities, School Literacy Team, availability of infrastructure, program development costs have been running and implemented well although they need to be continuously improved
3. Process evaluation consists of habituation, development, and learning stages. Teachers, school principals, and education staff are involved in literacy activities, there are awards for students' achievements on a regular basis, and there are various follow-up activities.
4. Product evaluation shows the success of the program, namely the compatibility of targets with results, an increase in learning outcomes, and the benefits of the program for schools. In conclusion, this program must be continued with various improvements and can be implemented in other schools.

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