



Analysis of the School Literacy Movement in Growing Interest in Reading for High School Students

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Abstract

Literacy in our country is very worrying that Indonesia is in 60th position out of 61 countries assessed. This means that Indonesia is the second worst country in terms of reading and literacy behavior, one level below Thailand and above Botswana. This study aims to analyze the school literacy movement towards reading interest at Budi Mulia High School, Karawang Regency, West Java. So as to get data and provide an overview for schools that have not implemented the school literacy movement, besides that it also becomes input for the program to be repaired, continued or stopped. The research was conducted at Budi Mulia High School, Karawang Regency, using a descriptive qualitative research method with a case study approach and the research subjects were educators and school education. The results of the study found that the Budi Mulia High School Literacy Movement Program (GLS) was proven to be able to foster students' love of reading. This program needs the support of various parties, such as teachers, school principals, school supervisors, local government and central government.

Keywords: School Literacy Movement, Interest, Reading.

INTRODUCTION

Based on GLN 2017 via the puslitjakdikbud. kemendikbud.go.id page, it was found that in 2000 data on reading literacy, Indonesia was ranked 39th out of 41 countries; in 2003 ranked 39th out of 40 countries just getting sadder; and in 2006 ranked 48th out of 56 countries; in 2009 ranked 57th out of 65 countries; while in 2015 Indonesia was ranked 69 out of 76 countries. Miller and McKenna in (Trim, 2016) found that the literacy rankings of several countries with rankings included Singapore 36, South Africa 56, Chile 37, Colombia 57, Mexico 38, Morocco 58, China 39, Thailand 59, Greece 40, Indonesia 60, and Botswana 61.

Based on these data it is clear that literacy in our country is very worrying for Indonesia, in fact, it occupies 60th position out of 61 countries assessed. This means that Indonesia is the second worst country in terms of reading and literacy behavior, one level below Thailand and above Botswana. Data from the OECD (Directorate of Basic Education Teachers, 2022) shows that 27% of Indonesian students have competency 1b, a level that describes students' ability to complete texts easily. The test results for reading literacy, numeracy literacy, and scientific literacy through the PISA test results in OECD countries are described as follows



Picture 1. PISA 2018 Worldwide Ranking

Source: factmaps.com

In his view (Permatasari, 2015) explains that children in Indonesia are very sad in reading activities, on average they read books with numbers 0 to 1 book per year while the average child in ASEAN reads 2 to 3 books a year. Through the 2018 PISA data on reading

ability, it was found that Indonesia is at level 1b with a score of 371 (Schleicher, 2019).

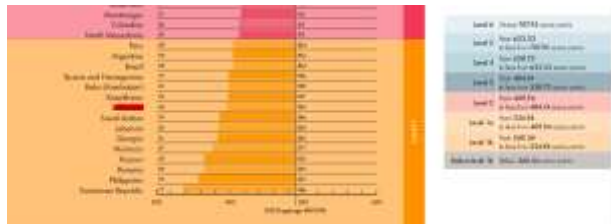


Figure 2. PISA results on reading literacy
Source: OECD 2019

Literacy movement efforts were launched with the birth of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2015 concerning the Growth of Character which contains the obligation to read 15 minutes before starting lessons at school. This activity is expected to be able to foster habituation towards reading interest and improve reading skills so that knowledge can be mastered better. Based on monitoring the implementation of the GLS (Ministry of Education and Culture, 2019) throughout 2016, it was noted that 5,360 schools (across levels of education) had carried out capacity building and carried out 15-minute reading activities before class started. This figure excludes schools that had implemented a literacy program before the GLS was launched in 2016. This research was conducted with the aim of analyzing the School Literacy Movement (GLS) in fostering high school student's interest in reading.

This study aims to analyze the school literacy movement towards reading interest in high schools in Karawang Regency, West Java. So that it can provide input for schools that have not implemented the school literacy movement. So as to get data on whether the program was repaired, continued, or stopped, this research was conducted at Budi Mulia High School, Karawang Regency.

THEORITICAL REVIEW

National Literacy Movement

The National Literacy Movement is one of the policies of the Ministry of Education and Culture which refers to nine priority agendas (Nawacita). This movement prioritizes literacy as capital in forming productive, characterful, and nationalist human resources (Rahayu, 2017). (Simorangkir, 2023) literacy is an ability that all children have, the literacy abilities of each child are different, this is motivated by various supporting factors. The hope of every country is that every child certainly has high literacy results, in Indonesia this is of course important to support the literacy results of the national exam (UN) and PISA for children in Indonesia. The National Literacy Movement (GLN) is an effort made by the government whose orientation aims to foster a culture of reading for all ages, in practice the National Literacy Movement provides imaginative stimulus through reading obtained other than textbooks at school (Nugraha & Octavianah, 2020). In his view (Ministry of Education and Culture, 2017) reveals that the national literacy movement has 4 definitions which are referred to as road maps, including 1) reading, writing, arithmetic skills, careful access to information and speaking; 2) social practices; 3) teaching and learning activities that optimize reading activities so that

students are able to contemplate, criticize and investigate reading results; 4) the reading provided varies.

School Literacy Movement

The school literacy movement is not just a program of reading and writing activities, this movement is expected to be able to increase creativity and strategy in facing various challenges in the future (Dwijayati & Rahmawati, 2021). In its implementation, the school literacy movement program (Rahmania, 2021) is expected to be able to assist all school members in improving students' reading literacy and numeracy literacy skills, specifically in improving national assessment results. In supporting the implementation of the school literacy movement, the government is also expected to highlight the availability of facilities and infrastructure, including the library and the availability of a collection of books in it, this is very important so that the goals of the school literacy movement are achieved as expected (Hidayat & Basuki, 2018).

METHODOLOGY

The method in this study used a descriptive qualitative research method with a case study approach with research subjects being teaching staff and school education. Case studies are descriptive analysis research, researchers make clear and in-depth observations by collecting data through documentation, interviews, and observations. (Yona, 2006) case study is a type of research that is able to answer various issues and phenomena that are currently developing, especially in the branch of social science. (Mudjia, 2017) explains that case study research is a series of activities that are scientific and carried out intensively, very in-depth, and in detail on an event both groups and individuals, and is carried out to gain knowledge of the event. The events raised are actual and ongoing events, not those that have already passed.

RESULTS AND DISCUSSION

The School Literacy Movement refers to Permendikbud RI No. 21 of 2015 concerning the Character Cultivation Movement in Schools Article 1 paragraph 3 reads "Habituation is a series of activities that must be carried out by students, teachers, and education staff which aims to foster good habits and form a generation of Pancasila character". In line with the Minister of Education and Culture Regulation No. 23 of 2015 concerning the Growth of Character, this regulation was born in an effort to cultivate children's character. Books that can be used as references as school literacy materials include story books, local fairy tales, local biographies, biographies of the nation's children, history, and national spirit. The school literacy movement is expected to be a comprehensive and sustainable effort to make schools an organization that refers to learning and creates literate citizens for life.

The Budi Mulia High School literacy team was compiled and inaugurated by the school principal in accordance with the school literacy team chart recommended by the Guide to the school literacy movement in high school in 2020, the cooperation of all school members is needed to achieve goals in the school literacy movement that has been programmed by the ministry of education. Another step taken is to socialize the program to parents of

students and to make a report on the literacy progress of the school community. Each development is reported to be able to analyze the success of the program that has been implemented, the report is submitted to the principal and teachers of SMA Budi Mulia. This is done to also measure the success of the program so that the program runs and is monitored according to expectations.

Table 1. Assessment Aspects of the Budi Mulia High School Literacy Movement

No	Indicator	Achieved	Not yet Reached	Problem
	The preparation/planning stage of the literacy program,	√		
	Literacy program activity schedule,	√		
	Qualifications and competencies of the School Literacy Team	√		
	Availability and quality of facilities and infrastructure,	√		
	Utilization of literacy facilities and infrastructure,		√	The collection of reading books outside of subject books is still very limited. Years of publication of non-subject books are also many that are over five years old There is no e-library yet
	Budget for teacher training and self-development of literacy programs.	√		

In implementing the school literacy movement, Budi Mulia High School has carried out activities in accordance with the guidelines for the 2020 SMA school literacy movement. All school members

together with the school principal plan a literacy program, considering that this school is a boarding school, the literacy program is carried out every Friday and Saturday for three O'clock. In determining the principal's literacy team to make a decree that is valid for 2 academic years, the literacy team which includes the vice principal for student affairs, teachers, and librarians. Budi Mulia High School has a library that can accommodate as many as 70 students so that its use can be alternated from each grade level and the schedule has been determined by the school's literacy team. Every child reads books other than textbooks in the library, reading can be about politics, economics, literature, culture, psychology, health, and various readings available in the library. The results of each child's reading are made into simple resumes and presented in front of the class every 2 months in the form of clippings, power points, videos, or photographs. Not only that, each child's results are grouped according to the field of reading and exhibited at the end of the school year. Constraints in implementing the school literacy movement were also found at Budi Mulia High School, including:

- 1) Collection of reading books outside of subject books is still very limited.
- 2) Years of publication of non-subject books are also many that are over five years old
- 3) There is no e-library yet

The implementation of the school literacy movement program at Budi Mulia High School is very effective in increasing the reading culture of all students in the school, this can be seen from the enthusiasm of students for reading material and class debate and discussion activities, students' understanding of the arguments presented becomes sharper and broader so that each student enrich each other's material from every reading they do in the school literacy movement program.

CONCLUSION

The School Literacy Movement Program at Budi Mulia High School has proven to be able to foster students' love of reading. This program needs the support of various parties, such as teachers, school principals, school supervisors, local government, and central government. Teachers need to encourage student literacy activities, for example by using inquiry-based learning methods and using descriptive questions will stimulate students to get used to reading. Efforts to maximize a reading culture for these students can be supported by school supervisors and also the department which can focus more on increasing students' competence in literacy.

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