

# EVALUATION OF THE SCHOOL LITERACY MOVEMENT ON HR COMPETENCE IN SMA PENGGERAK

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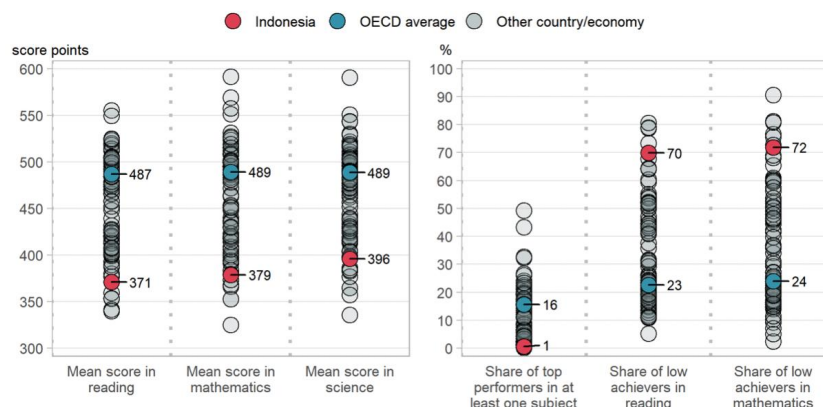
## Abstract

The results of a 2012 UNESCO survey related to reading interest of the Indonesian people found very alarming results, namely 0.001 percent. This means that in 1000 people, there is only one person who has an interest in reading. This study aims to evaluate the School Literacy Movement which is a program that is supported collaboratively by various elements to improve literacy outcomes. This research is an evaluative research with a qualitative descriptive approach and uses the CIPP model. The results of the research found that *SMA Penggerak* human resources and all school members worked together to develop various programs that were interesting and in accordance with the student's era. It is hoped that the school literacy movement program will continue to experience improvements that refer to the guidelines for the literacy movement in high schools which continue to experience development every year

Keywords: Evaluation, School literacy movement, HR, *SMA Penggerak*

## Introduction

PISA (Program for International Student Assessment) is an international scale assessment to measure students' literacy, numeracy and science abilities in various countries including Indonesia. PISA results show that Indonesian children do not reach level 2 as much as 76%, the minimum level is out of the low achievers category and the number of children who reach the highest level 5 is only 0.3% (Baswedan, 2014). The 2015 PISA results through the OECD explain a literacy score of 397, numeracy 386 and science 403. Meanwhile in 2018 literacy results 371, numeracy 379 and science 396 with the following graph:



Gambar 1. Snapshot of performance in reading, mathematics and science

Source: OECD, PISA 2018 Database

The PISA data is of course very concerning, so the Indonesian government through the Ministry of Education and Culture (Kemdikbud) is promoting the National Literacy Movement (GLN) program which is implemented in the school literacy movement (GLS), the implementation of GLS involves all stakeholders in the education sector, starting from the central government, provinces, districts/cities, to all educational units (Hidayah, 2019). Regulation of the Minister of Education and Culture No. 23 of 2015 concerning Cultivating Character, a school literacy movement guidance document (GLS) was issued which includes: Master Design for the School Literacy Movement (2016) which includes a platform for implementing GLS at various levels of education in Indonesia as well as Guidelines for the Literacy Movement in High Schools (2016) which in accordance with minimum services in senior secondary education in the regions (Putri & Ningsih, 2020). In his view (Witanto, 2018) reveals that there are several factors causing low interest in reading in Indonesia, including: the habit of reading has not been instilled from an early age, educational facilities are not evenly distributed and there are not many book producers in Indonesia. Literacy is a very important part of human life, literacy is not just the ability to read and write. Literacy is also related to individual abilities in obtaining various information and being able to apply knowledge and attitudes in everyday life (Devianty, 2019). Literacy is also useful for improving mindset, knowledge, memory and understanding in individuals (Lubis, 2020).

In implementing literacy human resources (HR) in schools have a very important role, as educators the teacher's role is to provide guidance to students to find appropriate reading material, provide reading corners in class, and provide motivation for students to foster their interest in reading (Safitri & Dafit, 2021). The principal as a leader at school also plays a role in being responsible for coordinating and monitoring the success of literacy activities at school (Jariah & Marjani, 2019). Apart from GLS, the ministry of education and culture also launched *Sekolah Penggerak* which will be launched in the 2021/2022 school year in 2,500 schools spread across 34 provinces and 111 districts in Indonesia (Sumarsih, et al., 2022). *Sekolah Penggerak* is a program that focuses on holistic learning outcomes and is able to apply a Pancasila student profile which includes cognitive, affective and psychomotor (Patilima, 2022). Seeing the importance of literacy in students' lives, this research was conducted to evaluate the school literacy movement (GLS) on HR competencies in *Sekolah Penggerak*.

## **Theoretical review**

### **Literacy**

Literacy is competence and skills in reading, writing, arithmetic and problem solving that are applied in everyday life (Wijaya, 2019). Coverage in literacy is divided into two, including: literacy and speech both orally and in writing, both of which are human culture to be able to communicate with oneself and one another (Saomah, 2017). literacy is an ability needed by students in all subjects because it includes complex abilities in both the realms of knowledge, skills and attitudes as well as social, linguistic and psychological aspects (Subandiyah, 2015).

### **School Literacy Movement (GLS)**

The School Literacy Movement (GLS) is a government program based on Minister of

Education and Culture Regulation No. 23 of 2015 concerning Growth of Character. This regulation states that one way to cultivate character is by reading non-mapel books which can be done 15 minutes before learning begins. GLS is a program provided by the government so that students know and understand the various materials obtained, as well as developing student character in the application of everyday life (Rohim & Rahmawati, 2020). GLS is expected to be able to develop and stimulate students' literacy, creativity, imagination and knowledge skills (Wulanjani, A. N., & Anggraeni, C. W. (2019).

### **School HR Competence**

Competence is a teacher's ability which includes knowledge, skills, and behaviors that are owned and controlled by teachers in carrying out their duties professionally (Judiani, 2011). Schools are a place for students to receive formal education. Superior human resources must be owned in all subjects, teachers as human resources at schools educate students who are the next generation who will build the nation (Kurniawan, et al., 2021).

### ***Sekolah Penggerak***

*Sekolah Penggerak* is a program launched by the Ministry of Education and Culture which aims to make educational units carry out a process of change and improve learning outcomes holistically in terms of literacy, numeracy and character that embodies the profile of Pancasila students (Ningrum, 2022). This view is supported (Wirawan, Yudana & Natajaya, 2022) that *sekolah penggerak* are a model of quality education units which are refined in stages through collaboration between the central and regional governments.

### **Results and Discussion**

Karawang Regency, West Java has 3 high schools that qualify to become driving schools, these schools include: SMAN 6 Karawang, Budi Mulia High School and Al Quran Nurhasanat High School. Schools that qualify for the *Sekolah Penggerak* program receive school operational cost (BOS) Performance funds to support the implementation of the Pancasila student profile project. Schools receive these funds for 3 years with a total of 7 themes which can be implemented in stages over 3 years.

The literacy program implemented at *Sekolah Penggerak* in Karawang Regency refers to the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character. In one of the points, establishing a reading culture in early class activities for 15 minutes of reading every day adapted to school conditions, activities carried out at all levels of both primary and secondary education. In practice, Budi Mulia High School explained that teachers as school HR encourage literacy activities during the teaching and learning process by optimizing the use of school libraries and computer laboratories for digital literacy and language month activities, teachers also maximize students' use of libraries, reading corners and computer laboratories for literacy. digital. While the HR of SMAN 6 Karawang provides reading materials in the form of printed books and digital books in the library which are adapted to the development of youth and the developing era, each student can come to the library at any time to read books in the library or bring reading books from outside to be read in the library or reading garden at school. Nurhasanat Al Quran High School explained that the program refers to the regulation of the minister of education and

culture No. 23 of 2015 was implemented and initiated by the school literacy team.

Aspects of the *Sekolah Penggerak* Literacy Movement Context Assessment  
Karawang Regency

No.	Indicator	Fulfilled	Unfulfilled	Problem (If not)
1.	The legal basis that regulates such as copies of laws and government decrees.	√		
2.	HR understands the background of the program	√		
3.	HR The purpose of literacy programs in schools.	√		
4.	Compatibility of program objectives with the needs of students and the School Literacy Movement (GLS).	√		
5.	HR collaborates between schools and related parties.	√		
6.	Owens a Library	√		
7.	There is a Mobile Library		√	All <i>Sekolah Penggerak</i> in Karawang Regency do not yet have mobile libraries
8.	There is a School Literacy Team	√		
9.	There are librarians	√		
10.	There is a reading corner	√		

### Conclusion

To continue to get better results, human resources and all school members must work together to develop various programs that are attractive and in accordance with the era of students. *Sekolah Penggerak* for school literacy should continue to experience improvements that refer to the guidelines for the literacy movement in high schools which continue to experience development every year, the program can continue to be implemented to produce maximum literacy in students, so there are several policies that can be implemented.

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