Analysis of the School Literacy Movement Program With The CIPP Approach

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Abstract: Literacy culture needs to be developed in schools and in society, the results of Indonesia's participation in recent years based on the results of the International Student Assessment Program (PISA) survey show low scores of interest in reading, numeracy skills and science. It is sad again that through the OECD when compared to the results of the scores with participating countries that are members of the OECD organization, Indonesia's position is low. It is interesting to note that the comparison of reading, math, and science scores tends to decrease. The report from the OECD in 2018 indicated that a very sharp decrease in scores occurred in the literacy results in 2018, the same as the 2001 score of 371 when Indonesia first participated in PISA. This study uses the CIPP Evaluation Model with a qualitative descriptive approach, data collection techniques by observation, interviews and documentation. This study aims to analyze the literacy movement program in the Karawang Regency*Penggerak* High School (PSP) in terms of context, input, process and product. The results of the study found that the School Literacy Movement Program (GLS) could increase literacy activities and foster students' love of reading. It is hoped that this program will be supported by various parties, such as teachers, school principals, school supervisors, partners, local government and central government.

Keywords: Program, school literacy, CIPP

I. Introduction

Based on GLN 2017 via the puslitjakdikbud.kemendikbud.go.id website, it was found that in 2000, Indonesia's reading literacy was ranked 39 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. Literacy movement efforts were launched with the birth of Minister of Education and Culture Regulation (Permendikbud) Number 23 of 2015 concerning the Growth of Character and 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 literacy programs before the GLS was launched in 2016.

Literacy culture needs to be developed in schools and in society, the results of Indonesia's participation in recent years based on the results of the International Student Assessment Program (PISA) survey show low scores of interest in reading, numeracy skills and science. It is sad again that through the OECD when compared to the results of the scores with participating countries that are members of the OECD organization, Indonesia's position is low. It is interesting to note that the comparison of reading, math, and science scores tends to decrease. Report from the OECD in 2018 https://www.oecd.org/pisa/publications/PISA2018_CN_IDN which can be seen from Figure 1 on the graph of trends in performance in reading, mathematics, and science there is a very sharp decrease in scores occurring in the results of literacy scores in 2018 the same as the 2001 score was 371 when Indonesia first participated in PISA. Whereas in 2018 Mathematics and Science experienced a decrease compared to 2015.
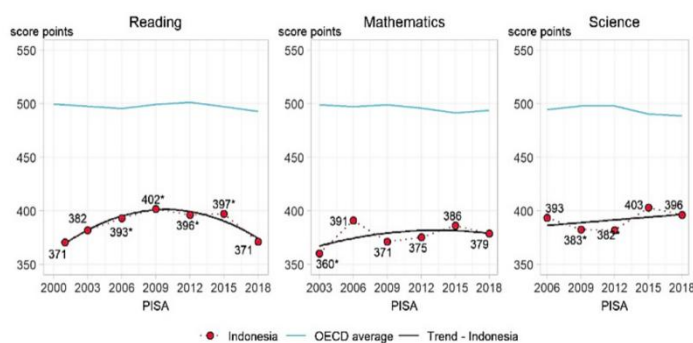

Figure 1. Trends in performance in reading, mathematics, and science PISA 2000 – 2018

Source: OECD

Weak literacy can also be seen from the results of research conducted by the Center for Education and Culture Policy Research, Research and Development Agency, Ministry of Education and Culture, April 2019 concerning the Reading Literacy Activity Index (Alibaca Index) in 34 provinces in Indonesia. The Alireadability Index is composed of four dimensions, including the Proficiency Dimension, which describes the level of community proficiency in reading materials, and the Access Dimension, which describes the availability of libraries. The Alternative Dimension (Alternatives) is an overview of the options or possibilities provided by electronic and digital devices in accessing information both at school and in society, while the Cultural

Dimension (Culture) is a dimension that describes the extent to which people's habits or behavior in accessing literacy materials . The results of calculating the Aliread Index found that the average score for the National Aliread Index was in the category of low literacy activity, which was at 37.32. This value is composed of the Proficiency dimension of 75.92; Access Dimension Index of 23.09; Alternative Dimension Index of 40.49; and the Cultural Dimension Index of 28.50.

Furthermore, the results of the analysis of the four dimensions show that the indicators on the skills dimension get the highest scores. On the other side, which is quite positive, it can also be seen in the alternative dimension, where people in general are starting to make use of information technology devices, although access to computers and the internet still needs to be further distributed.

This study aims to analyze the literacy movement program in the *Penggerak* High School (PSP) Karawang Regency in terms of context, input, process and product.

II.   Theoritical review

School Literacy Movement

The school literacy movement (GLS) is one of the steps taken by the government to improve students' culture of interest in reading. It is hoped that the GLS program will be able to build and improve the quality of education through a reading culture that is associated with various abilities (Afit & Ramadan, 2020). GLS aims to maintain the continuity of learning by presenting a variety of reading books and providing a place for various reading strategies (Widayoko et al., 2018). GLS is covered by government regulation of education and culture of the Republic of Indonesia No. 23/2015 concerning Growth of Character. The policies contained in Permendikbud No. 23/2015 emphasizes that to fill in the activities, targets are accustomed to reading non-learning books 15 minutes before the core learning activities begin. GLS is not positioned as a learning activity in the intracurricular field, but the School Literacy Movement is an acculturation activity that contributes to entry behavior that is instilled in students with useful values that can provide support for student competencies to fluently and easily understand discourse related to subjects (Khotimah & Sa'dijah, 2018).

Literacy

Literacy also means practices and social relations related to knowledge, language and culture. (Septiyantono, 2014) The principle of the development of the information society is towards the application of knowledge in technology. Human resources in the information society can be identified from the level of awareness, understanding, and utilization of information and communication technology, which is called information literacy. (Sari, 2018) explains that students' literacy intelligence is very closely related to the demands of reading skills which are then related to the ability to understand information analytically, critically and reflectively. Even though it is very well realized that the literacy skills of students in Indonesia are still very concerning, there are various factors that make students in Indonesia not achieve good achievements in the field of literacy. (Fahmi, 2021) Introducing the basic concepts of literacy to students is an effort that can be made to develop students' cognitive and language which includes the introduction of the concepts of reading, writing and arithmetic, so that children have no difficulty adjusting to what is applied in schools. Literacy ability is closely related to numeracy (Rohim, 2021) explains that literacy and numeracy ability is an understanding obtained,

interpreting, using, and communicating various kinds of mathematical numbers and symbols to solve practical problems in various life contexts. This ability is also balanced by analyzing information presented in various forms to make decisions.

III.   Methodology

This research is an evaluative research with a qualitative descriptive approach and uses the CIPP model (context, input, process, product) developed by Stuffebeam. This CIPP model is intended for use by service providers, such as policy boards, program and project staff, directors of multiple services, accreditation officers, school district superintendents, principals, teachers, college and university administrators, physicians, military leaders, and evaluation specialists. This model is configured for use in internal evaluations conducted by the organization, self-evaluations conducted by individual service providers, and contracted external evaluations (Stufflebeam, 2000). Data collection techniques in this study used document studies, interviews and observations.

Table 1. Data Collection Matrix

Components	Sub Components	Data source	Data collection technique		
			Observation	Interview	Documentation
Context	1. Program background	Principal and teacher	√		√
	2. Program objectives		√		√
	3. Program suitability		√		√
	4. Related cooperation		√		√
Input	1. The stage of preparation/planning of the literacy program,	Principal and teacher	√	√	
	2. Schedule of literacy program activities		√	√	
	3. Qualifications and competencies of the School Literacy Team		√	√	
Process	Instruments for School Literacy Culture According to the 2021 High School GLN Guidelines	Principal and teacher	√		√
Product	1. National Assessment Results in Education Report Cards,	Principal	√		√
	2. Report on the implementation of the literacy program.		√		√

IV.   Results and Discussion

Context Evaluation

The *Penggerak* High School in Karawang Regency implements it to be able to support government programs for the implementation of the GLS, it is hoped that the program created by the school can also maximize the literacy results of the National Competency Based Assessment (ANBK) in class 11. The implementation of literacy is strongly supported by the Mobilizing High School. This can be seen from the provision of SK Literacy Team, reading corners, reading rooms and the availability of reading materials that are appropriate to the developmental stages of high school students.
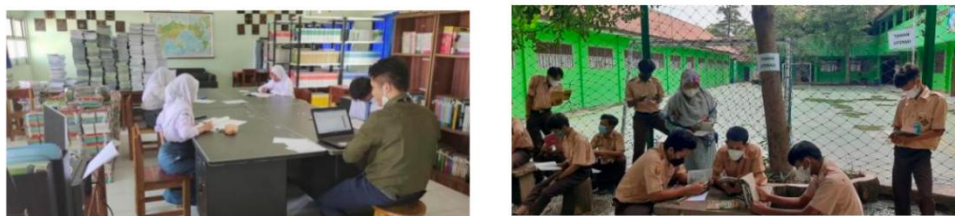

Figure 2. Reading activities for SMA Pengurus Kab. Karawang

To get maximum results, education report cards, especially those related to literacy, are *Penggerak* high school students to implement activities to develop student literacy more than once a week in 1 school and 2 schools carry out every day so that the results get better. The school literacy team was also formed by the school principal in accordance with the school literacy team chart recommended by the 2020 SMA GLS, collaboration between school members, students and parents is urgently needed. For this reason, parents also receive socialization and make reports on the literacy progress of school members and report the results to the school principal and school residents so that the program runs and is monitored as expected.

Input Evaluation

The literacy program implemented at the *Penggerak* High School (PSP) 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 activate 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, schools also optimize the use of libraries, reading corners and computer laboratories for digital literacy. While 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.

SMA Al Quran Nurhasanat explained that the program refers to Permendikbud No. 23 of 2015 was implemented and initiated by the school literacy team.

In carrying out the literacy movement as the guideline for the school literacy movement, SMA Pengerator cooperates with school committees, alumni, parents' associations, literacy activists and literacy observers in various ways including:

1. Helping students get quality reading sources (referring to the Book Grade Guidelines).

2. Supporting the need for procuring books and other reading resources (multimodal text) for 15-minute reading needs, class reading corners, reading gardens or reading corners.

3. Motivating school members to be diligent in reading.

4. Be a literacy role model or literacy ambassador referring to the GLS manual series "Literacy Activities at Home".

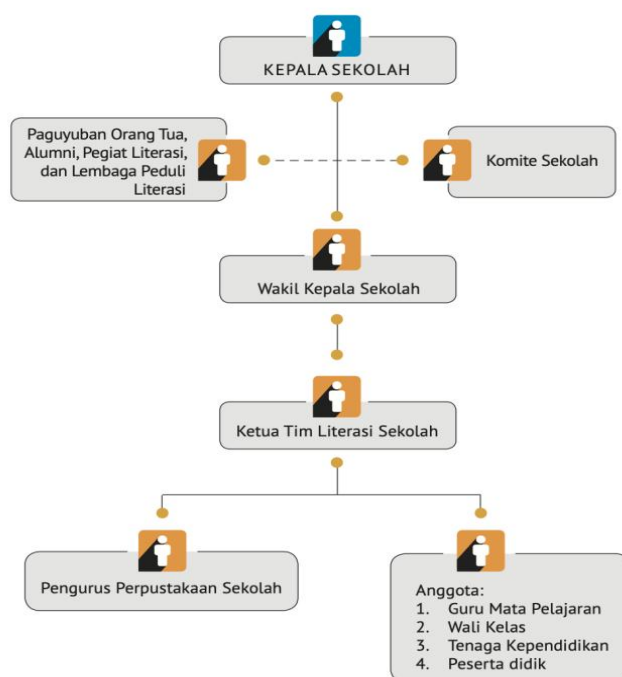5. Literacy activists as companions and motivators in the implementation of GLS.

Figure 3. Structure chart of the School Literacy Team

Source: GLS Guide in SMA 2020

Process Evaluation

In evaluating the process aspect, the researcher developed a literacy culture instrument in the 2021 high school literacy movement guide to measure programs designed by *Penggerak* school human resources.

Table 2. Literation Culture Instruments

No	Indicators	Fulfilled	Unfulfilled	Problem

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1.	There is a 15-minute reading activity that takes place every day (at the beginning, in the middle, or at the end of the lesson).	√		
2.	15 minute reading activityrun for at least one semester.	√		
3.	In the 15 minute reading activity the teacher participates in reading during the activity.	√		
4.	The school principal and education staff supervise the 15-minute reading activity by participating in reading during the activity.	√		
5.	There is a School Literacy Team (TLS) or a similar team formed by the school principal.	√		
6.	There is an appreciation for student achievement in literacy activities on a regular basis.	√		
7.	There is text-rich material displayed in every classroom, corridor, and other areas of the school.	√		
8.	There are reading campaign posters to broaden the understanding and determination of school members to become lifelong learners.	√		
9.	There is a library, a reading corner in each class, and a comfortable reading area with a collection of non-learning books that are used for various literacy activities.	√		

10.	The school library provides a variety of reading books (non-subject books: fiction and non-fiction) that students need to broaden their knowledge in certain subjects		√	SMAN 6 Karawang, Al Quran Nurhasanat High School has limitations in reading materials for students, especially non-mapel books.

Product Evaluation

The literacy program created by the literacy team at the *Penggerak* high school got quite good ANBK literacy results through educational report cards, Budi Mulia High School has a very good literacy rate, with a score of 2.00 and is 0.08 above the similar education rate in Karawang Regency. SMAN 6 Karawang has a very good literacy rate, with a score of 1.93 and is 0.08 above the similar education rate in Karawang Regency. Some of the shortcomings of SMAN 6 Karawang in getting the maximum score are found in the Rapot Education excel report, namely the indicator for the proportion of students with literacy skills who need special intervention with a figure of 2.22% with achievements that need special intervention. Nurhasanat Al Quran High School has a very good literacy rate, with a score of 2.21 and is 0.43 above the similar education rate in Karawang Regency. Some of the shortcomings of SMAN 6 Karawang in getting the maximum score are found in the Rapot Education excel report, namely the indicator for the proportion of students with literacy skills who need special intervention with a score of 0% with achievements that need special intervention.

V. Conclusion

The School Literacy Movement Program (GLS) has been proven to be able to increase literacy activities and 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 the use of descriptive questions will stimulate students to get used to reading. The principal's role is to provide access, infrastructure, and policies that support GLS, such as 15-minute reading activities, adequacy of reading books in the library, and provision of a reading corner in the classroom. This effort can be supported by school superintendents and also the department which can focus more on increasing students' competency in literacy.

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