

Schools Literacy Movement in Innovation of Language Curriculum Development

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Received: 11 Oct. 2022, Revised: 25 Oct. 2022, Accepted: 01 Dec. 2022

ABSTRACT

Innovations and changes have been made to the Indonesian curriculum since 2013. These changes aim to improve the quality of education in Indonesia. The curriculum currently used to learn Indonesian is text-based. Several years later, the government launched the School Literacy Movement (GLS) to realize the vision and mission so that people can adapt to developments in information and technology by updating them in the National Literacy Movement (GLN). The purpose of this study was to find out the literacy activities carried out in schools as well as see the responses from students after completing literacy activities. This study recommends handling literacy as an innovation in curriculum development in schools. This research is a descriptive study using structured interview techniques and questionnaire collection techniques using interview guidelines and questionnaires as working tools. Interviews were conducted with five Indonesian teachers in West Sumatra and 30 students were asked to answer a questionnaire. The results of the study show that in practice literacy is not carried out by the rules so literacy goals are not achieved properly. In practice, curriculum and literacy appear as two different things and their implementation is inconsistent. Learning activities are always related to literacy activities. Particularly in language learning, literacy activities in reading and writing are very important things to be carried out by each component of the school.

Keywords: Literacy, Innovation, Language Curriculum Development



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INTRODUCTION

Advances in science and technology have created a society that must continue to be able to improve its abilities in the world of education. Education is a form of progress. An advanced society is marked by the advancement of a quality education sector. Quality education is characterized by one of the facts, including the emergence of an educated society.

One of the efforts to advance education is innovation or curriculum change. The need for these changes to meet new needs that arise as a result of the progress of the times (Palupin, 2018). In addition, the curriculum must be continuously updated so that the curriculum remains dynamic and better meets the needs of current and future students (Susilo, 2016). This is in accordance with one of the characteristics of the curriculum which is not static but often changes to adapt to modernization (Uce, 2016).

Curriculum changes should aim to improve the curriculum (Zahid Zufar At Thariq & Agus Wedi, 2020). Curriculum improvement is often referred to as reform or renewal. Curriculum renewal at the institutional level is a difficult task (Muis Vangino Daeng Pawero, 2018). Factors that influence curriculum changes include political changes, the emergence of new technologies, and globalization (Muis Vangino Daeng Pawero, 2018). Ensuring that students acquire the knowledge and skills necessary to adapt to changing world conditions is fundamental to innovative curriculum development efforts (Maghfiroh

& Sholeh, 2022). The curriculum plays an important role in organizing, guiding, broadcasting, and directing learning activities (Muis Vangino Daeng Pawero, 2018). Curriculum change is a complex, multifaceted and iterative process of turning ideas into policies, changing behavior and expressing it as social action. (Fergina, 2013). A useful way of determining whether a curriculum is working or not is to examine concepts about the appropriate curriculum (Fauzi, 2020).

The benefits of evaluating, reviewing, or revising the curriculum are carried out regularly to ensure that student needs are adequately met (Afif et al., 2022). However, the successful implementation of the updated curriculum is much more difficult, even though the initial stages of curriculum transformation are relatively simple (Erol, 2021). That is the difference between a planned curriculum and an approved curriculum (Wiesche et al., 2018). Curriculum can be defined not only as the content of a program but as a program of broader learning experiences (Walfajri, 2018). Curriculum planning and development is the first step in the teaching process because it informs what is to be taught and learned in schools. Curriculum planning interprets the educational policy, goals, mission, and vision of the country and turns them into general objectives so that school teachers can easily convey educational goals and learning standards (CASBEE Technical Manual, 2014). Therefore, in schools, teachers play a central role in the learning process when implementing the curriculum (Archey, n.d.).

The teacher can be the main agent for changing the curriculum (Smagorinsky, n.d.). Teachers may respond to curriculum changes by ignoring, rejecting, adopting, or adapting the official curriculum (Pou et al., 2022). When teachers are understood as participants in the reform process, they participate in policy-making (Uce, 2016). They then turn ideas into action and theoretical perspectives into new practices and translate ideas about developing interdisciplinary subject curricula into practice (Smagorinsky, n.d.). Teachers can also determine the right content and methods for implementing the curriculum (Zhang et al., 2020).

Changes to the Indonesian language curriculum are always carried out with periodic updates. The purpose of changing the curriculum is to advance education and improve previous education. Even though the curriculum has changed, changes are still being made. In 2013, Indonesia launched the 2013 curriculum, in 2014 and 2016 curriculum changes were made in certain parts, such as core competencies and basic competencies in subjects.

In line with the changes to the 2013 curriculum in Indonesia, the central government launched the GLS program to increase student literacy. The declaration of GLS activities is a good first step to create an educated society. GLS is a policy of the Ministry of Education and Culture to implement the vision so that society can adapt to technological developments and innovations. In 2018, the government will try to make literacy a national priority by launching the GLN. The article does not only target students but targets society in general.

Since the launching of the GLS and the GLN, several schools have carried out this activity by carrying out reading activities 15 minutes before school starts. There are chapters read by different students and readings are written as reviews in a diary. Based on the alphabetic assignment, learning and the alphabetic curriculum are carried out separately and harmoniously. Implementation of literacy activities places literacy to complement curriculum implementation. The assumption is that literacy and learning are not separate things, but two things that can be done simultaneously. Placing the literacy curriculum into students' lives is now more useful and meaningful (Hiim, 2017).

Literacy is a human right to improve one's life by achieving personal, social, professional, educational goals, opening up social opportunities, and economic and political integration (Pinar, 2013). Literacy is essential for human social development and

changing lives to improve health, income, and relationships with the world (Boschman et al., 2014). Teeuw argues that the nation with the lowest literacy rates is experiencing a dark civilization (Sahudra et al., 2021). Therefore, building an educated society must be one of the priorities.

Making literacy a national priority is a form of building an educated society (Saputri et al., 2021). Literacy is the basis for the all-around development of personality. The national curriculum sets important tasks for schools and provides general educational goals and public requirements for the development of students reading and writing skills (Atlamaz, n.d.). Because life and the world are reflected in the school curriculum, the literacy curriculum must help students meet the demands of an increasingly complex world (Sjödin, 2022).

Literacy curricula are often implemented in schools to implement the opposite construct of literacy as an independent skill (Bilgiler Eğitimi Araştırmaları Dergisi et al., 2020). In other words, literacy is assumed to be a neutral and contextual set of skills that can be applied universally (Nichols & Petzold, 2021). However, many education policymakers still rely on the concept of literacy which only provides skills that strengthen the competitiveness of the national economy (Auerbach, 1992). This can be seen in literacy activities that are only carried out in schools. To create more inclusive literacy practices, we need to understand the relationship between literacy practices across discourses, families, and communities (Barnett et al., 2008).

In general, literacy is defined as the ability to read and write (Vergonia & Mombas, 2022). The term "literacy" has taken on a broader meaning over time. Literacy is currently not only defined as the ability to read and write but has meaning and implications from reading and writing skills to acquire and manipulating information through metalinguistic analysis of grammatical units of written text, speaking, and language skills. Written texts and historical implications for the philosophical and social implications of Western education (Riza et al., 2020). Literacy includes various skills such as reading, writing, processing information, ideas, and opinions, making decisions, and problem-solving skills (Saharuddin et al., 2019). Literacy also includes more activities and is related to the development of attitudes, values, emotions, relationships, power structures, and contextual aspects (Erol, 2021).

Literacy has long been synonymous with learning, a sign of an educated, experienced and educated person (L. Noll & Wilkins, 2002). However, literacy in a language is closely related to the development of grammar, correct spelling and punctuation, and the ability to write competent essays. A broader understanding of academic literacy, which includes a variety of academic contexts, is the ability to communicate competently within academic discourse communities (Warschauer, 1998). Students' language skills were tested by measuring aspects of understanding, use, and the use of written reading reflections.

Based on this, the multi-institutional literacy test for Indonesian students' reading and writing abilities must be improved. The low reading ability of Indonesian students can be seen in the following data. First, Indonesia ranks 5th out of 8 countries based on PIRLS 2011 data (Mullis et al., 2012). Second, based on 2015 PISA data, Indonesia is ranked 6th out of 70 countries assessed (OECD, 2016). Third, Indonesia's PISA score did not increase for the reading category based on the average score in the three competencies tested.

Based on this explanation, students' reading skills need to be improved, especially reading and writing skills. In addition to knowing through literacy tests conducted by various educational institutions, it is also necessary to know how literacy is introduced in schools. In addition, it is also necessary to know the results of implementing literacy from the main aspects through student answers. The addition is planned to be carried out mainly based on the policies implemented in curriculum changes.

Based on this, the purpose of this research is to find out literacy activities carried out in schools and see student responses after completing literacy. The purpose of the results of this study is to determine the position of literacy in the curriculum, especially in the language curriculum.

METHODS

This research is descriptive research. This research was conducted using structured interview techniques and questionnaire collection techniques using interview guidelines and questionnaires as work tools. The interview guide was used as a guide for interviewing teachers about the implementation of the GLS where teachers taught, while the questionnaire was used to find out the impact of GLS on students. The data sources were obtained from five Indonesian teachers in West Sumatra and the questionnaire was filled in by students from a private school, namely students from SMP Hamka 2 Padang, totaling 30 students. The data were analyzed after the questionnaire data and interview results were obtained. Interview data is described by outlining the responses of informants and survey data is described by using descriptive statistics.

RESULTS

The data for this research were obtained by interviewing Indonesian language teachers at junior and senior high schools throughout West Sumatra. Interviews were conducted with questions answered directly by the teacher by asking two questions. The questions are 1) How is the GLS implemented in the school where you teach?; and 2) How is the introduction of literacy in learning Indonesian that you teach? The results of the interview are described as follows.

- *First*, SMA Hamka Padang, the school literacy movement was implemented by reading one of the books for 15 minutes at the beginning of the lesson. The facts show that the GLS does not operate according to established principles. Indonesian Literacy is based on core competencies and basic competencies regulated in the curriculum. At the beginning of learning, students are required to read books, maybe scientific books or story books, such as novels. At the middle and end of the semester, students must submit summaries or important points from the books they have read.
- *Second*, SMA N 1 Batusangkar, the school literacy campaign was implemented differently, namely, students were required to read books at home. The book to be read is determined by the teacher. Reading reports are compiled from books read in a certain format. Reports are made manually so that students are trained in writing. Implementation of literacy activities in language learning is not a special activity because GLS activities are already reading and writing literacy activities. Therefore, the GLS that is applied is already an activity related to language skills.
- *Third*, SMA N 1 Nan Sabaris, school literacy will be carried out from Tuesday to

Thursday. Improve students' reading ability by reading any book for 5-15 minutes before entering class, except comic books. Readings were made at 07.00-07.15 WIB. There are no specific features for reading and writing skills in language learning. However, the Indonesian subject teacher is responsible for monitoring the GLS and completing reports every day after students have read.

- *Fourth*, SMP N 2 Sijunjung, literacy in this school is not included in practical activities or implementation of school policies so there is no real implementation carried out by the school.
- *Fifth*, SMP N 13 Padang, a school literacy campaign was carried out by proclaiming compulsory reading 15 minutes before the start of the first lesson. In addition, students and teacher complete questions and answers about the reading material they read. Students also write reading notes based on books they read at school, the library, and at home. The implementation of the literacy movement in schools is still in the socialization stage, namely to increase interest in reading and provide opportunities for students to read every day. In learning Indonesian there is no time to do these activities.

Based on the results of the interviews, it can be concluded that almost all the schools surveyed have carried out school literacy activities. The activities carried out are almost the same, namely reading books and reporting on the readings that have been read. However, there is no specific time for literacy activities in language learning. Based on these questions, it can be concluded that the reading skills mentioned in the GLS have limited meaning when applied in schools. Based on the concept of literacy, literacy has a broad meaning and the function of literacy can be different, not only reading and writing but also numeracy, scientific literacy, financial literacy, digital literacy, culture and environment, and other types of literacy.

After establishing a literacy policy and implementing this activity in schools, greatly influences education. To determine the effect, data was obtained through a questionnaire filled out by thirty students who were randomly selected. From the results of the study, the data were grouped into the following points. 1) the effect of using books in the school library; 2) the most widely read books; and 3) the benefits of reading. The research results are described as follows.

The results of the questionnaire filled out by students regarding the application of school literacy for library points showed that out of 30 students, 50% or 15 students often visited the library to read and 50% or 15 students occasionally visited the library to read. Based on borrowing reading books, 90% or 27 students often borrow reading books from the library, and 10% or 3 students sometimes borrow reading books from the library. Based on needs, 73% or 23 students stated that the books in the library fit the needs of students, and 27% or 7 students stated that the books in the library did not meet their needs. Based on the level of the tendency of the books read, it is described as follows. Of the 30 students, 66% or 20 students liked reading textbooks, and as many as 34% or 10 students did not like reading textbooks. Furthermore, 90% or 27 students liked reading literary works, and 10% or 3 students did not like reading literary works. Unlike the interest in reading literary works, 63% or 19 students liked reading newspapers, and 37% or 11 students did not like reading newspapers. Based on the statement points regarding the

benefits of reading are described as follows. As many as 90% or 27 students stated that reading was useful for increasing knowledge and 10% or 3 students stated that reading was not useful for increasing knowledge. As many as 80% or 24 students often read to fulfill obligations and 20% or 6 students sometimes read to fulfill obligations. As many as 93% or 28 students often read to make assignments given by the teacher and 7% or 2 students sometimes read to make assignments given by the teacher. As many as 70% or 21 students often spend their free time reading and 30% or 9 students sometimes spend their free time reading. While at school, as many as 80% or 24 students often read books when the teacher is not in class and 20% or 6 students sometimes read books when the teacher is not in class. In terms of usefulness, as many as 99% or 29 students stated that reading greatly influenced the increase in knowledge.

Literacy is assumed to be a neutral and context-independent skill set that can be applied universally (Street, 2003). Literacy can include not only reading and writing but also numeracy, scientific literacy, financial literacy, digital literacy, cultural and environmental literacy, and other types of literacy. Based on the type of literacy, it can be concluded that all activities carried out in schools in learning are literacy. However, the GLS which is implemented in schools based on the policies of the Ministry of Education and Culture focuses more on reading and writing literacy activities. The activities carried out in the schools surveyed gave rise to the meaning of literacy in the narrow sense, which includes reading and writing (Littlejohn, 1992). Based on the interviews conducted, the teacher stated that the language learning activities were not carried out with literacy activities. This statement is not true, that the 2013 curriculum is text-based on complex literacy activities in learning Indonesian. Based on the core competencies and basic competencies in the syllabus, the learning objectives are for students to understand and write texts. Reading comprehension is an activity to build literacy so the creation of a literacy curriculum should be considered. This is because literacy and learning activities are not something separate, but a unit that is carried out together.

In language lessons, students deal with reading and writing skills. In math lessons, students complete counting and reading exercises, as well as other alphabet assignments. deep rivers (Hascher & Waber, 2021) stated that as language teachers, we are the happiest teachers, all subjects are ours. Whatever our students want to communicate, whatever they want to read, is our subject. Thus, it can be said that language learning is the foundation upon which other academic skills are built (Smagorinsky, n.d.). Based on this, arousing student interest and motivation is the main thing. Carrying out Literacy activities in language learning and focusing on language learning can make students get various information directly. For example, environmental information from environmental texts, cultural information in texts related to culture, and several other text topics. Based on the results of the questionnaires filled out by students, students generally read literary works (novels and poetry) rather than textbooks and newspapers. This shows that students usually like to read something funny in their free time. In general, students read to complete assignments given by the teacher, when there are no assignments, students usually do not read. Regarding the benefits of reading, students generally believe that reading can increase knowledge and increase students' knowledge.

The problems that arise in the implementation of GLS in the schools studied are as follows. 1) Usually students only read at school, reading is done at home when given assignments; 2) Not all students are interested in reading. This can be seen from the number of visits to the library; 3) Implementation of the GLS at the beginning of the lesson is carried out only by the teacher who teaches the first lesson, not other lessons; and 4) Schools do not try to involve the community (parents, alumni and community members) in the development of school reading. Based on these results, a solution is needed to broaden the understanding and literacy paradigm of students and teachers.

CONCLUSIONS

Reform, renovation, updating or changing the curriculum is something that must be done when the existing curriculum is unable to meet the needs of students. One of the curriculum recommendations that will be used is to use literacy as a school curriculum. Literacy that is practiced especially in language learning is reading and writing. For the curriculum to be successful, one of the most important things is teacher participation. Lead curriculum developers in efforts to promote curriculum innovation. First, it is necessary to systematically introduce evolving piecemeal innovations in the light of theoretical questions. Second, all participants should be involved in decision-making and build as much consensus, commitment and motivation as possible. Third, curriculum development requires effective management commitment and support to ensure the continuity of its components. Teachers, who are key actors, should be provided with adequate administrative support not only at the initial stages of the curriculum reform process, but also during subsequent teaching cycles to enable changes in teaching practices. Finally, effective internal communication must be maintained with potential adopters of the innovation to facilitate change acceptance (Erol, 2021).

ACKNOWLEDGMENTS

I would like to thank the related parties who have helped write and publish this article 1) Prof. Dr. Agustina, M.Hum. as supervisor in writing this research paper; and 2) Dr. Novia Juita, M. Hum. as the advisor for writing this article.

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