

## THE SCHOOL LITERATION MOVEMENT STRATEGY IN IMPROVING THE STUDENT READING INTEREST AT SMA NEGERI 4 PADANG

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### ABSTRACT

The School Literacy Movement launched by the Ministry of Education and Culture in 2015 aims to foster students interest in reading because Indonesian students reading interest is still low. The objectives of this research are (1) to describe the implementation of the school literacy movement in increasing reading interest in social studies students at SMA N 4 Padang. (2) to describe the problems in the implementation of the school literacy movement in increasing the student reading interest in social studies students at SMA N 4 Padang. (3) to analyze the strategy of the school literacy movement in increasing students reading interest at SMA N 4 Padang. The approach used in this research was a qualitative approach. The selection of informants was done by using a purposive sampling. The data were obtained through observation, interviews, and documentation. The test of the validity of the data was by means of data triangulation. The data analysis technique used the analysis of the Miles and Huberman models. The results of the research indicated that the implementation of the school literacy movement in this school was held on Monday-Thursday at 13.05-13.20. There were already supporting facilities such as corners and literacy parks. Reading books came from the students. The problems faced were in the form of availability of reading material sources and available time. While the strategies carried out were (1) giving rewards in the form of literacy corner competitions and visitors to the traditional library. (2) The existence of a literacy journal to monitor the student literacy activities every day. (3) Participating in literacy competitions (4) The teachers and schools always emphasize the importance of literacy.

**Keywords: School Literacy Movement, Student Reading Interest**

### INTRODUCTION

In this 21st century science and technology are increasingly developing. To deal with this, it is necessary to improve quality human resources to be able to compete

in the global arena. To have high competitiveness and to know various developing information must be supported by a reading culture. According to Nurhadi (2016) reading is a critical-creative reading process that is carried out by the reader to obtain a thorough understanding of the reading. Reading is the key to the advancement of education. It is a window for the entry of various sciences. The success of an education is not measured by the number of children who get high scores in a lesson, but the number of children who like to read in a class (Antoro, 2017).

Reading skills will be realized optimally when supported and accompanied by interest in reading. Reading interest is a strong desire that will be manifested by the willingness to get reading material and then read it on its own consciousness (Farida 2011; Hermon, 2015). Thus, students who have strong reading interest will try and are willing to get the desired reading material and then read it on self-awareness. The fact is that the reading ability of Indonesian students is still relatively low. This is based on research and surveys conducted by the Progress in International Reading Literacy Study (PIRLS). In PIRLS 2011 International Results in Reading, Indonesia ranked 45th out of 48 participating countries with a score of 428 from an average score of 500 (IEA, 2012). Meanwhile, the literacy test reading in the PISA 2009 showed Indonesian students ranked 57th with a score of 396 (OECD mean score: 493), while PISA 2012 showed Indonesian students ranked 64th with a score of 396 (mean score). OECD mean score: 496) (OECD, 2013). 65 countries participated in PISA 2009 and 2012. From these two results, it can be said that the practice of education carried out in schools has not shown the function of schools as learning organizations that seek to make all citizens become skilled in reading to support them as lifelong learners (Sutrianto, 2016). The PIRLS and PISA data, especially in reading comprehension skills, shows that Indonesian students' competencies are relatively low (Ansyori, 2016).

In addition to the international research, the low interest in reading in Indonesian society especially among students was also explained by the Central Bureau of Statistics (BPS) in 2012. Indonesians prefer watching television (91.68%) or listening to radio (18.57%) than read newspapers (17.66%). In addition to these data, UNESCO in the school library guidelines/IFLA (2012) also explained that the reading interest of the Indonesian people has only reached 0.001, of which only 1,000 people in Indonesia

have an interest in reading. The data is then reinforced by the statement of Taufik Ismail, who stated that the average high school graduate does not read any books or in his term is called the "zero book tragedy" for education (Tim Warta, 2016).

Responding to the results of the international research that proved the interest in reading Indonesian people is still low, in 2015 the Ministry of Education and Culture developed a program called the School Literacy Movement (GLS). School literacy is the ability to access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing, and speaking. The school literacy movement (GLS) is an overall effort to make schools as learning organizations whose citizens are literate throughout life through public involvement (Sutrianto, 2016). The School Literacy Movement (GLS) encourages all Indonesian children to have an interest in reading books which in time are expected to become a culture in national life (*Permendikbud No. 23 2015*). Because a nation with a high literacy culture demonstrates the ability of the nation to collaborate, think critically, creatively, and communicatively, so it can win global competition (Atmazaki, 2017).

Syaifur Rohman's (2017) research entitled *Building a Culture of Reading in Children through the School Literacy Movement Program* said that Indonesia has a big task in the world of education especially to boost public reading interest. For this reason, the government in this case is the education minister taking concrete steps to strengthen the character education through school literacy activities. One program in the movement is an activity of 15 minutes reading non-lesson books before the study time begins. This program is implemented to foster students' interest in reading, so they can improve their reading skills so that knowledge can be mastered better. The reading material contains values of character, in the form of local, national and global wisdom that will be delivered appropriate with the education level of the students. This activity is expected to become a habit and become entrenched in every child.

The study of Rahayu (2016) with the title of *Growth of Character in the School Literacy Movement* said that the level of cultural literacy in society has a correlation with the quality of the nation. A person's reading habits will greatly influence one's insight, mental, and behavior. Habits can be fostered and developed. One of the improvements in the quality of human resources is determined by the culture of literacy.

Literacy is related to the ability to identify, determine, find, evaluate, create effectively and organized, use, and communicate information to overcome various problems. This will develop students' character through acculturation of school literacy ecosystems to become lifelong learners. SMA N 4 Padang has also implemented the School Literacy Movement program as an effort to increase the students' interest in reading and to realize the school as a literate learning organization. This activity has been carried out since the beginning of the odd semester of the 2016/2017 academic year. However, this activity has not run optimally. For this reason, the researcher is interested in conducting the research to determine the strategy of School Literacy Movement (GLS) in improving the student reading interested SMA N 4 Padang.

## METHOD

The approach used in this study was a qualitative approach. Sugiyono (2008) defines qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words from the people observed. The location of this study was at SMA N 4 Padang. The sources of data obtained from the primary data and secondary data with research informants obtained through a purposive sampling technique. Sukmadinata (2006) says purposive sampling is the determination of informants, namely focusing on selected informants who are rich in data and information for in-depth studies. The data in this study were collected through in-depth interviews, observation and documentation. The validity of the data was tested by using data source triangulation. The data analysis technique used an interactive analysis of Miles and Huberman models: data reduction, data presentation, and conclusion.

## RESULTS AND DISCUSSION

The School Literacy Movement at SMA N 4 Padang has begun since the beginning of the 2016/2017 academic year, which was in the odd semester. The time of implementation was every Monday-Thursday at 13.05-13.20 WIB. When the bell enters after the break sounds, the students and the teachers returned to the class to carry out the school literacy program before continuing the next lesson. The implementation of GLS

at that time was chosen because it was the time that was effective in implementing GLS amidst the tight school schedule. It was conducted from Monday-Thursday because SMA N 4 Padang implemented a five-day school program. Then, at 13.05-13.20, it was chosen because in the morning SMA N 4 Padang also carried out a character education program which was included in spiritual literacy activities, namely reading the Qur'an and its translations and then proceeding to sing Indonesia Raya songs and national compulsory songs. This is also appropriate with the regulations of the Ministry of Education and Culture that schools must set a 15-minute reading period every day. Schools can choose to schedule the reading time at the beginning, middle or end of the lesson, depending on the schedule and conditions of each school. This is as expressed by Sutrianto (2016) that reading activities in a short time, but often and periodically are more effective than reading activities in a long time but rare (eg 1 hour / week on certain days).

The reading material or books contained in the literacy corner and the literacy garden consisted of various non-learning books such as, stories of prophets, novels, comics, and so on. The books came from each student in each class. Each of the 4 students of SMA N 4 Padang was asked to provide one book to be literacy material and put in a literacy corner. The literacy reading material must contain the values of local wisdom, character and so on that was in appropriate with Nawacita. Through reading a child is expected to be able to imitate positive things in national and global stories. It is because reading is one strategy to grow a character in a child (Rohman, 2017).

The GLS implementation must also be supported by the reading area. For the reading area in the classroom there is a literacy corner, by utilizing the corner of the classroom as a place to provide reading material or as part of the needs of the school to build literacy activities. Making literacy corners is the responsibility of each class which is controlled by the homeroom teacher, by working together to prepare a bookshelf and then filled with various non-lesson books that have been brought by students. In addition to the literacy corner in the classroom, SMA N 4 Padang also has two literacy parks outside the classroom in the form of a large hall. There were also bookshelves filled with non-lesson books as literacy reading material. When resting or free time the

students often sit there and spend time reading activities for reading material or for discussion.

The literacy stage consists of three stages: the refraction stage, the development stage and the learning stage. The literacy stage at SMA N 4 Padang was still in the initial stages, the habituation stage, but it has begun to enter the development stage. It is said so because based on the results of the interview this activity was indeed still to familiarize students to get used to reading without any students who feel forced. Nevertheless, some achievements in indicators have already begun to enter at the development stage such as the presence of follow-up activities in the form of generating responses both orally and in writing. However, there was also an indicator in the habituation phase that has not been achieved, that was, it has not attempted to involve the public (parents, alumni, and community elements) to develop school literacy activities. Should.

The reading method in the School Literacy Movement at SMA N 4 Padang was to apply the loud reading method. Every day the students in each class had a turn to be lit in front of the class by reading non-lesson books to their friends. The books read by students were selected from the literacy corner. Besides, there were also students when they were literacy, only return the results of their reading because they have previously read the book at home. The students who do not have the turn to read then listen and listen to what was conveyed by their friends, they had to give some comments on the results of the literacy. This activity was supervised by the teacher. The teacher also gave comments and questions to the students about the benefits that can be taken from the story. In addition to the reading method of the book, SMA N 4 Padang also allowed the students to get reading materials from the internet by choosing the theme of the reading that will be published as long as it was still appropriate with the reading materials specified in the GLS program. This was because in the present time the knowledge and reading material do not only depend on books. The current source of knowledge is very broad and unlimited. It shows that the students do the media literacy.

In its implementation, the school literacy movement SMA N 4 Padang is not free from problems or obstacles. The following are the problems or obstacles to the School Literacy Movement in SMA N 4 Padang. The availability of books and reading

materials in the literacy corner was still very limited. Some of the classes only had some books. This is because the book is only provided by students, so some students often return the books at home and forgot to bring them back to school. In addition, the condition of the book was not well cared for and it was not arranged well so there were some books loosen. High reading interest should be supported by the availability of quality and affordable reading material so that it will encourage the habit of reading and writing students both at school and in the community (Atmazaki, 2017).

The school literacy movement in which there was a 15-minute reading activity at SMA N 4 Padang also experienced time constraints. Based on the results of the interview, because it was implemented after the bell entered the break it sounded, 15 minutes was not enough to increase the students' interest in reading. It was because the literacy sometimes started lately and took the rest time and sometimes literacy timew as still going on but it already had to enter the previous learning.

Literacy Journal is a report in the form of a journal that is made as a report on the activities of the school literacy movement. In the journal contains the titles of the literature that is lit, resumes or the core of the reading and the initials of the teacher concerned, and it is known by the principal and chairman of the development of literacy. Thus, the literacy journals will be able to control whether literacy runs or not. It is because every week the journal will be collected and checked by the chairman of the Literacy Development Team and will be found out if there is paper that is still empty.

Schools must continue to strive to develop various strategies to optimize the course of the literacy movement. Giving rewards is one way to continue to increase the student motivation and enthusiasm. One of them is by holding a literacy corner competition. Literacy corners or reading corners that contain reading books in the classroom are the responsibility of each class. Thus, to promote the literacy program at SMA 4 Padang, the school should held a literacy corner competition at the end of each semester with the most neat and good criteria of Corner Literacy. Besides, the library of SMA N 4 Padang also contributes to the success of this program. The library will again encourage the giving of rewards to visitors to the instructional library, so it will build the students' enthusiasm in visiting the library.



Literacy activities are not only filled with reading writing activities, but it also must be able to make the students hone their skills creatively and innovatively. Schools can hold literacy-related competitions to continue to develop students' talents and creativity. Even though SMA N 4 Padang did not hold a special literacy competition between students at the school, Padang Public High School 4 always participated and participated in literacy competitions held in other schools. Padang Public High School 4 always sends representatives of students who are truly talented in the field of literacy.

Teachers must be a good example for students in implementing the School Literacy Movement. The teacher must also have a strategy so that students remain focused and serious in the School Literacy Movement. Some of the strategies carried out by SMA N 4 Padang teachers were by motivating the students if the students who were seriously listening well and giving good comments will be given a plus point in the character assessment. In addition, the teacher also advised the students to read from various sources, not only from the book to that which was read but from various sources, so that students were always challenged and not bored in school literacy activities. Abidin (2015) states that effective teachers should be able to direct students to use students' initial abilities (all information, knowledge, attitudes, and skills students have before reading) to process ideas and messages obtained from a text. By the school literacy movement, the students will get used to reading. By the existence of these habits, the students' interest in reading will also increase and will automatically become a reading culture, so automatically the students will have reading skills. Thus, the high interest in reading students that have been sought and aspired to by the government can be realized, so the students will be able to master the natural environment and social environment and be able to actualize themselves optimally and have high competitiveness in the current era of globalization.

## CONCLUSION

Based on the results of the research and discussion of this research that has been presented can be concluded as follows: The implementation of the school literacy movement in this school is held on Monday-Thursday, at 13.05-13.20. The literacy stage has begun to enter the development stage and there are already supporting



facilities such as corners and literacy parks. The problems faced are in the form of availability of reading books and time provided. While the strategies carried out are (1) giving rewards in the form of literacy corner competitions and visitors to the traditional library. (2) The existence of a literacy journal to monitor the student literacy activities every day. (3) Literacy competitions (4) Teachers and schools always emphasize the importance of literacy skills.

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