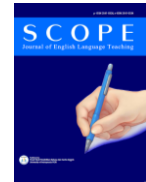




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Article

### The School Literacy Movement at SDIT Nurul Yaqin Jakarta

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#### KEYWORDS

Implementation;  
 School Literacy Movement (GLS);  
 Elementary school.

#### A B S T R A C T

The School Literacy Movement (GLS) is an implementation of the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning on the “Cultivation of Character”. Literacy culture is a habit of thinking followed by a reading-writing process which will eventually lead to critical thinking, problem solving, scientific development, and creation of works. This study aims to describe the policy of the school literacy movement at SDIT Nurul Yaqin. This type of study was a qualitative descriptive study with a case study approach. Data collection techniques employed interviews, observation and documentation. Source triangulation was conducted to ensure data validity. Research results point out as: (1) programs that support the GLS policy at SDIT Nurul Yaqin comprise of reading times, exhibitions, reading corners, story-telling, wall magazine, numeracy literacy, and making comics; and (2) factors supporting the implementation of the GLS policy program at SDIT Nurul Yaqin include commitment of the principal, participation of parents, support from the school community, allocation of 15 minutes of time for literacy, and varied media literacy. The inhibiting factors for GLS at SDIT Nurul Yaqin include inadequate books, inadequate library space, no GLS bureaucratic structure, and students’ reading awareness is still low.

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#### INTRODUCTION

The Organization for Economic Cooperation and Development (OECD) noted that the ranking of Indonesia’s Program for International Student Assessment (PISA) scores based on the 2018 survey was in the lower order. For reading competency scores, Indonesia is ranked 72 out of 77 countries. For the Mathematics score, it is ranked 72 out of 78 countries, while the Science score is ranked 70 out of 78 countries (Kasih and Pininta, 2020). UNESCO says that Indonesia is the second rank from the bottom of the world literacy problem, it means that reading interest is still very low. According to UNESCO data, the reading interest of the Indonesian people is only

0.001%. This means that out of 1,000 Indonesians, only 1 person as active reader (Devega and Evita, 2017).

Meanwhile, in modern education and the challenges of the current global era, literacy is no longer just a matter of how a nation is free from illiteracy, but has become a requirement for life skills and the ability to compete in a country in the competitive labor market. Surveys have proven that countries with high literacy cultures are directly proportional to their ability to win global competition, especially in mastery of science and technology, economic, and success in labor market competition. One way to increase the literacy index of a nation is to carry out reading and writing habits in

learning activities with; and as a national movement, this habituation must be started from the elementary school level. The meaning of reading habituation in elementary schools is also an important part of the framework of character building through language skill development.

The development of a literacy culture must be started from the habit of getting used to like reading and writing as the “first step” in a period of forming literacy culture to reach the “peak” of the nation’s civilization. Based on the following data, on August 18 2015, the Ministry of Education and Culture launched a major movement, namely the School Literacy Movement or Gerakan literasi Sekolah (GLS). This movement is an implementation of the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning about “Cultivation of Character”. The government realizes that every school should be a comfortable place for students and teachers. Schools become a comfortable place if students, teachers, and staffs in schools accustom positive attitudes and behaviors as a reflection of Pancasila as people who have noble character.

The important steps, methods, and strategies for developing a reading culture are then outlined in the Regulation of the Minister of Education and Culture Number 23 of 2015. The Minister of Education and Culture, which initiates a fifteen-minute reading activity for students before starting class subjects, is an important part of starting the development of a national literacy culture which is very strategic and important in the development of character through language to make children in school familiar with reading narrative books that provide inspiration and encouragement. Through the habit of reading narrative books and summarizing narratives text, elementary school children are internalized in the reading community, there are three important benefits that GLS can achieve: (1) forming reading habits from early age, (2) increasing vocabulary acquisition as important part of improving language skills (Indonesian), and (3) forming children logical thinking from early age. These three important achievements are closely related to the growth of character through the “language of character cultivating”. Productive reading activities are expected to be an important part of efforts to raise literacy culture as the main sign of the nation’s intellectual civilization. Indonesian people with a (high) literacy culture will also be able to compete in the international labor market which has now become a real challenge for all nations (Dirjen Pendidikan Dasar dan Menengah Kemendikbud, 2016).

## METHOD

This study examined the implementation of the School Literacy Movement (GLS) policy in elementary schools and also the supporting and inhibiting factors of GLS. This study used a qualitative description method with a case study approach as the process of understanding, analyzing, explaining, and testing comprehensively, intensively in detail about something (Suwendra, 2018). The subjects of this study were the principal, teachers, students, and parents of students at SDIT Nurul Yaqin Jakarta. In collecting data, the researchers used semi-structured interviews with the principal, teachers, students, and one of the students’ parents. In addition, data was also obtained from various documentations in the form of photos and learning activities that can be accessed through social media. The data analysis technique referred to the concept of the stages of data collection consisting of data reduction, data presentation, and conclusion or verification. The instrument of qualitative research was the researchers themselves. In the final stage, the researchers tested the validity of the data obtained through the triangulation process by digging up information from students, parents, and teachers at SDIT Nurul Yaqin Jakarta. The research design is shown in the chart below (Hewi and Asnawati, 2021):



Figure 1. Research Design

## RESULTS AND DISCUSSION

### 1. Challenges of the School Literacy Movement

The condition of Indonesian literacy today is very concerning. It is based on the fact that literacy activities related to reading and writing are still very low. This will certainly be seen and noted by other countries, especially neighbor countries. This reality is a bitter reality that has happened and must be faced by the Indonesian people. The Organization for Economic Cooperation and Development (OECD) conducted a series of tests. From the data based on the results of The Program International Student Assessment (PISA), it is indicated that the literacy skills (reading, arithmetic and scientific knowledge) of Indonesian children are still not able to be equal with neighbor countries such as Singapore, Malaysia, Vietnam and Thailand. Ironically, Indonesia is in line with poor countries in Africa (OECD, 2018). This

fact has been exacerbated since the era of communication technology has spread like mushrooms in the rainy season. Nowadays, books and comics are no longer a magnet that attracts children's curiosity, but they have switched to smart phones with various applications that exist in them. In fact, as we see around us, both at home and at school. The children are silent and bowed because they are playing games or actively communicating in cyberspace through their handheld devices. It is very rare to find them sitting in a place to read books, whether textbooks, general knowledge books, comics, or novels. Therefore, it is necessary to make serious efforts by creating a movement so that the culture of reading and writing grows and develops among children.

There are several challenges indicated as the cause of the school literacy movement that has not been implemented properly. This challenge comes from several factors, namely factors of students, teachers, and schools. Based on student's factors, the challenge is in the form that students do not have awareness that reading has an important role to increase knowledge and insight. Students are more engrossed in the world of their gadgets. Online games and social media in cyberspace are their focus. In addition, they do not have writing skills even though it is only in short and simple writing. Based on teacher's factors, the challenge is in the form of teacher attitudes who still seem less concerned about literacy activities at school. In addition, there are only few teachers who visit the library to read books. Another thing is that most teachers have not made themselves role models for students regarding literacy culture. Based on school's factors, the challenge is in the form of school programs that have not accommodated literacy culture as a priority for school programs. Activities related to literacy programs are almost rarely done. In addition, there is a limited budget for realizing literacy activities. This will certainly have an impact on the number of reading books in the school library. Even if the quantity is sufficient, the books available in the school libraries do not attract the interest of students and teachers to read them.

## **2. School Literacy Movement or Gerakan Literasi Sekolah (GLS) Policy**

GLS was developed based on 9 priority agendas (Nawacita) related to the duties and functions of the Ministry of Education and Culture, especially Nawacita number 5, 6, 8 and 9. The four points of Nawacita are closely related to the literacy component as a capital for the formation of quality, productive and empowered human resources, competitive, character, and nationalist. One of the activities in the GLS is the 15-minute reading of non-textbooks before learning time begins. This activity is carried out to foster students' reading interest

and improve reading skills so that knowledge can be mastered better. Reading material contains ethical values, in the form of local, national and global wisdom that is conveyed according to the stages of development of students. This important breakthrough should involve all stakeholders in the education sector, starting from the central, provincial, district or city levels, to educational units (schools). The involvement of students' parents and the community is also an important component to success The School Literacy Movement (GLS).

Schools have an important role as a forum for organizing learning. Many of the assumptions about the School Literacy Movement (GLS) cannot fully help to improve students' literacy culture. This is also due to the availability of different facilities and infrastructure in each school. The school literacy movement is the ability to process and understand information through various activities, including reading, listening, and writing or speaking. In this case, formal educational institutions, including primary schools, need to take responsibility for improving this literacy culture. Primary schools can be used as a place to improve literacy culture and the initial foundation for school education levels. Therefore, the need for efforts to improve literacy culture can be pursued by reading books before starting lessons in elementary school.

Literacy must become a culture. For this reason, literacy in schools is the hope of creating a habit for all school members through various literacy activities, for example listening, speaking, reading, and writing. This is in line with the opinion of Wiedarti, dkk. (2106) that literacy activities must be participatory and collaborative with the involvement of all school members, including students, teachers, school principals, educational staff, school supervisors, school committees, and parents of students. School literacy culture has two objectives: general goals (relating to accustoming students to lifelong learners) and specific goals consisting of the followings:

- a. Developing literacy culture in schools;
- b. Increasing the capacity of residents and the school environment to become literate;
- c. Making the school a fun and child-friendly learning park so that school residents are able to manage and elaborate on such knowledge;
- d. Maintaining the continuity of learning activities by providing various types of reading books and accommodating various reading strategies.

## **3. Implementation of the GLS Program at SDIT Nurul Yaqin**

As a result of this policy, the school prepared the tools needed for implementing GLS such as completing reading books in the library, providing a small library in each class, and incorporating literacy culture in all subjects.

The following are some of the GLS policy programs implemented by SDIT Nurul Yaqin Jakarta.

*a. Reading Time*

This reading time program is carried out every day before students learn. In the morning starting at 6:45 a.m. for 15 minutes, students are given time to read non-subject books that are already available in the mini class library. If during that day, there are already students who have finished reading, then the student is allowed to retell the content of the story he reads.

*b. Exhibition*

Exhibition (Student Exhibition) this activity is held at the end of every semester 1. In this activity students will display exhibitions related to the output of all subjects. This activity is intended so that parents can see the development of their children during one semester of study. Regarding literacy, several things are presented. For example, students in grade 1 story telling (output in English); grade 2 students do drama outside the Indonesian language subject; 3rd grade students role-play with puppet show "Puppet Show" about Islamic stories (external in Islamic subjects).

*c. Reading Corner*

Reading corner in each class. This program is an effort to meet the needs of literacy sources in schools. Provision of reading sources that can be accessed in class by creating a reading corner for children to be placed in the corner of each class. Children are required to bring books from home and put them in the reading corner of the classroom so that other friends can see and read

*d. Story Telling*

This activity was not only carried out by English teachers, but also by several teachers of other subjects. For example, the Islamic subject teacher asks all students to take turns to retell the story of the prophet that he has read and watched. This activity is expected to form students' confidence.

*e. Wall Magazine*

This program is an effort to provide an easily accessible source of information outside the library in the form of wall magazines. This wall magazine contains activity information from the library and interesting information related to school activities as well as general information for students. Wall magazine is made by teachers and students an attractive design.

*f. Numeration Literacy (through Abacus media)*

The role of assistive media in learning is very important in learning mathematics for elementary school students. Abacus is included in the subjects at the school. The low numeracy literacy of Indonesian children has made SDIT Nurul Yaqin look for alternative arithmetic media that can make children like counting. Abacus arithmetic media has

many benefits, including: the ability to coordinate the right brain and left brain is further improved; concentration power, learning ability to be better; honed memory and thinking skills; develop children's self-confidence; and optimize overall brain potential and creativity.

*g. Making Comics*

One of the comics making is an output of Islamist subjects. Students are asked to make comics, after students have read and watched the story of the Prophet Musa. By making comics, it is hoped that it can develop students' imagination and can tell stories again through the media of pictures, can make students read diligently.

#### **4. Supporting and Inhibiting Factors for the GLS Policy Program at SDIT Nurul Yaqin**

*a. Supporting Factors*

1) Principal's Commitment

An activity will be carried out well when the highest leadership in the institution is committed to implementing it. The school's principal has the commitment and consistency to implement Permendikbud Number 23 of 2015 concerning GLS.

2) School's Community Support

The school's communities in this case are teachers and students. Teachers and students support the implementation of GLS at SDIT Nurul Yaqin. They carry out GLS according to the schedule made by the school. Teachers are excited to provide various innovations related to literacy.

3) Parents' Participation

Parents donate their books to be given to schools, as additional reference material to be placed in the school library and the reading corner in each class.

4) Allocation of Time 15 Minutes for Literacy

Every day, 15 minutes before class, the teacher invites students to choose a reading book they like to read. Then, when the reading is finished, students are invited in turn to come to the front of the class to recount what they have read.

5) Media Literacy Variations

The development of the media is also very helpful. Literacy activities in class are not only carried out by reading text books, but students are occasionally given digital book reading teachers. This can make students more interested in reading and can also introduce students to digital literacy. Not only digital literacy, for the local content of Sempoa, it is also very helpful for students to learn about numeracy in a more interesting way and can make students think logically and critically.

*b. Obstacle Factors*

### 1) Inadequate Books

The books in each class do not meet the requirements for the implementation of GLS activities both from the point of view of the number and the type of books available. The books in the class are only a number of students.

### 2) Inadequate Library Space

The library room is still mixed with the hall, making students less comfortable and less concentrated in reading in the school library.

### 3) Low Students' Reading Awareness

Students do not have the awareness to read independently even though there are rules or schedules given by the school. Students still need to be reminded to want to read and write not only at school, but at home.

## 5. Evaluation of the GLS Policy Program

The GLS program requires an evaluation in order to improve the quality of the program activities. Evaluation needs to be done in order to see the success of a program in achieving predetermined goals. From the evaluation, it is expected that there will be input in the form of assessment results and suggestions that can be a basis for improving the progress of GLS activities. With the evaluation of GLS, it is expected that there will be changes in the quality of students in reading, writing, obtaining information, and personal character. The evaluation process of a series of program planning is carried out to give the impact on students. The school literacy movement program (GLS) is intended for the growth of a student literacy culture. Student's reading activities can be developed through a process of habituation to learning. It is hoped that habits that are cultivated through literacy activities in schools can continue to be maintained, not only for students, but also for other school members. At the evaluation stage, an assessment of program implementation is carried out from the beginning to the end of the school year. The evaluation is carried out by gathering all members of the GLS team. In the implementation of the evaluation, each field coordinator provided an overview of program implementation, both the strengths and the obstacles faced when the program was implemented. The evaluation results are used as the basis for improvements in the next period.

## CONCLUSION

The School Literacy Movement (GLS) is a movement in an effort to foster students' character which aims for students to have a reading and writing culture, so as to create lifelong learning. Literacy must become a culture. literacy activities must be participatory and collaborative with the involvement of all school members, including students, teachers, principals, education personnel, school supervisors, school committees, and parents or guardians

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of students. The implementation of the GLS program at SDIT Nurul Yaqin is manifested in the form of reading time programs, exhibitions, reading corners, story-telling, wall magazine, numeracy literacy, and making comics. The supporting factors for the implementation of the GLS policy program at SDIT Nurul Yaqin include: the commitment of the principal, the participation of parents, the support of the school community, the allocation of 15 minutes of time for literacy, and varied media literacy. The inhibiting factors for GLS at SDIT Nurul Yaqin include: inadequate books, inadequate library space, the GLS bureaucratic structure does not exist, and students' reading awareness is still low. Based on the discussion above, the authors provide recommendations for improving GLS in general: (1) increasing the types of non-text reading books so that the objectives of GLS are achieved; (2) improving infrastructure in the library room to make it more comfortable for student activities read; and (3) there needs to be an evaluation of the existing GLS program in order to see the effectiveness of a program for a specific purpose.

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