

Implementation analysis and problems of implementing of literacy movement in primary schools

Submitted: 7 November 2022
Be accepted: 8 Januari 2023
Published: 31 Januari 2023

Delora Jantung Amelia¹, Ima Wahyu Putri Utami², Bahrul Ulum³
delorajantung@umm.ac.id¹, imawahyu@umm.ac.id²,
bahrul@umm.ac.id³
Affiliation (Primary School Teacher Education, FKIP, University of Muhammadiyah Malang)^{1,2,3}

Abstract: The purpose of this study is to analyze the application and problems of implementing literacy movement in primary schools. This type of research is descriptive qualitative. The data sources in this study were all school residents at SDN Tlogomas 2 Malang City. The research data was conducted using interview techniques and documentation using interview instruments and guidelines. The implementation of literacy movement at SDN Tlogomas 2 Malang City is divided into three stages: habituation, development, and learning. The literacy movement also had some problems that trying to overcome together at SDN Tlogomas 2.

Keywords: Analysis, Application, GLS Probelmatics

PRELIMINARY

Education is the most important aspect of improving the standard of living Indonesian people. Article 4 paragraph 5 of the 2003 national education system law stated that education is organized through culture development of reading, writing and counting for all members of society. Therefore, schools as educational organizers and implementers are expected to be able to present a culture of reading and writing which is better known as literacy through various means ranging from facilitating, encouraging, or creating a conducive atmosphere for literacy. This literacy activity is not just reciting and writing words or sentences but also understanding, analyzing, criticizing, and reflecting on texts.

The 2011 PIRLS data regarding the order of reading ability in Indonesian society, ranks 45th out of 48 countries (Mullis, 2012). Likewise, UNESCO data in 2012 regarding Indonesian reading habits, that there is only 1 (one) out of 1,000 Indonesians read (Wiedarti, 2016) and (Silvia & Djuanda, 2017). This has prompted the government to plan strategic steps related to literacy through the school literacy movement program (GLS) through Kemdikbud Regulation no. 23 of 2015 concerning the habit of 15 minutes of reading before learning activities as an effort to foster student character.

The government program on GLS is expected to make a positive contribution to society, especially schools as education providers. Certainly, in the implementation of GLS program, many challenges and obstacles have occurred, also in 2020 the world is facing condition of a pandemic corona virus disease, or what is known as Covid 19. This has forced all countries in the world, except Indonesia, to enter a new era called the new normal. New normal was first put forward on 10 June 2020 by the WHO Indonesia Situation Report which appealed to the Indonesian people to limit activities outside home and carry out work from home (WHO, 2020). The GLS program is a program that hones students' reading skills, this is because reading skills are an important thing which is supporting factor for the success of students in participating in learning activities following to (Kumullah, et al, 2019) literacy in schools starting from Primary schools can improve education quality.

The existence of these new habits has resulted in many changes of activities in society, including in education, where initially face-to-face learning in class has changed to online learning that uses electronic devices as a whole to learning that combines offline and online activities. Along with these conditions, GLS, which is a government literacy program for schools, certainly faces various challenges including implementation problems that adapt to the current situation and conditions. Based on explanation above, this study of problems in implementing the school literacy movement is important as a basis for implementing better literacy in schools that will occur online. According to Ahmadi (2018: 29) said that School Literacy Movement was developed based on nine priorities (nawacita) which are appropriate to the functions of Ministry of Education and Culture, especially the Nawacita referred to, number (5) can increase the value of Indonesian people's lives (6) increase community creativity and efforts at the international level so that Indonesia can progress and develop with other Asian nations, they are no longer left behind (8) carrying out exchanges of behavior between nations to open progressive access (9) strengthening diversity and increasing Indonesia's social cooperation. The purpose of this research is to 1) describe the implementation of GLS in Elementary Schools, 2) describe the problems of implementing GLS in Elementary Schools.

METHOD

Types of research

This study used a qualitative approach. In this method the researcher wants to know phenomena that occur by the research subject holistically which is done by describing the conditions encountered in the field in form of natural words by utilizing various existing scientific methods (Moleong: 2010: 6). The type of approach in this research is descriptive qualitative (Nazir: 2009) revealed a descriptive method, which is a research method that examines a group of people, objects, conditions of thought systems and events that occur.

Place, Time and Research Subject

This research was conducted in Malang and take place in 2022. The research subjects were elementary school teachers at SDN Dinoyo 2 Malang City from Class 1 to 6.

Data source

The research data sources are divided into two, they are primary data sources obtained through questionnaires to informants which are elementary school teachers who apply the GLS, as well as secondary data sources derived from references to books, journals, previous research, the internet, and various other sources.

Method of data collection

Methods of data collection using questionnaires and documentation. A questionnaire was distributed to obtain data related to the problematic implementation of GLS in elementary schools. Documentation is data obtained during the GLS implementation process. Documentation data in the form of photos of elementary school GLS implementation activities.

Data analysis

Data analysis was carried out both descriptively and qualitatively. In general, qualitative data analysis was carried out in stages: data exposure, data reduction, data categorization, interpretation, and conclusion of analysis results.

Data Validity

Testing the validity of research data was carried out by triangulating sources, by comparing the data from questionnaire results with documentation data related to the Lesson Plan prepared by students.

RESULTS

The stages of school literacy movement start from the habituation stage which is used to accustom students to love reading. The second stage is development stage. It is the core stage of GLS implementation activities, this is in line with research (Wandasari, 2017) which stated that development activities start from discussing a text, reading stories with intonation, writing stories, and holding literacy festivals. This is a complete activity, the last stage is learning stage.

1. Implementation of Literacy Movement

a. Habituation Stage

In implementation of Literacy Movement, the habituation stage is carried out to foster students' interest in reading and towards reading results. These activities include 1) reading activities 15 minutes before learning activities begin, 2) arranging environmental facilities and infrastructure to be rich in literacy, 3) creating a text-rich environment, 4) choosing reading books specifically used in elementary school, 5) involving the public in implementation.

b. Development Stage

At the development stage, literacy movement is carried out to increase students' interest in reading both in terms of reading material and reading activities as well as to improve reading fluency and understanding of what has been read. The stages of GLS development at SDN Tlogomas 2 Malang City include 1) Activities in response to enrichment books, 2) teacher appreciation of literacy achievements, c) collections of enrichment books, d) various creative works such as big books, sheet books, flip books, e) The existence of literacy team at school.

c. Learning/implementation stage

At learning stage, the aim is to foster students' interest in reading and improve literacy skills which are manifested through textbook enrichment

activities. At implementation stage the focus is on indicators 1) making an integrated schedule, 2) reading strategy innovations in increasing comprehension. At learning stage that can help literacy movement as an effort to increase children's reading interest are innovations and stimuli that are appropriate to the characteristics of students in each school. This is in line with the understanding (Kasiun, 2015) which argued that what can increase children's reading interest is by giving stimuli that can make them aware of the importance of reading. (Costello, 2012) all activities can run well with a clear student development map program that is appropriate to student development according to table no. 1. Literacy Development Map in Schools as follows:

Table 1. Map of Literacy Development in Schools

No	Habituation Activity	Development Activity	Learning Activities
1	Literacy skills developed at the habituation stage	Provides a variety of reading experiences	Providing literacy-based integrated learning
2	Focus and principle of activity in the habituation stage	School people love to read	Organizing literacy-based classes
3	The principles of reading activities at the habituation stage	Students at school love to write	Organizing materials
4	Reading activities and setting up a literacy-rich environment at the habituation stage.	Select fiction and nonfiction enrichment books	Carry out integrated literacy according to themes and subjects
5	Activity steps a. Read 15 minutes before learning activities b. Organize literacy-rich facilities and environment. (library and reading corner) c. Creates a text-rich environment d. Choosing reading books in elementary school. e. Public Engagement	Activity steps: a. Activities Responding to the enrichment book b. Teacher appreciation of literacy achievements. c. Collection of enrichment books. d. Various works of creativity such as big books, sheet books, flip books e. There is a literacy team in the school.	a. Reading strategies in increasing comprehension. b. Responding to reading activities
6	Indicators of achievement in habituation stage	Achievement indicators at development stage	Assessment and evaluation.

The implementation of literacy movement in schools is also supported by the existence of a book corner, and various text books according to the ages of early grades

and high grade students. This is in line with (Pradana et al, 2017) who stated that various books can increase students' interest in reading. Basically reading interest cannot grow by itself there must be a stimulus, attachment within students to reading activities in line (Ramdhani, 2014) students' interest will not arise from within themselves directly but there is an attraction from outside students or within conscience.

2. Problems of Literacy Implementation

In the implementation of literacy movement at SDN Tlogomas 2 Malang City, there were several problems in its implementation, including internal factors and external factors.

a. Internal factors

1) Lack of Interest in Reading Students

In the implementation of school literacy movement, this research found several obstacles in students' interest in reading both in early grades (grades 1 to grade 3) and high grades (grades 4 to grade 6). The lack of interest in reading in early grades is because there are still many students who still cannot read, so they still need special assistance in reading activities and this activity requires separate time in terms of student assistance. In high-grade students, students lack interest in reading because they are used to not reading too often, so when the literacy movement starts, it needs habituation.

Another obstacle found in terms of lack of interest in reading among students is that many students are lazy to read. Students prefer to play with their friends rather than have reading activities. During the initial activity which starts with reading activities for 15 minutes, the average student only reads without understanding what he has read. Students are more likely to choose to play with their friends than read because at elementary school age, they still tend to like playing and having fun rather than reading books. This problem can be overcome by various innovative things, one of which is the strategy chosen by the teacher. Teachers must be able to choose several specific strategies according to the characteristics of students to increase children's interest in reading. There are innovations and new creations that must be made in books in the classroom reading

corner. The purpose of this innovation is that students will be more interested when they see the book they are reading. The solution to this problem is to always encourage students to read, or you can also give students a summary assignment. With a few assignments, students will read so that their lack of interest in reading can be overcome. The existence of literacy movement is considered to be able to increase students' interest in reading, this is in line with research (Faradina, 2017) which stated that the influence of literacy programs greatly influences students' reading interest. Another obstacle that can affect the implementation of GLS is that students cannot read fluently. One of successful efforts of GLS is that students can read fluently. This is in line with research conducted by (Agustin, Cahyono, 2017) who argued that a culture that is far from literacy will be a GLS inhibiting factor.

b. External Factors

1) Lack of Reading Books

The variety of enrichment books that are considered lacking in the library is also an obstacle in carrying out literacy movement. Books that seem old and don't keep up with the times will make students reluctant to read. Reading books that are interesting and keep up with the times can attract students' interest in reading. Problems related to the lack of reading books can be overcome by adding variations of enrichment books. Adding various enrichment books can be done by selecting enrichment books that have never been in school before. In addition, variation of new reading books needs to be done regularly. The lack of adequate books is an obstacle according to research conducted by (Rohman, 2017) and (Hidayat et al, 2018) which stated that the lacking procurement of books is one of inhibiting factors in GLS program.

2) Unattractive strategy

Another obstacle that occurred in this study was unattractive strategy used to improve students' reading comprehension. Students are asked to read regularly every day without any interesting strategies. Reading movement is new, therefore something new is needed to be able to attract students'

interest in reading. The solution is teacher must look for new interesting strategies to make students more interested in reading. That way, students can more easily analyze what they have read before. There are several solutions to attract students' interest in reading, including role-playing strategies in which there are differences in voice, and the use of facial expressions when reading is something new.

3) Increasingly Advanced Technology

The existence of increasingly advanced technology will make students reluctant to carry out reading activities. Reading activity is considered as a boring thing. Therefore schools with various efforts can combine technology with the literacy movement. So that students do not only read in hard form but there is a special strategy where technological advances can be accommodated. Cultivating E-learning can be used as an effort to overcome the problems of literacy movement in schools.

DISCUSSION

Based on the findings of problems at SDN Tlogomas 2 Malang City, it can be seen that school literacy movement has an important role that must be increased in its implementation. With GLS implementation guide and its implementation stages, the problems encountered in implementing Literacy Movement in schools can be identified. Explanations related to each habit are as follows:

Habituation Stages

15 minute reading activity

The 15-minute reading activity is a form of activity in the implementation of literacy movement which is read at the time before lesson begins, students are required to read either books brought from home or books that have been provided at school. These findings are in line with the research conducted by Antasari (2017: 24-25), that is GLS habituation, which is done by reading aloud by preferring to read non-lesson books and lessons for approximately 15 minutes. The books read in the implementation of school literacy movement are non-lesson books, be it fairy tales, magazines, newspapers, etc. this is supported by the opinion of Akbar (2017: 1063) who argued that choosing reading books according to the age and characteristics of students, not all

books can be read by elementary students because it must be adjusted to the age of students for elementary school children. The book that is read in this activity is not a textbook because later it will make students more bored.

Arranging Facilities and Infrastructure (Library and Reading Corner at School)

Arranging facilities and infrastructure is an activity that can attract students' interest in reading. The existence of a library is a facility that can encourage the implementation of literacy activities. Literacy-rich areas can be seen by having a reading corner at school where there is a place that accommodates students to feel at home or linger in reading.

Creating a Text-Rich Environment

Creating a text-rich environment is obtained from the results of students or teachers making texts that are patched in the corners of class which are students' work. With a text-rich environment, students will be proud of their work and try to make more to be posted in the corners of class.

Choosing Reading Books in SD

Choosing reading books in elementary school must be according to age and era, we can no longer choose books according to the teachers' era, there are lots of up to date books that students like, for example fairy tales, comic books, Indonesian story books, and others. Schools seek to facilitate literacy movement by providing enrichment books and creating a text-rich environment, thereby indirectly supporting literacy movement in schools.

Public Engagement

The involvement of GLS cannot be done only with the teacher, but the school community members also participate in inviting and developing students to love reading.

Development Stages

Activities Responding to Enrichment Books.

The activity of responding to enrichment books is common when finishing assignments or reading. The activity of responding to reading material is an activity to develop school literacy movement by responding to reading books in oral and written form.

Teacher Appreciation of Literacy Achievements

The teacher's appreciation of literacy achievements is a form of appreciation given to students so that students feel satisfied with the results they have obtained.

Enrichment Book Collection

The activity of collecting enrichment books in developing literacy activities is useful in inviting students to create an environment that facilitates the literacy movement.

Various Works

Various works in the school literacy movement are a form of work that supports students to create, creating results from literacy activities in learning activities and extra-curricular activities.

The existence of Literacy Team

Each school must have a literacy team to be able to succeed in literacy activities.

Learning Stages

Reading strategies to increasing Comprehension

Reading strategy in increasing understanding is a form of teacher effort in increasing student understanding.

Responding to reading activities

Reading response activity is an activity in which the text is read by peers or by the teacher and then students respond to the contents of text. It is considered very effective to determine the extent to which students can understand content of text. This is reinforced by the results of research according to Nurjaya (2017: 8-9) stating (1) teachers find it easier to ask students to read various kinds of texts in learning because students already have good reading habits, (2) teachers feel very helped by the presence facilities that support literacy activities, such as a complete school library, reading corners, virtual libraries, to class libraries, with complete facilities, this activity is easy to implement (3) students can refresh their minds after a day of reading and studying textbooks so that with these facilities students will feel unencumbered, (4) students can add insight about various things, such as literature or whatever they like.

Obstacle

The implementation of literacy in schools also had some obstacles from both internal and external factors. In internal factors, the obstacles are as follows: lack of habits in reading interest, students prefer to play than read, this is due to the habits of

students who do not like reading activities, lack of challenging things during literacy activities so that students do not like literacy activities. On external factors start from the lack of reading books, less attractive strategies, and increasingly advanced technology.

CONCLUSION

The implementation of literacy movement at SDN Tlogomas 2 Malang City has been going well starting from habituation stage, development stage, and learning stage. The literacy movement starts with 1) reading activities 15 minutes before the activity starts, this activity starts with reading non-lesson books. In this activity, all school members, including the principal, teachers and students, jointly carry out a 15-minute reading movement, 2) organize literacy-rich environmental facilities and infrastructure. In this activity, the existence of a library and reading corner is an important element, 3) creating an environment rich in text, in this creation the results of student work, teacher work, and wall magazines are all posted in school environment to accustom students to reading even if only at a glance 4) choosing elementary reading books is an important element because not all books are appropriate with the characteristics of students 5) public involvement is needed to expedite habituation stage. At habituation stage, schools also had problems, one of which is that students only focus on reading without interpreting what they have read, getting used to the habit of reading is a difficult thing because at first students are still not used to reading. The school literacy movement is one of leading programs that is very well implemented in schools at elementary school level, which is in line with research (Indi et al'. 2022) GLS has an important role in increasing reading interest in developing learning achievement for students.

The stages of development are carried out starting from 1) responding to the enrichment book, this is done after students have read, rest or free time the teacher asks about what has been read, 2) Appreciation of the teacher for literacy achievements, appreciation activities to encourage students to be motivated to be more active, 3) a collection of enrichment books is one of the elements that support literacy activities, 4) there are various works produced by teachers and students such as big books, sheet books, flip books done to increase the motivation of students to continue to carry out

literacy movement 5) the existence of a literacy team can be a form launch literacy activities. At development stages, there are also problems, students often only read and then do not understand the content that has been read, the variety of works produced is minimal because the teacher does not have much time and the formation of literacy team cannot go as desired. The stages of learning are carried out with 1) reading strategies, 2) activities responding to reading. This activity has been going well, but at the reading strategy stage there is still a lack of teacher innovation in implementing it. The problems in implementing literacy movement in schools include the following: 1) lack of students' interest in reading 2) lack of reading books, 3) strategies are unattractive, and 4) technology is advancing. This is also in line with research (Huda, 2017) that three things are a common problem in implementing GLS in Indonesia, they are lack of reading material, weak teacher resources as implementers, and unavailability of student reading facilities. This is also a problem at Tlogomas 2 Elementary School. Problems with literacy movement in schools can be minimized if all components of education and parents work together in implementing school literacy movement. The literacy movement is difficult to do if all aspects do not support the activity.

REFERRAL SOURCES

- Agustin, S., & Cahyono, B. E. H. (2017). Gerakan Literasi Sekolah untuk Meningkatkan Budaya Baca di SMA Negeri 1 Geger. *Linguista: Jurnal Ilmiah Bahasa, Sastra, Dan Pembelajarannya*, 1(2), 55. <https://doi.org/10.25273/linguista.v1i2.1973>.
- Ahmadi, Farid., Hamidulloh Ibd. 2018. *Media Literasi Sekolah (Teori dan Praktik)*. Semarang : CV Pilar Nusantara.
- Akbar. (2017). *Gerakan Literasi Sekolah Sebagai Upaya Penumbuhan Karakter Siswa Sekolah Dasar*. Malang: Universitas Negeri Malang.
- Antasari, I. W. (2017). Support Parents On Building Children's Literacy. *Edulib*, 6(2).
- Costello, D. A. R. (2012). The impact of a school's literacy program on a primary classroom. *Canadian Journal of Education*, 35(1), 69–81.

- Faradina, N. 2017. Pengaruh Program Gerakan Literasi Sekolah terhadap Minat Baca Siswa di SD Islam Terpadu Muhammadiyah An-Najah Jatinom Klaten. *Jurnal Hanata Widya*, 6 (8): 60– 69.
- Hidayat, M. ., Basuki, I. ., & Akbar, S. (2018). Gerakan literasi di Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 3(6), 810–817. Retrieved from <http://journal.um.ac.id/index.php/jptpp/article/view/1121>
- Huda, F. (2017). Peran Kegiatan Literasi Dalam Meningkatkan Minat Baca dan Menulis Siswa Sekolah Dasar. *Jurnal JPSD STKIP Sebelas April Sumedang*, 3(1), 42–52.
- Indi, Samsul, Dewi, M.Thamrin. 2020. *Gerakan Literasi Sekolah Pelaksanaan, Hambatan, dan Solusi (Studi Kasus Di SD Ghufron Faqih Surabaya)*. 93-105. <https://ejournal.stkipbbm.ac.id/index.php/gm/article/view/454>
- Kasiun, S. (2015). Upaya Meningkatkan Minat Baca sebagai Sarana untuk Mencerdaskan Kehidupan Bangsa. *Jurnal Pena Indonesia (JPI)*, 1(1), 79–95.
- Kumullah, R., Yulianto, A., & Ida, I. (2019). Peningkatan Membaca Permulaan Melalui Media Flash Card pada Siswa Kelas Rendah Sekolah Dasar. *Jurnal Pendidikan*, 7(2), 36-42.
- Moleong, L. J. 2010. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya
- Mullis, I. V., & Martin, M. O. (2013). *TIMSS 2015 Assessment Framework*. Chestnut Hill: TIMSS & PIRLS International Study Center.
- Nurjaya. (2017). Implementasi Program Gerakan Literasi Sekolah (Gls) Di SMA Negeri 1 Singaraja. *Singaraja: Volume. 7 No. 2*.
- Pradana, B. H., Fatimah, N., & Rochana, T. (2017). Pelaksanaan Gerakan Literasi Sekolah Sebagai Upaya Membentuk Habitu Literasi Siswa di SMA Negeri 4 Magelang. *Journal of Education, Society, and Culture*, 6(2), 167–179. Retrieved from <http://journal.unnes.ac.id/sju/index.php/solidarity>.
- Ramdhani, M. A. (2014). Lingkungan Pendidikan Dalam Implementasi Pendidikan Karakter. *Jurnal Pendidikan Universitas Garut*, 8(1), 28–37.
- Rohman, S. (2017). Membangun Budaya Membaca pada Anak Melalui Program Gerakan Literasi Sekolah. *TERAMPIL (Jurnal Pendidikan Dan Pembelajaran Dasar)*, 4, 151–174.

- Silvia, O. W., & Djuanda, D. (2017). Model Literature Based dalam Program Gerakan Literasi Sekolah. *Mimbar Sekolah Dasar*, 4(2), 160–171.
<https://doi.org/10.23819/mimbar-sd.v4i2.7799>
- Wandasari, Y. 2017. Implementasi Gerakan Literasi Sekolah (GLS) Sebagai Pembentuk Pendidikan Berkarakter. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 2 (2): 12–22.
- Wiedarti, dkk. (2016). *Desain Induk Gerakan Literasi Sekolah*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan