



Implementation of the School Literacy Movement Before Teaching and Learning Activities at Middle School

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ABSTRACTS

The purpose of this study is to determine the effect of the implementation of the School Literacy Movement before teaching and learning activities began on the reading habit of students at Kartika XIX-2 Middle School Bandung, Indonesia. This research is a type of qualitative research that uses a descriptive approach. The research was conducted in three stages: (1) Distribution of pre-educational questionnaires; (2) Education related to literacy and implementation of the School Literacy Movement; and (3) Dissemination of post-education questionnaires. The subjects in this study are students of Kartika XIX-2 Middle School, as many as 10 students. Based on the results of the study, there is an increase in students' interest in reading before and after the implementation of the School Literacy Movement at Kartika XIX-2 Middle School as many as 10% of respondents, and 40% of respondents stated that their interest in reading had increased. In general, students at Kartika XIX-2 Middle School have realized that reading is important. However, this level of awareness is not matched by the awareness of students to implement reading culture as one of the routines shown in the number of respondents is only 10% who make reading a routine.

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1. INTRODUCTION

In the 21st century, students' literacy skills are related to the demands of reading skills that aim to understand information analytically, critically, and reflectively (Sari, 2018; Wandasari *et al.*, 2019). Ministry of Education and Culture (2017) according to Wiratsiwi (2020) defines literacy as (i) the ability to read, write, count, and speak, as well as the ability to find information and use it; (ii) social activities whose implementation is influenced by various conditions; (iii) learning activities in which there are reading, writing, counting activities are used to think, investigate, ask, and criticize all the things that have been learned; and (iv) the use of readings have varying degrees of the subject, flow, and level of language complexity.

The literacy ability of students in Indonesia is currently still in the low category. Based on the results of the Program for International Student Assessment (PISA), a study shows in 2015 Indonesia's literacy rate was recorded at the 64th position out of 72 countries. Meanwhile, the Central Connecticut State University survey places Indonesia at 60th out of 61 participating countries. Based on the data, it can be seen that the reading literacy level of the Indonesian people is still relatively low. This condition indicates the implementation of reading character education has not been implemented properly (Priasti & Suyatno, 2021).

Schools are one of the main tools in fostering a culture of literacy in students. The school becomes the main stage that determines the success of students for the next level (Puspasari & Dafit, 2021; Huang & Soman, 2013). The awareness of school residents about the benefits of literacy skills for their lives is still very low. The use of books or other readings other than textbooks which are still limited causes literacy development activities for teachers and students not to be maximized. Reading activities in schools are still limited to reading textbooks and only a few reading books or other types of reading (Wiratsiwi, 2020).

Several factors cause the low interest in reading books in children as explained in Rohman (2017):

- (i) The learning system that has been running so far has not been able to trigger students to have an interest in reading because learning is monotonous and still teacher-centered.
- (ii) The many types of entertainment that distract children from books
- (iii) The oral tradition of the ancestors that have been passed down from generation to generation causes a child to prefer listening to stories rather than reading directly from books themselves.
- (iv) There is still an uneven distribution of reading sources in various regions, the library does not yet have an interesting collection for children.

Education is important to improve the quality of human resources. One of the important goals of education is to give birth to human beings with character. It needs a long-term process, especially the process carried out during education from primary to secondary education (Dekawati, 2020; Nitte & Feather, 2020; Wijayanti, 2019). Ministry of Education and Culture (2011) according to Priasti and Suyatno (2021) mentioned the Government of Indonesia has made efforts to implement character education through the National Long-Term Development Plan for 2005-2025, it is emphasized that "Character education is the foundation for realizing the vision of national development". At the beginning of the launch of character education, there were 18 character values, one of which was the reading habit.

Law No. 20 of 2003 on the National Education System Article 4 paragraph (5) according to Pradana (2020), education is carried out by developing a culture of reading, writing, and arithmetic for all citizens. To create a literacy culture, the Ministry of Education and Culture initiated the School Literacy Movement.

The School Literacy Movement is a participatory social movement with the collaborative support of various elements to realize the reading habit of students (Wandasari, 2017).

The School Literacy Movement in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the growth of character, it is mentioned reading books other than subject books for 15 minutes before learning time begins (Safitri *et al.*, 2020). The purpose of the School Literacy Movement are:

- (i) To develop a reading and writing literacy culture in students at school;
- (ii) To increase the capacity of citizens and the school environment to be aware of the importance of a literacy culture;
- (iii) Make the school a fun and child-friendly learning park; and
- (iv) Presenting a variety of reading books and accommodating various reading strategies to support sustainable learning (tarmidzi & astuti, 2020).

Due to the Covid-19 pandemic recently, there is a possibility the School Literacy Movement activities are expected to not be carried out properly due to learning activities have been shifted to Distance Learning. At Kartika XIX-2 Middle School in Bandung City, the activities of the School Literacy Movement were halted during the pandemic, and schools are currently at the stage of re-implementing the School Literacy Movement. The stages of implementing the School Literacy Movement are divided into three stages (Antasari, 2017):

- (i) Habituation stage. At this stage, the school provides a variety of books and reading materials that can attract students' interest and carry out activities that increase students' reading interest. For example, arranging reading facilities and areas, creating a text-rich environment, disciplining reading 15 minutes before class starts, and involving the public in the School Literacy Movement.
- (ii) Development stage. After the habit of reading is formed in school residents, the school can enter the development stage which aims to develop the literacy skills of students through various literacy activities, for example, reading stories with intonation, discussing reading material, writing stories, and carrying out literacy festival activities.
- (iii) Learning stage. At this stage, the school organizes various activities aimed at maintaining interest in reading and increasing the literacy skills of students through enrichment books and textbooks. For example, some activities are for developing reading skills, writing stories, and integrating literacy activities in the learning phase.

Anggraeni (2019) analyzed the supporting and inhibiting factors in the process of implementing the School Literacy Movement at Jetak Public Elementary School, Sukapura District, Probolinggo Regency, East Java. The study mentioned several factors that obstructed the activities of the School Literacy Movement at Jetak Public Elementary School, such as the lack of facilities and infrastructure for reading materials that were not varied and minimal, the lack of utilization of the school library, the lack of sources of information obtained by students, and so on.

The supporting factors are the motivation of the principal and the enthusiasm of the teachers to support the achievement of the program properly. Based on the results of other research related to the School Literacy Movement, in the implementation process, there are still many obstacles such as the number of schools that are still inconsistent in carrying out 15-minute reading activities, the lack of sources of reading books in the library, and the low involvement of teachers who should be used as examples in the success of the School Literacy Movement (Nuryana *et al.*, 2020).

This study aims to determine the effect of the habit of reading books before teaching and learning activities begin on the attitude of reading fondness in students at Kartika XIX-2 Middle School Bandung, Indonesia. Several things distinguish this research from previous

research are: (i) in this study we analyze the process of implementing the School Literacy Movement through the habit of reading books every morning before teaching and learning activities based on the student's point of view; (ii) this study seeks to explore students' preferences in reading books, which can then be used as reference materials for updating school library reading materials; and (iii) as a form of recommendation for schools by considering the needs and interests of students in reading for the development of facilities and infrastructure related to reading materials and libraries.

2. METHODS

This research is a type of descriptive research with a qualitative approach that aims to describe the effect of habituation of reading books as the implementation of the School Literacy Movement before teaching and learning activities begin on the attitude of reading fondness in students at Kartika XIX-2 Middle School Bandung, Indonesia. Descriptive qualitative research is intended to collect information about an existing symptom, based on real conditions when the research is carried out, a descriptive approach is carried out to describe variables, symptoms, and circumstances (Irkhamiyati, 2017). The research was conducted in three stages, including (1) Distribution of pre-educational questionnaires; (2) Education related to literacy and implementation of the School Literacy Movement; and (3) Dissemination of post-education questionnaires. The subjects in this study were students of Kartika XIX-2 Middle School, as many as 10 people, then collected data through a questionnaire (see **Table 1**).

Table 1. Frequency of respondents.

Sex	Frequency
Man	7
Woman	3
Total	10

3. RESULTS AND DISCUSSION

Anggraeni (2019) mentioned the School Literacy Movement is divided into three stages, there are: (1) the habituation stage which seeks to foster student interest in reading; (2) the development stage which seeks to improve skills at the stage of habituation, fluency, and reading comprehension of students; and (3) the learning stage seeks to maintain students' interest in reading activities also improves students' literacy skills through textbooks. Based on these three stages, the process of implementing the School Literacy Movement at Kartika XIX-2 Middle School Bandung City is still in the habituation stage and is heading to the development stage. This is based on conditions in the field such as the School Literacy Movement activities carried out through habituation activities to read books for 15 minutes before teaching and learning activities begin, education related to literacy by schools is carried out verbally through teachers or visually through banners. The development stage is described through the activity of retelling books that have been read by students.

Table 2 shows the results of the questionnaire before the educational activities and the process of re-implementing the School Literacy Movement at Kartika XIX-2 Middle School Bandung City were carried out. Based on the results of the study, by collecting data through questionnaires distributed before the action was given, in general respondents were aware

of the importance of reading, especially in the respondent role as students. However, behind this statement, only 50% of respondents stated they like to read and 20% of respondents stated they read books every day. It shows the student's reading interest is included in the low category. The implementation of reading books as a form of literacy activity for students at Kartika XIX-2 Middle School is still in the low category.

Table 2. Pre-education questionnaire results.

No.	Statement	Answer	
		Yes	Not
1	I am a person who likes to read	50%	50%
2	I love reading books wherever I am	50%	50%
3	I always get excited when I read a book	40%	60%
4	I like to borrow books from the library to read	40%	60%
5	I get bored quickly when I read a book	50%	50%
6	I feel sleepy while reading a book	60%	40%
7	I read a book every day	20%	80%
8	I can finish at least one book in a month to read	70%	30%
9	I spend more of my free time reading books than playing	20%	80%
10	I prefer reading on gadgets/mobile phones rather than printed books	80%	20%
11	I read the book because I was interested in the contents of the book	100%	0%
12	I read/borrow books in the library only when there is an order from the teacher	40%	60%
13	Many times, I read a book because I have to	20%	80%
14	I think reading a book is an important thing for a student	100%	0%
15	By reading, I feel I have gained new knowledge and knowledge	100%	0%
16	For me, reading books will only reduce my free time	0%	100%
17	Reading books is only for smart students	0%	100%
18	I don't think reading books is important	20%	80%

The condition of students who do not like books, reading interest is not prominent, reading activities are carried out only limited to textbooks. This shows the development of student's interest in reading which is quite alarming. The habit of reading must be instilled from an early age in the hope that it will become a habit until adulthood. A person's low interest in reading can have a negative impact, both on himself and society. The low interest in reading can have a negative impact on the individual himself and the nation. The bad impact for individuals is a lack of mastery in a field of science, to decreased achievement, especially for students. While the negative impact can be caused to the nation, namely in global competition, the state will always be left behind by other countries (Pitaloka, 2018).

In general, students at Kartika XIX-2 Middle School have realized that reading is important. However, this level of awareness is not matched by students' awareness to implement reading culture as a routine. It is necessary to re-enforce the School Literacy Movement as stated in the Regulation of the Minister of Education and Culture No. 23 of 2015, which had been suspended during the Covid-19 pandemic.

Figure 1 shows the type of reading book that the respondent has read. Based on the results of the questionnaire distributed to respondents, the ordered types of books with the greatest number of readings are comics, picture stories, fairy tales, novels, short stories, encyclopedias, and biographies.

Figure 2 shows the interesting reading topics for respondents. The respondents with the most interest in topics are history, education, socio-culture, economics, law, science, politics, and fantasy. The various interesting reading topics for students can be used as a reference for the development of the school library facilities. Libraries have a big role in supporting the School Literacy Movement. It is necessary to pay attention to the library and the available collection of books, the students can read a lot of books. While cooperation and support from various parties are also needed for the goals of the School Literacy Movement can be achieved maximally (Ratnawita *et al.*, 2022).

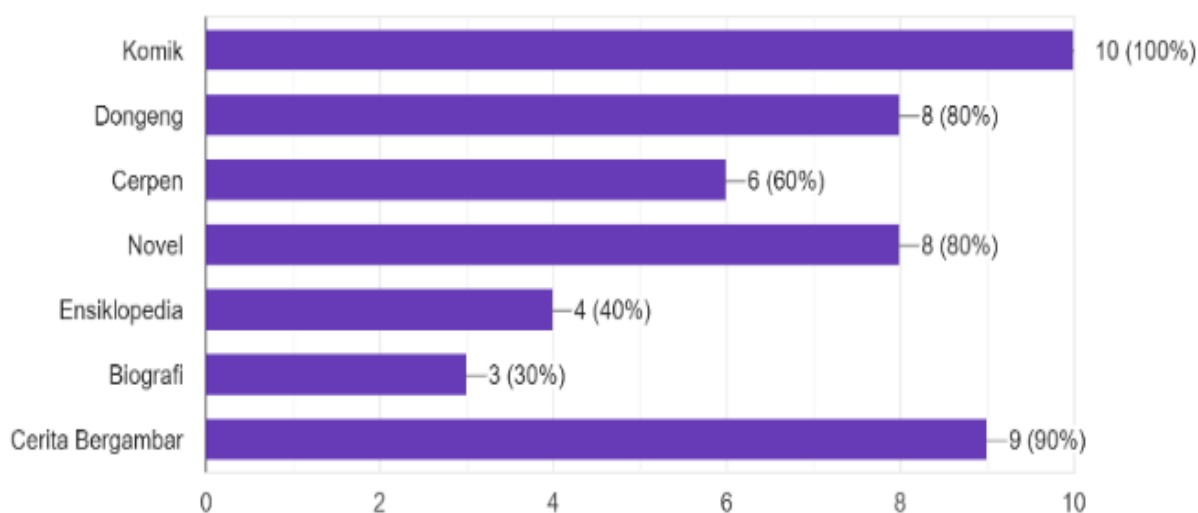


Figure 1. List of reading books that have been read by respondents.

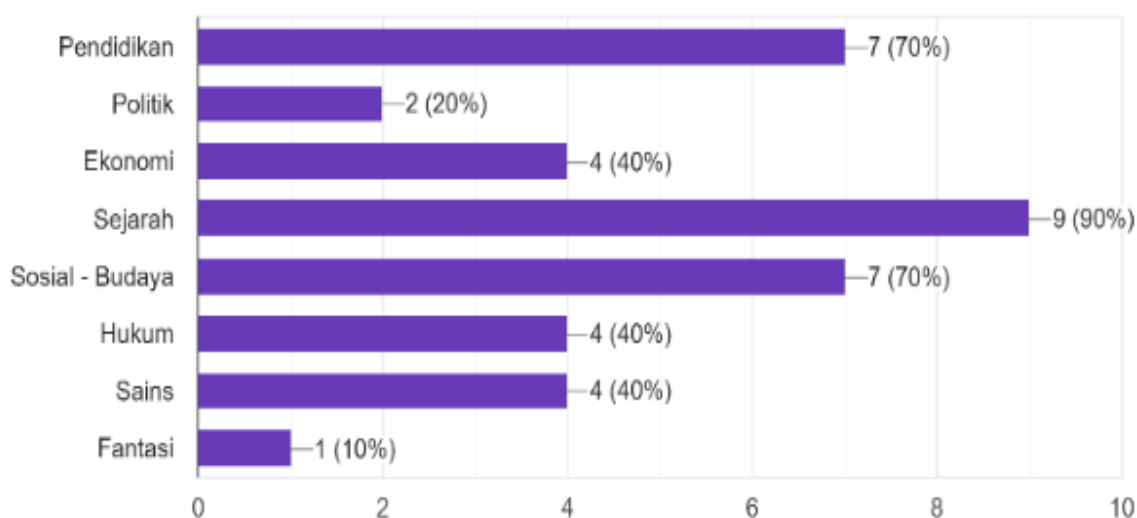


Figure 2. Interesting reading topics for respondents.

Table 3 shows the results of the questionnaire after educational actions about literacy and implementation of the School Literacy Movement at Kartika XIX-2 Middle School. As one of the follow-up actions, we took data after the re-activation of the School Literacy Movement which was carried out by Kartika XIX-2 Middle School in the new academic year 2022/2023. Based on the result as many as 60% of respondents stated that they are people who like to

read. It has increased by 10% from the results before giving the action. As many as 40% of respondents stated that their interest in reading increased after reading a book every morning. This result is quite low if you look at the total number of respondents. However, after giving actions in the form of education and implementing the School Literacy Movement which was carried out for 15 minutes before teaching and learning activities, only 10% of the total respondents made reading books their new routine. Thus, the School Literacy Movement can be used as a solution to increase students' reading interest in particular and the wider community in general (Muhammad *et al.*, 2020).

Table 3. Post-education questionnaire results.

No.	Statement	Answer	
		Yes	Not
1	I am a person who likes to read	60%	40%
2	I started to like reading because of circumstances that forced me to read books	40%	60%
3	Even though I'm trying to get used to it, I still often feel bored or sleepy while reading books	80%	20%
4	By reading books, I get new things that I have never known before	100%	0%
5	In my opinion, reading a book is only important for a student	50%	50%
6	In my opinion, reading books is important for all ages	100%	0%
7	I fill my spare time by reading books	20%	80%
8	I enjoy reading only when reading topics or books that I like	100%	0%
9	I regularly visit the library to read	10%	90%
10	I often borrow books at the library or other book-lending places	20%	80%
11	When I'm reading a book, I will be motivated to finish the book	80%	20%
12	I feel a certain satisfaction when I finish reading a book	90%	10%
13	I'm more interested in opening social media than reading books	90%	10%
14	I feel that I don't gain additional knowledge after reading the book	30%	70%
15	I feel like I have nothing to lose if I don't read in a week	80%	20%
16	When I start reading a book, sometimes I feel lazy to finish reading the book	90%	10%
17	I tend to decide not to continue reading a book if the topic or storyline doesn't interest me	90%	10%
18	I still feel lazy to read books even though I am assigned by the teacher/lecturer to read a book	10%	90%
19	I feel my interest in reading has increased after getting used to reading books every morning	40%	60%
20	Reading a book every morning has become one of my new routines	10%	90%

4. CONCLUSION

The implementation of the School Literacy Movement in Kartika XIX-2 Middle School Bandung is currently in the habituation stage. This is based on conditions in the field such as the habit of reading books for 15 minutes before teaching and learning activities begin, and

education related to literacy by schools verbally through teachers or visually through banners. Based on the results of the research and discussion, there was an increase in students' reading interest before and after the implementation of the School Literacy Movement at Kartika XIX-2 Middle School by 10%. Despite showing an increase in students' reading interest, the process of reading habituation at Kartika XIX-2 Middle School has not yet reached the optimal stage considering that only 40% of respondents stated that reading interest had increased, and the number of students who made reading a routine was only 10%. Here are some things we can recommend to schools related to the implementation of the School Literacy Movement at Kartika XIX-2 Middle School, including (1) developing facilities and infrastructure that support school literacy activities; (2) involving the role of parents as primary educators in the School Literacy Movement; (3) organize activities that can improve literacy activities such as competitions related to literacy, for example writing stories and storytelling.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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