

Evaluation of the Literacy Program in Improving Interest in Reading in MAN 1 Lubuklinggau model

Robi'atul Adawiyah, Mardiah Astuti, Rabial Kanada

Program Studi Manajemen Pendidikan Islam
FITK Universitas Islam Negeri Raden Fatah Palembang

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Abstrak

Education has an important role in human life. In educational activities, it is inseparable from learning. The learning process is carried out gradually and continuously and is done anywhere and anytime. The results of learning are often used to find out how far students understand what has been taught or programmed. To find out whether learning outcomes have increased or not, it is necessary to carry out periodic evaluations. Therefore, with this problem, researchers want to research the evaluation of literacy programs in increasing interest in reading in MAN 1 Lubuklinggau. The objectives of this study are: (1) to find out how the evaluation of literacy programs increases reading interest in MAN 1 (Model) Lubuklinggau, (2) to find out what are the supporting and inhibiting factors in evaluating literacy programs in increasing reading interest in MAN 1 (Model) Lubuklinggau. The type of research used in this research is field research (Field Research) which is qualitative in nature. With data collection techniques, namely interviews, observation and also documentation. The results of this study in the evaluation of the literacy program at MAN 1 (Model) Lubuklinggau have not been maximized, because in the implementation stage of the literacy program, namely the habituation stage, the development stage, and also the learning stage, several programs were found that were not implemented. Supporting factors in the literacy program are the role of teachers and principals and the availability of supporting facilities. While the inhibiting factors are the lack of interest in reading in students and also the excessive use of cell phones.

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Robi'atul Adawiyah, Mardiah Astuti, Rabial Kanada
FITK Universitas Islam Negeri Raden Fatah Palembang
Email : adawiyahr379@gmail.com

1. INTRODUCTION

Education have role important in life man, In activity education No regardless from Study, Process Study done little by little continuously and continuously Where just And When just. Results Study often used For find out how far students understand the material that has been taught. To find out learning outcomes, an evaluation needs to be carried out periodically, learning outcomes must cover all aspects of the student's self namely the cognitive domain, affective and psychomotor domains. These three aspects cannot stand alone, the three of them form a unity that is not inseparable. Teachers when giving assessments to students include: aspect cognitive/knowledge, affective/attitude aspects, and aspect psychomotor.

Learning outcomes can be seen through the level of progress that has been made achieved by students after the learning process. Achieving good learning outcomes depends from the process Study. One of Skills writing is summarize. Summarizing is putting together sentences that cover the contentwriting on script original. More special Again, summarize is find the main points problem A writing, Then compile return in A writing which more concise. Make somethingsummary, the author can directly state the contents of a description or the conversation without having to use connecting sentences. Can It is concluded that summarizing is essentially rewriting something writing or essay by finding the main idea in the writing And arrange it return become more concise than writing previously.

Importance grow interest read as well as write which moment thistermed "Literacy" in society cannot be realized easily. It requires a long and continuous process as well intensive, so that public can start can adapt with Literacy.

Wrong one indicator success from its success education in Indonesia, is with increasing literacy rates for its citizens Indonesia. However, what is happening now is that the culture of literacy is increasing abandoned by the younger generation of Indonesia, along with development knowledge and technology, especially in the digital field. Because of activities public, like race young use Internet more Lots as a means of entertainment, not as literature. Literacy culture-based education,including Literacy digital is Wrong One aspect important which must applied by school

in frame fertilize interest read for student. The low interest in reading in Indonesia is one of the causes. This nation's lagging behind in the field of education has an impact on low reading ability specifically on child age school.

As for factors which cause low interest to read in public Indonesia is curriculum education and method learning which applied. Not yet support development student literacy competency (B. H. Pradana, 2017). Program uneducated television. Activity teaching and learning that previously could be carried out according to plan use adequate infrastructure and sufficient learning resources. Now this cannot be done. Education practitioners you have to rack your brain to find a way out of the problem caused.

Based on observations, one of the implementations of literacy is habituation to read five minutes every day. Five minutes is a range time most effective for reading. (Dirjendikdasmen, 2016). There are many variations in literacy implementation which named it O'clock read, O'clock Literacy, or other. Based on observations of students at MAN 1, literacy activities are divided into two activities. Which first that is making resume in assign for class X until class XI semester 1 and which second making short story which is assigned to class XI semester 2 to class XII semester 1. The school gives this program a specific name or designation purpose for becomes a jargon easy to remember students that now is it's time to read. Various constraint appear related literacy implementation. Many students complain that they don't his discipline implementation of this program, the books provided by schools are less varied, or a number of matter other. School own role important for maximizing this movement.

Literacy habituation and learning at school is a responsibility answer all Teacher in all eye lesson because learning eye. Any lesson requires language, especially reading and writing. Program Literacy which applied in a number of school has integrate with curriculum so that culture Literacy in a way professional developed in all over eye lesson. Based on background behind them, so writer interested to study about "Evaluation Program Literacy in Increase Interest Read in MAN 1 (Model) Lubuklinggau".

2. RESEARCH METHOD

In this research, the author will use a qualitative research approach. (Sugiyono, 2016). Type study which used in study is field research (*Field Research*) which is qualitative in nature. Whereas the meaning of qualitative is research field using theories and without use formula statistics. (Moloeng, 2012) With type in this qualitative research, the author will try to find out direct about condition which there is in field that is How evaluation of internal literacy programs increase interest in reading at MAN 1 (Model) Lubuklinggau.

Type approach study qualitative which used in this research uses a qualitative descriptive approach, meaning data what is collected is not numbers but data in the form of interview scripts, observations and documentation. Research that try for describe or depict object which will in thorough based on fact in field.

3. RESEARCH RESULTS AND DISCUSSION

1. RESEARCH RESULT

Evaluation of the Literacy Program in Increasing Interest in Reading at MAN 1 (Model) Lubuklinggau

a. Evaluation of the Literacy Program through the Familiarization Stage

The habituation stage in literacy is the school's effort to support students to get used to reading. From the results of observations made by researchers at the habituation stage, the school has not implemented maximum efforts to habituate literacy activities. The school has not implemented habits such as 15 minutes of reading every day. At this school, they only practice reading Surah Yasin and verses from the Holy Qur'an on Fridays and Saturdays. As stated by the informant who is an Indonesian language teacher at MAN 1 Lubuklinggau in his interview as follows; "*The literacy training that we carry out is usually like making scientific papers for grade 12 children, grade 11 children make short*

stories, while grade 10 students make resumes. But activities at school, such as on Fridays, allow students to read Yasin before starting lessons, led by religious teachers such as Mr. Fatiyus, Mr. Asril. Also on Saturdays we require students to read and memorize verses from the Koran starting from Surah Albaqarah."

In supporting the habit program mentioned above, students are also given a memorized deposit journal which is also known by the teacher when depositing Al-Quran verses. Then, in the observation results it was also found that the teachers at the school had not participated in reading for 15 minutes in literacy habituation activities. In the author's observations, the teachers entered the class on time and immediately started the learning process, without inviting the students to do a 15 minute reading activity. Then, in the habituation stage. Researchers found that the school had a library and reading corner in each class, the library and reading corner provided consisted of textbooks and non-textbooks with a fairly comfortable reading area. Just like in the library there are lots of tables and chairs for students to read books, and also other facilities such as toilets, fans equipped with air fresheners, as well as ICT devices that are used to search for books online.

b. Evaluation of the Literacy Program Through the Development Stage

The development stage is the second stage after habituation, where this stage aims to maintain reading interest and increase students' fluency in reading. Apart from that, in observations carried out by researchers, they found that the school had given portfolio assignments to students. Such as the task of making biographies about people who inspired them, such as BJ Habibie, Soekarno, and JK Rowling and so on. And the author found this in reports on students' written work in the reading corner and library. Also, students are provided with a report on the results of memorizing short verses carried out on Saturday, which will be included in the non-academic assessment. On the other hand, to help develop literacy activities in the school, the school also prepares a literacy program which is only available at that school. For example, making a resume for class 10, making short stories that apply to class 11, and also making scientific papers that apply to class 12. In order for this program to be implemented well, this is assisted by teachers who have been assigned by the school principal. For example, each homeroom teacher at the school is assigned to be a supervisor in the process of creating assigned written work.

And also, in supporting the literacy movement. MAN 1 Lubuklinggau also celebrates days with the theme of literacy. For example: Language Month Festival (Attached). In language month activities, students will enliven the festival with several performances such as poetry reading performances, drama performances from folklore in Indonesia and abroad, 1st place competitions, monologues and news writing, which involves all teachers and participants students at MAN 1 Lubuklinggau.

c. Evaluation of the Literacy Program Through the Learning Phase

The learning stage in the literacy program is the stage of developing the ability to understand texts and relate them to personal experiences so that a lifelong learner is formed. In the learning stage, there are several parts that have not been implemented in lesson activities or outside of lesson. So that the learning stage has not been realized optimally. Likewise, the 15 minute reading activity has not yet become a literacy culture carried out in the school. Thus, this results in the lack of development of various strategies in reading.

After that, it was also found that non-academic textbook activities were carried out by students and teachers. Like the activity of making a resume carried out by students in class 10. According to interviews with teachers, the resume activity is a literacy activity summarizing books outside of subjects recommended by the teacher to students, here is the teacher's response; *"In supporting literacy activities, I support school programs such as children looking for books outside of reading lessons and making resumes, then these are collected and made into written works so that anyone can read them"*

So that from the activity of making a resume, students and teachers are involved in literacy activities that have been programmed at school, and then the results of making the resume are followed up by each supervising teacher to be given a grade as an academic assessment. And this is a bill to students in the literacy program in the form of writing or written work.

2. DISCUSSION

The literacy program is an effort to get students to have an interest and habit of reading. According to Alberta, literacy is the ability to read and write, increase knowledge and skills, think critically in solving problems, and the ability to communicate effectively which can develop potential and participate in community life. (Alberta, 2018) Meanwhile, according to Melani, information literacy is knowing when and when why someone needs information and how to evaluate, use and communicate it in an ethical way. (Sri Melani, 2016)

In order to foster students' interest and habits in reading, the government has launched a literacy program which consists of several stages, namely habituation, development and learning. The habituation stage is the growth of interest in reading through 15 minute reading activities (Permendikbud No. 23 of 2015). This habit aims to foster interest in reading and reading activities in the school community. Growing interest in reading is fundamental for developing students' literacy skills. (Rosa Gitaria, 2018)

Therefore, the habituation process at MAN 1 (Model) Lubuklinggau is considered less than optimal. Because the 15 minute reading habit is carried out as it should. Although the 15 minute reading habit has not been fully implemented in the school, other programs have been provided, such as the availability of reading corners in each class. A reading corner is a corner in a classroom that is used to display reading collections and students' work whose function is to bring books closer to students and foster students' interest in reading. The books on display must be interesting books. (Purwadi, 2019)

It is hoped that the existence of a reading corner in each class can improve students' reading habits. Apart from that, the presence of a complete library and the availability of academic and non-academic books at MAN 1 Lubuklinggau can increase students' interest in reading at the school.

Apart from that, literacy programs programmed by schools outside of academic activities such as creating resumes are also considered effective in getting students to read. According to the Big Indonesian Dictionary, a resume or book summary is a short description of the content or main theme of a book. (Sutami, 2014) It is hoped that making resumes by students can increase students' interest in reading.

Then, other activities such as memorizing short verses which must be done on Saturdays are also carried out to increase students' interest in reading. Then at the development stage, it was also not fully implemented optimally. The 15 minute reading activity is also not carried out at the school. The development stage is the second stage after habituation, where this stage aims to maintain reading interest and improve students' reading fluency and understanding. (Faizal, 2016)

In the development stage, it was found that the school had implemented a literacy program such as giving portfolio assignments to students. The portfolio includes a variety of examples of student work depending on the breadth of objectives. (Gronlund, 1990) What should be written depends on the subject and purpose of using the portfolio. Examples of student work provide a basis for considering learning progress and can be communicated to students, parents and other interested parties.

Portfolios can be used to document student progress. Because realizing the learning process is very important for life success, portfolios can be used by students to see their own progress, especially in terms of development, attitudes, skills and expressions towards something.

Examples of student work provide a basis for consideration of learning progress and can be communicated with students, parents and other interested parties. So portfolios can be used to document student progress in each activity and learning process. In general, in the world of

education, a portfolio is a collection of student work or notes about students that are documented well and regularly. Portfolios can take the form of assignments carried out by students, students' answers to teacher questions, notes from teacher observations, notes from interviews between teachers and students, reports on student activities and essays or journals made by students.

4. CONCLUSION

In the evaluation of the literacy program at MAN 1 (Model) Lubuklinggau, it was not optimal, because in the literacy program implementation stages, namely the habituation stage, development stage, and also the learning stage, it was found that there were several programs that were not implemented, such as reading for 15 minutes during learning and outside of learning. . The role of teachers in literacy activities and development in schools. Teachers as active actors in the literacy movement in schools. Therefore, the teacher's role in the literacy program is very important for students. And supporting facilities such as the availability of libraries also support literacy programs. A library is a collection of books that are available and intended to be read. Therefore, the library is a place to increase knowledge, get information, or a place to find entertainment by reading the books in it.

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