

Implementation of the School Literacy Movement as an Effort to Grow Interest in Reading in Grade 2 Students of SD Negeri 2 Tegal Maja for the 2023/2024 Academic Year

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Abstract

This research aims to describe the implementation of the school literacy movement as an effort to foster interest in reading in grade 2 students at SD Negeri 2 Tegal Maja. This research was conducted at SD Negeri 2 Tegal Maja, Tegal Hamlet, Tanjung Village, Tanjung Klu District. This research is descriptive qualitative research. Data collection techniques were carried out using interviews, observation and documentation. The results of the research show that the implementation of the School Literacy Movement (GLS) carried out by SDN 2 Tegal Maja has been running since 2019, where this program is running very well because all school members support and participate with each other in the program in order to create a literate school community throughout life. The GLS applied really helps students to understand, read, write and listen in teaching and learning activities. GLS at SDN 2 Tegal Maja is implemented through several activities, including: providing libraries, creating reading corners, educational classroom walls and reading subject books before teaching and learning activities begin. The supporting factor in implementing GLS at SDN 2 Tegal Maja is that when the highest leadership of the institution is committed to carrying out a task, it will be carried out well. The enthusiasm of teachers, students and managers of School Literacy Movement activities, the availability of reading corner facilities. The obstacle is the limited number of suitable books/reading materials.

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1. INTRODUCTION

According to Ahmad Susanto, the aim of teaching in elementary schools is to teach students the basic skills of reading, writing and arithmetic, which will prepare them for education at the junior high school level. Reading skills are skills that students must have. Textbooks for various subjects are available in Indonesian, so reading ability is very important. Reading has a very important role in life. Students will gain broader knowledge and improve their thinking, and increase creativity as a result of reading. There is a need to foster students' interest in reading so that this can be realized.

However, low interest in reading makes Indonesia one of the developing countries. According to research conducted by Central Connecticut State University in 2016, Indonesia was ranked second lowest out of 61 countries in the category "Countries with the Most Waste in the World", according to Mind of the People, published March 17 2017. Children's reading habits are still at a low level. basic education. According to Putra, 2008:131.

The government realizes the importance of creating through the School Literacy Program (GLS), an improved reading and writing culture in the school environment as a comprehensive and sustainable step. The aim is to make schools an educational forum that encourages lifelong literacy by involving the community. Ministry of Education. So, the aim of this program is to encourage all schools to carry out literacy activities guided by movement. Apart from that, Minister of Education and Culture Regulation Number 23 of 2015 regulates moral and character development. One of them includes displaying literacy culture with a fifteen-minute reading session before class starts at various educational levels. Minister of Education and Culture Regulation Number 20 of 2018 aims to improve character education in official educational institutions. The GLS program prioritizes character improvement and education oriented towards the 21st era with the target of student development in accordance with Pancasila values. In terms of literacy, GLS seeks to improve

abilities in six basic types of literacy: reading and writing, numeracy, digital technology, finance, science, and culture and citizenship.

GLS seeks to encourage the implementation of literacy strategies in all subjects in accordance with the 2013 Curriculum, with a focus on developing high-level thinking skills, 21st century competencies and character education. The aim of GLS is to promote a culture of literacy in schools and improve students' abilities in learning and teaching. (Ministry of Education and Culture GLS Task Force, 2020:3)

Based on the results of observations at SDN 2 Tegal Maja, it appears that the implementation of GLS has been successful at this school. Students are actively involved and participate in programs to improve literacy throughout their lives.

The implementation of GLS at SD Negeri 2 Tegal Maja is carried out in stages, taking into account the readiness of all related parties, including schools, students, teachers, parents, the community and other support systems.

The author is interested in conducting research on the influence of the implementation of the School Literacy Movement on students' interest in reading with the study title "Implementation of the School Literacy Movement in Encouraging Interest in Reading in Grade 2 Students of State Elementary School 2 Tegal Maja Academic Year 2023/2024."

2. RESEARCH METHOD

This research uses a qualitative method with a descriptive approach. The descriptive method is a method that describes and explains in detail a phenomenon, situation, or characteristics of an object. Data collection was carried out through primary data and secondary data. Primary data was obtained by conducting interviews with the principal, class teacher and class 2 students, while secondary data obtained through this source included information obtained through people or documents, such as photo documentation of interviews with class teachers, and documentation of interview instruments. The data collection procedure was carried out by collecting research materials related to GLS activities as an effort to foster interest in reading. Technical data analysis is carried out using Data Condensation, Data Display, and Data Drawing and Verifying Conclusions.

3. RESEARCH RESULT

The implementation of the School Literacy Movement (GLS) at SDN 2 Tegal Maja is implemented by the school by carrying out activities that support the growth of students' interest in reading. The activities carried out by SDN 2 Tegal Maja are as follows:

a. Library Procurement

The provision of this library space began with school policy which would start a literacy program at SDN 2 Tegal Maja. This is one form of infrastructure that must be available to start a literacy movement so that it can be utilized by all school members.

b. Reading Corner (Reading Corner)

Reading Corner is a place in every classroom that students use as a place to read. All school residents take time to read books without exception from 8.15-8.30 WITA. This activity is solely to instill the habit of reading books, not an activity related to academics. After students read the book, students also summarize what the students read as an effort to train students' abilities in writing and capturing the information contained in the reading.

c. Educational Classroom Wall

The classroom walls that children always look at in the classroom are very meaningful and special, because they have strategic and effective messages for learning for students. Because the walls are covered with various educational posters, children's craft creations, or also writings from children's literacy works. In this way, children indirectly learn and are inspired by literacy activities by using the classroom walls.

d. Reading Mapel Books Before KBM

In the 15 minute reading activity, students read a book of their own choosing. These books can be fiction or non-fiction books according to their interests brought from home or books borrowed from the class reading corner or school library. The 15 minute reading activity should not be followed by a bill (followed by the obligation to write a synopsis or retell it). The 15-minute reading activity is carried out in classrooms and other comfortable places in the school (shady, protected and not hot).

Classrooms and the creation of attractive reading corners are also supporting factors for GLS activities because having attractive classrooms and reading corners will make students more enthusiastic in reading activities. If the library is still a distant and uninteresting place to visit, then a reading corner could be an alternative to make reading easier.

The inhibiting factor is the limited number of books/reading materials. From the research results it is known that the availability of books that are appropriate to what is needed and attracts students' interest is still incomplete.

With a library in the school, students and teachers can use the library to develop and better understand material in the teaching and learning process with the library's collections. However, at the moment it doesn't really work because teachers only use the same library sources. So, material development feels lacking. Therefore, in an effort to develop the school library as a learning medium, teachers need to have self-awareness. So, the existence of the library as a learning medium can be used optimally. This statement is in accordance with the results of research conducted by Mia Rizkhina Dwiriyane (2018), where her research concluded that the library literacy program had a strong influence on students' interest in reading. This statement is confirmed by the opinion of Darmono (2007:220) that developing school libraries is an external driving factor in increasing interest in reading in the school environment.

Reading Corner trying to make the classroom not only a place to study subjects, but also a 'storehouse of knowledge' where school residents can read as many books and other collections available as possible without being charged any fees. The purpose of the Reading Corner is also to provide reading facilities and a place for learning together for school residents, to foster interest in reading from an early age so that it can become a center for empowering school residents. This statement is in accordance with the results of research conducted by Azizatul Redha (2021), whose research concluded that with the existence of a reading corner, students' interest in reading grows and increases.

This educational classroom wall is a development of one of the classroom decoration concepts. This can increase the spirit of creativity. The way this wall works is similar to the wall concept on social media. This way the class will look contemporary and no longer boring. Classroom walls that previously looked flat and plain will now look livelier with contemporary decorations. With creativity, the class will be very interesting to look at. Not only that, there are many benefits from classroom decoration by applying contemporary concepts.

The habit of reading before starting lessons is academic literacy so this habit is very good. This is proven to provide stimulation to children who Still Not yet moved to read books as a source of learning and will provide a lot of knowledge.

The above statement is reinforced by government regulations, namely Minister of Education and Culture Regulation Number 23 of 2015 requiring students to read book at least 15 minutes before carrying out teaching and learning activities at school every day.

The dedication of school principals in implementing Minister of Education and Culture Regulation Number 23 of 2015 concerning the School Literacy Movement is one of the reasons for supporting the School Literacy Movement in Elementary

Schools. When the highest leadership of an institution is committed to carrying out a task, it will be carried out well. The enthusiasm of teachers, students and managers of School Literacy Movement activities, the availability of reading corner facilities. This statement agrees with the research results of Azizatul Redha (2021) which concluded that the existence of a reading corner can foster and increase students' interest in reading.

The inhibiting factor in implementing GLS is the limited number of books/reading materials. From the research results it is known that the availability of books that are appropriate to what is needed and attracts students' interest is still incomplete. Grade 2 students when outside of school still experience difficulties in obtaining the books/reading materials they want. This is exacerbated by the low ability of students to purchase books/reading materials due to the economic background of the students' parents being lower middle class.

The above statement is in accordance with Wahyuni's opinion, which states that the low purchasing power of people's books is related to their low economic level and low awareness of the importance of books. The demands of life today are quite high. In general, people's income has been used up to meet daily living consumption needs. This condition makes the community, including students from the family environment, less familiar and feel unfamiliar with books.

4. CONCLUSION

The results of the research show that the implementation of the School Literacy Movement (GLS) carried out by SDN 2 Tegal Maja has been running since 2019, where this program is running very well because all school members support and participate with each other in the program in order to create a literate school community throughout life. The GLS applied really helps students to understand, read, write and listen in teaching and learning activities. GLS at SDN 2 Tegal Maja is implemented through several activities, including: providing libraries, creating reading corners, educational classroom walls and reading subject books before teaching and learning activities begin.

The supporting factor in implementing GLS at SDN 2 Tegal Maja is that when the highest leadership of the institution is committed to carrying out a task, it will be carried out well. The enthusiasm of teachers, students and managers of School Literacy Movement activities, the availability of reading corner facilities. The obstacle is the limited number of suitable books/reading materials.

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