

Application of Literacy Journal as a means of increasing literacy in students

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan jurnal literasi sebagai sarana peningkatan literasi pada peserta didik di SD YPWKS V. Metode penelitian ini adalah penelitian kualitatif deskriptif dengan pendekatan studi kasus. Teknik pengumpulan data yang digunakan dalam penelitian ini, yaitu wawancara dan observasi. Analisis data dilakukan dengan tiga alur kegiatan, yaitu reduksi data, penyajian data, dan kesimpulan. Subyek dalam penelitian ini adalah guru dan peserta didik kelas V SD Blok YPWKS V. Hasil dari penelitian ini menunjukkan bahwa dalam penerapan jurnal literasi menggunakan 3 tahapan yaitu tahap pembiasaan, tahap pengembangan, dan tahap pembelajaran. metode yang digunakan dalam penerapan jurnal literasi adalah metode penugasan yang bertujuan untuk menumbuhkan kemandirian dalam diri peserta didik untuk melakukan kegiatan literasi baik di sekolah maupun di rumah, sehingga peserta didik dapat meningkatkan minat serta kemampuan dalam kegiatan literasi.

Kata Kunci: Literasi, Tahapan, Jurnal Literasi, Minat Literasi

Abstract

This study aims to find out how the application of literacy journals as a means of increasing literacy in students at SD YPWKS V. This research method is descriptive qualitative research with a case study approach. Data collection techniques used in this study were interviews and observations. Data analysis is carried out with three lines of activities, namely data reduction, data presentation, and conclusion. The subjects in this study were teachers and students of grade V SD Blok YPWKS V. The results of this study showed that in the application of literacy journals using 3 stages, namely the habituation stage, the development stage, and the learning stage. The method used in the application of literacy journals is an assignment method that aims to foster independence in students to carry out literacy activities both at school and at home, so that students can increase interest and ability in literacy activities.

Keywords: literacy, stages, literacy journals, literacy interests.

INTRODUCTION

Introduction must Seeing the rapid development of the times and the growth of technology makes the literacy of the nation's children decrease. UNESCO explained that Indonesia ranks second from the bottom regarding world literacy. This means that only 0.001% or only 1 person diligently reads out of 1,000 Indonesians (Rokmana, R., Fitri, E. N., Andini, D. F., Misnawati, M., Nurachmana, A., Ramadhan, I. Y., & Veniaty 2023: 130). This is due to the lack of public concern for reading activities that may have been considered old-fashioned by some people. Today's society is considered more deifying of the internet because it looks more modern and faster to find information than having to read books. So that this can also have an impact on students who are accustomed to finding instant information through the internet, so that it will be formed *Mindset* The same thing that reading books is

old-fashioned and will create learners who are lazy to read books.

The widespread use of the internet makes students more interested in playing mobile phones to access social media, games, and so on. So that students' interest in reading is now decreasing and resulting in a lack of student understanding of the subject matter. This should be more attention for teachers and schools to create literacy programs as an effort to foster interest in reading in students. Literacy within the scope of schools is very necessary because with good literacy will open the first step to improve the quality of students. In addition, literacy within the scope of schools is also an effort so that students have an ethical culture or literacy culture such as reading and writing. As stated in the regulation of the Minister of Education and Culture (Permedikbud) Number 23 of 2015 concerning the School Literacy Movement (GLS) that one way to grow and strengthen student ethics is through reading non-lesson

books for 15 minutes before learning hours begin so that students can have broad insight and knowledge.

The school literacy movement (GLS) is an effort to grow and improve literacy skills involving teachers, students, parents and the community as part of the education ecosystem. According to Wiedarti in (Dasor, Y. W., Mina, H., & Sennen 2021: 22) The purpose of holding the School Literacy Movement is divided into two, namely general and specific goals. The general goal is to grow and develop ethics in students through literacy culture programs so that students can become lifelong learners. While the special goal is to increase the knowledge of students by reading, cultivating good ethics, increasing personality values, growing and developing literacy for school residents, and making school a fun place of learning.

The implementation of the school literacy movement (GLS) certainly does not escape the role of teachers as teachers. The school literacy movement will run smoothly if teachers participate properly to carry out literacy culture efforts, namely habituation through the development or creation of literacy culture, and habituation through classroom learning through various subjects (Lubis 2019: 4). Teachers can carry out these efforts by carrying out various innovations and strategies such as creating a literacy habituation program within the classroom scope which can later have an impact on the success of the school literacy movement within the school scope or as a whole.

Referring to the results of interviews and observations on grade V teachers at YPWKS V ELEMENTARY SCHOOL, it was found that class V teachers have their own strategies to remind students of literacy. The strategy made is to refer to the habits of students who only carry out an activity related to learning if assigned only. Seeing from these problems, one of the strategies made by teachers is a literacy program within the classroom scope by making literacy journal innovations as an effort to create habituation of literacy culture in the classroom through various activities. Referring to this background, the purpose of this study is to find out how the application of literacy journals as a

means of increasing literacy in students in class V SD YPWKS V.

METHOD

This research uses qualitative descriptive method with case study approach. According to John W. Creswell in (Assyakurrohim, D., Ikham, D., Sirodj, R. A., & Afgani 2023: 3) a case study is research that examines a particular phenomenon or case in a time and activity (program, event, process, institution or social group) and collects detailed and in-depth information using various data collection procedures during a certain period. With that, this study was conducted with the aim of knowing the application of literacy journals as a means of increasing literacy in students at SD YPWKS V Cilegon.

The subjects in this study were homeroom teacher of SD YPWKS V as well as the holder of the school literacy movement program at SD YPWKS V named Ibu Ayu Anggita Sari and students of grade V SD YPWKS V Cilegon. The subjects in this study were determined based on the criteria of schools that have school literacy movement (GLS) programs and teachers who understand the problems to be studied and have literacy programs within the scope of the classroom.

The data collection techniques used in this study were interviews and observations. Interview is a data collection technique through oral question and answer activities conducted by researchers to research subjects. In addition, interviews can also be interpreted as in-depth exploration techniques and comprehensive observation of a phenomenon or case that is the object of research and involves at least two people where one person acts as an interviewer and another person acts as a resource person (Hofisi et al in (Hansen 2020: 284). The purpose of the interview was to obtain information about the school literacy movement (GLS) program implemented by schools and classroom teachers. In addition, the interview also aims to find out how the implementation of literacy journals as a means of increasing literacy in students.

In general, observation can be interpreted as an observation activity on certain objects that aim to collect information or data. According to

(Sidiq, U., Choiri, M., & Mujahideen, 2019), observation is a process of observation by looking at and observing behavior systematically to obtain certain goals. The intended goal is to be able to find data that serves to provide a conclusion or diagnosis. The purpose of the observation in this study is to find out directly how the application of literacy journals as a means of increasing literacy in students and the influence of implementing literacy journals for students.

The analysis technique used in this study is using the Milles and Huberman model, namely data reduction, data presentation and Sugiyono's conclusions in (Putri, V. W., & Gazali, 2021: 63).

RESULTS AND DISCUSSION

Results The lack of interest in reading students is caused by the provision of electronic devices or gadgeted without being balanced with supervision from parents, so students tend to use mobile phones for fun such as playing games and watching videos that are not educational. This is what causes students to be more interested in playing mobile phones than reading books or reading information related to lessons or other positive things that can cause a lack of literacy skills in students, this is in line with the opinion (Hijjayati, Z., Makki, M., & Oktaviyanti 2022: 1437) which states that lack of parental attention and lack of supervision in the use of TV and mobile phones are factors external that causes lack of literacy skills in learners.

Literacy activities are currently considered something boring for learners. They consider that in modern times there is no need for books to find information. They assume that all information can be obtained easily through the internet without having to read the whole thing. In fact, what is sourced from the internet is not necessarily true because there is some information written by people who are not experts in their fields, this is what makes students' literacy decrease, such as opinions (Meilinda, N., Malinda, F., & Aisyah, 2020: 63) which say that the lack of public understanding of the importance of filters on content from mass media is one of the problems related to lack of literacy skills.

Seeing this phenomenon, the school created a school literacy program (GLS) where schools dedicate 1 day a week to literacy activities. This literacy activity at SD YPWKS V is by reading books together in the field before learning begins, in a series of activities they will exchange information about what they have read with their friends. Not only reading books, sometimes this school literacy activity invites students to listen to folk songs or national songs which will later be dissected and searched for information such as who the author is, what is the meaning contained in the song, and how is the history behind the song. This is expected so that students can increase their interest in literacy while increasing their knowledge through school literacy movement activities. The efforts made by the school have been good, but the GLS activities implemented in schools are not in accordance with the recommendations that have been stated in the regulation of the Minister of Education and Culture (Permedikbud) Number 23 of 2015, namely GLS activities are carried out every day exactly 15 minutes before learning begins.

Feel less effective with GLS activities that are only done once a week. The homeroom teacher of YPWKS V ELEMENTARY SCHOOL made a strategy by creating his own program that was implemented in his class. Teachers create literacy journals in which there are activities that can stimulate students to continue to carry out literacy activities. So that students can continue to get used to reading and hopefully students can foster a love for literacy activities. In its application, the literacy journal uses the assignment method. This is so that students can be stimulated to carry out literacy activities independently so that over time they can improve their literacy skills. This is in line with the opinion (Budi 2018: 52) which says that the assignment method can develop student independence, stimulate students to learn more, foster student discipline and responsibility, and foster the habit of seeking and processing information themselves.

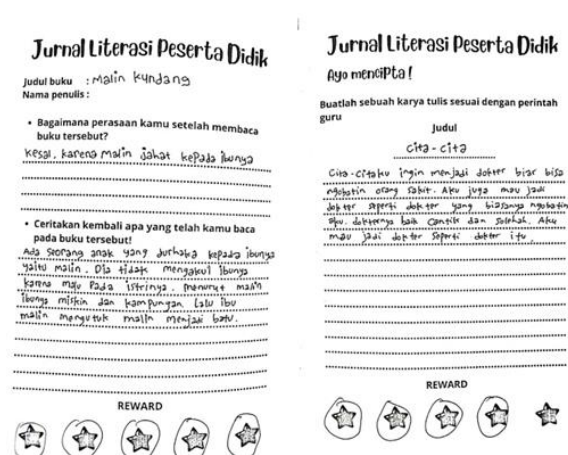


Figure 1. Literacy journal format

In its application, there are three stages carried out by teachers to foster literacy in students through literacy journals such as opinions (Wiratsiwi 2020: 232) regarding the stages of increasing literacy in students, namely the first stage of habituation, the second stage of development and the third is the learning stage as for the details of the stages, which are as follows:

1. Habituation stage

Teachers provide reading materials or study materials both lesson and non-lesson to students. The reading material is read 15 minutes before the lesson begins. For one reading material, students are given 2 days to understand the content of the reading.

2. Development stage

After the habituation stage of reading reading material for two days, on the third day students were asked to write a summary of the reading according to their own understanding into a literacy journal. In addition to being asked to write, teachers also appoint different students each week to read or re-present what they have read. This is in line with the opinion (Wandasari 2017: 331) in his research which said that literacy development activities can be carried out through discussing a reading, reading stories with intonation, writing stories, and holding activities related to literacy.

3. Learning stage

The last stage is the learning stage where this stage is the stage of maintaining the literacy ability or reading interest of students. At this stage the teacher will ask students to make a

story or essay written in the literacy journal, this activity is carried out at the end of the week so that the work is done at home. This is so that students always learn literacy anywhere, including at home and at the same time practice their writing skills.

The purpose of using these stages in literacy journals is so that students are stimulated to carry out literacy activities through habituation that is not only done at school but also at home. With that, students will get used to doing literacy activities and over time will be proficient and can improve their literacy skills. This is in line with the opinion (Ati, A. P., & Widiyanto, 2020: 110) that students will be more enthusiastic and moved to carry out literacy activities through habituation carried out by schools with adequate facilities and support.

The result of the application of this literacy journal is the growth of students' interest in carrying out literacy activities, the creation of students who are proficient in reading and writing a work, and can increase the literacy ability of students. this is similar to the results of research conducted by (Laksita, A., & Mawardi, 2022: 8876) that the impact of literacy programs carried out by schools and teachers can make students more fond of reading and can increase student understanding and achievement.

CONCLUSION

The application of literacy journals as a means of increasing literacy in grade V students at SD YPWKS V goes quite well by using 3 stages, namely 1) the habituation stage with habituation activities to read books 15 minutes before learning begins, 2) the development stage with writing activities and presenting what has been read and discussing it together, 3) the learning stage with habituation activities in creating a work in the form of writing. The method used in the application of literacy journals is the assignment method, which aims to foster independence in students to carry out literacy activities both at school and at home, so as to increase students' interest and ability in literacy activities through habituation activities.

This section presents a summary of the description of the results and discussion, which refers to the research objectives. Based on these

two things, new points of thought were developed which are the essence of the research findings.

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