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The Implementation of School Literacy Program and The Condition of Vocational School Students' Reading Interest

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Abstract. One of important skill in 21st century education is literacy skill, specially in vocational school students that should be ready to enter the job world. The problem that is happening now is Indonesian students' literacy skill is still low, so is the reading interest. The objectives of this study are to explore the implementation of school literacy program, to analyze the students' reading interest, to identify the problems in school literacy program, and to arrange the improvement of school literacy program. This study conducted in two vocational schools in Bandung City. The method used is qualitative method with technique observation, interview, and questionnaire distribution. The results of this study are all two schools have implemented school literacy program well, the condition of students' reading interest at three school is in good condition, the problems in school literacy programs is about time management and teachers' quality, and it can be implemented community based school literacy program to develop the program. The conclusion is the government together with schools need to develop the community based school literacy program to improve the quality of program and increase the students' reading interest.

Keywords: school literacy program, reading interest, vocational school

INTRODUCTION ~ Education is everything related to human resources quality improvement. According to Undang-Undang Republik Indonesia No. 20 Tahun 2003 about National Education System, education is a conscious and planned effort to create an atmosphere studying and learning process so that students actively develop their potential to have the religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills required by himself, the community, the nation, and the state. Given the importance of education, Mission 2 Program Jabar Juara which reads "Giving birth to people who are cultured, quality, happy, and productive through improving innovative public services" contains programs one of which

aims to improve the quality of education in West Java.

One of students' potential developed through education is language skill, that is consists of listening skill, speaking skill, reading skill, and writing skill. Language skill is very important to be developed by students because humans are essentially social beings who need to communicate and need language as a medium of communication. Wherever the students work, language skills will always be needed, especially in the face of the current 4.0 Industrial Revolution Era.

The current problem is that the literacy ability of Indonesian students is still low when compared to other countries. This is shown from the results of the Progress in International Reading Literacy Study

(PIRLS), Indonesian Student Competency Assessment (AKSI), and the Program for International Student Assessment (PISA) which states that Indonesian students, especially elementary school age and junior high school in reading understanding skills is still low. Meanwhile, the results of the study of Diana et al. (2015) shows that high school students' scientific literacy from the cognitive domain is lacking and from the affective domain is sufficient. The results of the study by Fadholi et al. (2015) also shows that literacy ability of vocational students is still lacking. This is a problem because in the era of information technology, students are required to have the ability to read in terms of understanding text analytically, critically, and reflectively.

Meanwhile, several problems of West Java Province in the field of education include: the low reading interest of the people of West Java as mentioned in the RPJMD 2018-2023 that the result of the 2015 West Java reading interest survey through electronic media were 19,33% and through print media 12%; there are still many schools that do not have a library in accordance with national library standards, both infrastructure, collections, human resources, and other aspect of the library; the integration of school library services with government owned regional libraries in providing literacy services through the mobile library program, and there are no regulations governing the management of school libraries to work with community literacy, such as village

library forum or reading park library community forums. As the results of a study of The Community Reading Index (Dispusipda, 2018) which states that West Java community reading index is 68,16% which is included in the category sufficient. Meanwhile, Kompas (Yuniati, 2017) states that Indonesia's reading culture ranks lowest among 52 countries in East Asia. Furthermore, Indonesians prefer to get information from television and radio rather than reading. Reading is still a complementary need and is not used as a tradition of life (Yuniati, 2017). Furthermore, Julianti (2019) explains that the low interest in reading is caused by lack of feeling, attention to books, and the benefits of reading, as well as motivation from oneself or others or the environment.

To improve the reading ability of Indonesian students, especially in reading comprehension skills, the school Literacy Program was rolled out since March 2016. However, until now there has not been much influence on learning outcomes because it is only at the stage of socialization and coordination. The School Literacy Program (SLP) strengthens the character growth movement as outlined in Permendikbud No. 23 of 2015 concerning The Development of Character. One of the activities in the program is " 15 minutes of reading non-lesson books before the learning time begins." This activity is carried out to foster students' interest in reading and improve reading skill, so that knowledge can be better mastered. The reading material contains the values of

character in the form of local, national, and global wisdom that are delivered according to the stage of development of students.

In addition, SLP activities are aimed at strengthening the 2013 Curriculum for all subjects by implementing literacy strategies in learning with reference to higher order thinking skills (HOTS). 21st century competence (critical, creative, communicative, and collaborative) and strengthening character education. This is accordance with the opinion of Abidin (2014) which states that different from a few decades ago, the competencies that are expected to be owned by human resources are now more focused on thinking and communication competencies. Thinking competence means that it is expected that human resources have extensive knowledge, critical thinking skills, and creative thinking abilities. Communication competence means that human resources should have the ability to communicate in order to collaborate and convey critical creative ideas. The competencies above are subsequently known as 21st century competencies. These competencies are expected to be owned by human resources at this time, which means the educational process must also be carried out with the aim of achieving these competencies. The global community is required to be able to adapt technological advances and novelty/present. Especially the educational process in Vocational High

Schools, where graduated are expected to have competence and skills so that they are ready to enter the workforce and have high competitiveness. As explained in the Ministry of Education and Culture (2016) that for vocational students who were born in the era of information technology, reading and writing is done differently from the generation before them. These skills must be accommodated in the classroom and in the vocational high school environment, so they must be maximally utilized to improve cognitive, social, language, visual, and spiritual skills.

The literacy program has been implemented in schools in West Java, but it has not been maximized, because it is only like the use of 15 minutes of reading time, lacks direction and is less comprehensive. As the result of Indartiningsih research (2018) which states that the implementation of the SLP is still not effective, so it takes innovation and creativity to support the program. A more comprehensive implementation of SLP is needed, not just a formality. One effort that can be done is called "Group-Based School Literacy Program". The group-based SLP was inspired by the cooperative learning model. Some previous research results also show that the group-based literacy model can increase the effectiveness of the program. As the results of Yanto's research (2016) which states that the community-based literacy model can drive literacy activities, and the research result of Yuniati et al. (2017) which states that it is hope that there will be a

discussion forum for school literacy similar to book review conducted by a group of students with accompanying teachers. Based on these axplanations, researchers are interest in examining the Application of School Literacy Program, particularly The Group-Based School Literacy Program and the Condition of Reading Interest in Vocational Students.

The formulation of the problem in this study include: 1) How is the application of School Literacy Program so far?; 2) How is the condition of students' interest in reading? 3) How are the obstacles and problem solving efforts?; and 4) How is the effort of SLP to increase interest in reading?

METHOD

This study uses qualitative methods, because in accordance with the objectives of the study, answers to research result can be obtained by exploring and understanding the phenomena that occurs. Qualitative research aims to understand the social world in which humans live and why they think and act in such a way. As explained in Creswell (2010), qualitative research is methods for exploring and understanding the meaning that some individuals or groups of people ascribe to social or humanitarian problems. In this research, the type of qualitative research strategy used is case study. According to Creswell (2010), case study is a research strategy in which researchers investigate carefully a program, event, activity, process, or

group. Cases are limited by time and activity, and researchers gather complete information using a variety of data collection procedures based on a predetermined time (Stake in Creswell, 2010).

The research steps to be carried out are as follows: 1) Researchers prepare research proposal; 2) researchers collect data on the implementation of the SLP and students' interest in reading; 3) Researchers process the result of data collection; 4) researchers prepare research reports; 5) arrange journals that are published in the international conference prosiding as an effort to disseminate research result.

This research was conducted from August to November 2019. The population in this study were vocational students in Bandung, while the samples taken were students in vocational schools in Bandung who had implemented SLP. The two vocational schools are SMK Negeri 9 Bandung and SMK Negeri 13 Bandung.

The research data collection techniques used were interviews with school principals, educators or education staff using interview guidance instruments, distributing questionnaire to students using questionnaire instruments, observing the implementation of School Literacy Program using observation guidance instruments and documenting each event relating to SLP and students' interest in reading. The purpose of conducting interviews, as stated by Lincoln and Guba

(Moleong, 2011), among others: constructing interviews, as stated organizations, feelings, motivations, demands, concerns, and others. Interview guideline is a list of operational questions that have been prepared by researchers by detailing the possible answers and various interrelationships of aspects or variables related to the formulation of the problem proposed. The interview guide serves to guide and no points are left behind, so that the recording is more directed and faster. Making interview guidelines is basically the same as the questionnaire making process, only the basic difference is that no trial analysis is carried out which includes validity and reliability. Interview conducted with the principal, and educators or education staff related to the SLP. Observation guide is a list of processes, stages, and various aspects of observation that will be carried out by researchers. The goal is to facilitate the observation work in accordance with the targets to be achieved in answering research problems. Questionnaire were distributed to students to find out the condition of students' interest in reading. Observation were made to observe the implementation of the SLP in schools.

Analysis of the data in this study continues. Sugiyono (2014) describes the analysis of research data using the Miles and Huberman Model, that are data reduction, data display, conclusion drawing. Data reduction means summarizing, choosing main points, focusing on important things, looking for

themes and patterns, and discarding what is considered unnecessary (Trianto, 2010: 287). After researchers obtain data from the field, both in the form of observation field notes, interview transcripts, and documentation in the form of videos and photos, then the data is important and which data is not needed. After going through the coding process, related data are grouped into a sub-theme or theme. At the stage of presenting data or display data in this study conducted in the form of a brief description or with text that is narrative and supported by field notes (comparison of interview transcripts and documentation). Drawing conclusions or data verification, this is the final stage as a form of data analysis in this study. At this stage, the researcher builds a paradigm based on the findings which are the answer to the formula of the problem in this study.

RESULTS

SMK Negeri 9 Bandung

Interviews were conducted with Mr. Yayat Hidayat, S.I.Kom. as the Head of the Library as well as the teacher handling the School Literacy Movement and also Mrs. Anny Setiany, M.MPd. as the Library Board. SMK Negeri 9 Bandung has implemented the School Literacy Movement. The stages of SLP at SMK Negeri 9 Bandung are learning, because literacy has become one of the subjects at SMK Negeri 9 Bandung, there are programs and schedules, there are bills and evaluations, and they are carried out

at the library. The lesson plan and syllabus are still being planned. But from what Pak Yayat observed, literacy has not touched the souls of students. Sometimes group-based SLP is applied when learning literacy. Learning in this school has also been based on integration, namely how students look for sources of subject matter, students read / study material, understand, then apply it in the form of practicum, and produce a product according to what has been read / learned. In most subjects, assignments are returned to students, so students can compare more. Students have used blogs / emails for learning. Most teachers also already have a blog and email.

There is a literacy community called "Friends of the Library" which consists of about 10 students who are interested in reading / literacy activities of their own volition. Regular meetings are held every Wednesday / Thursday (usually members are incomplete because there are always those whose schedules conflict with other activities). Each meeting is usually filled with discussing ideas about literacy, liking reading, and others. Special programs undertaken by Friends of the Library include the introduction of libraries, visits / field trips to Dispusipda, UPI Libraries, and Padalarang Puspitek, there is also a student exchange to Thailand about 2 years ago. Student work has been made in the form of a journal. Vocational schools prioritize e-literacy or digital literacy (email and facebook). Email works for work on questions and literacy.

There is no literacy community among educators. According to Pak Yayat, he would be the homework for him to create a community of teachers together with librarians and there needed to be an organizational structure. Actually he has proposed this program since 2 years ago to Wakasek Curriculum. There is a School Literacy Team held by the library management and there is an organizational structure (Library Head, Library Board, Library Management). There are already job descriptions for each member. This school ecosystem is literate in terms of the physical environment as evidenced by the existence of literacy books, there are several reading corners complete with bookshelves, chairs and tables, there are banners, and adequate facilities. The ecosystem in this school has been literally in terms of supporting social and affective environments. The ecosystem in this school has been literally in terms of the academic environment. Some teachers have used email in learning, but not all teachers, only teachers who are technology literate, especially those who are young.

There is a library at SMK Negeri 9 Bandung. The library is on the 2nd floor and the lighting is somewhat lacking (dark). However, in terms of completeness of books, facilities, looks are adequate. There is a comfortable sofa, a reading area in the form of a carpet so students can read books freely, and displays of students' work. There are chairs and trash cans which are students' work, processed

products that are uniquely and creatively modified. The library of SMK Negeri 9 Bandung has been available nationally (has a National Standard Library Number). Library management has used the library automation system, has used the SLIM application from the Ministry of Education and Culture. The condition of library visitors is in moderate condition. There is a reading area in the school in the form of a reading park, which can also be used by students to work on assignments, and so on. The class system at SMK Negeri 9 Bandung is a moving class, so students move according to subjects, such as the lecture system.

There is a reading program 15 minutes before learning begins, in the form of reading the Koran and Asmaul Husna. There are reading journals in the form of book reviews and food recipe clippings (students majoring in culinary). There is a capacity building program for educators and education staff on literacy but it comes from the invitation, not the school that organizes it. It's just that there is an evaluation of literacy in school meetings. Likewise, the program for increasing student literacy skills is still in the form of invitations from outside, it's just that there is an increase in literacy skills in ICT subjects. Literacy festival is also a new invitation from outside, internally the school has never held it. Students are taught to make an email or blog. There has never been a direct guidance on the use of healthy internet, but there is a guidebook. Students have learned to use e-learning such as Edmodo. The teacher who gave the

assignment, in the library has been using Edmodo for 2 years. SMK Negeri 9 Bandung always uses digital-based exams.

There is a reward for students who excel in the field of literacy, in the form of grades in report cards (there are grades in literacy subjects). SMK Negeri 9 Bandung has participated in literacy competitions up to the provincial level.

The preparation and implementation of literacy strategies have been implemented in learning but are still limited because teachers are overwhelmed by time and so on. In learning, educators always check the results of students' assignments / tests and return them. In practicum, students have applied the principles of K3 and physically writing on K3 has been attached.

Constraints faced in implementing SLP in SMK Negeri 9 Bandung include:

- In terms of teacher HR, the lack of teacher personnel, and teachers also have many additional tasks
- In a very limited time, because for learning only the schedule at school is already solid

In terms of human resources, SMK Negeri 9 Bandung has the potential of good student interest.

The obstacle in the implementation of literacy classes in the library is the problem of schedules that sometimes clash, sometimes the literacy classes are used by 2 to 3 classes simultaneously. The obstacle

in implementing the 15-minute reading program is the hours of the subjects, especially the first subjects, which were taken. Obstacles in providing reading journals are almost non-existent, because so far it has run smoothly. Students like to make presentations in the library on stage for book reviews and reading poetry. Obstacles in healthy internet coaching are difficult to control so students are conducive, sometimes in learning to use the internet, students instead open social media, and other things less related to learning. Efforts made to overcome existing obstacles include reminding students that students are less conducive to internet use during learning and vary in giving assignments and then analyzing them directly.

The efforts that have been made in school literacy are very influential on students' interest in reading. The students also seemed very interested and enthusiastic. Every student who passes is required to contribute books to the library. The condition of students' interest in reading after SLP is good, enthusiasm, and enthusiasm. Other efforts that have been made to increase student interest in reading are expected to be other teachers besides the school literacy team can also support this program.

From the results of the distribution of questionnaires about students' interest in reading, the results of the reading percentage of students of SMK Negeri 9 Bandung is 85.93 which means that in general the reading interest of students of SMK Negeri 9 Bandung is in good condition

SMK NEGERI 13 BANDUNG

Interviews were conducted with teachers handling the School Literacy Movement, namely Mrs. Een Rohaeni, MT. he is also a teacher of inorganic chemistry. And also to Mr. Dede Saefudin as the manager of the library.

At SMK Negeri 13 Bandung the School Literacy Movement (SLP) has been implemented. The stages are at the development stage, leading to learning. Habit in the form of 15-minute reading movements has been done routinely, while heading to the learning phase is still difficult because not all subject teachers are aware of the importance of literacy. Some subject teachers have tried, like there are book reviews in Indonesian language learning. There are fish bone methods (such as brain storming), literacy trees, and works of students' work uploaded to Facebook.

There is a literacy task force whose members are representatives of each class. Ibu Een is still new as a teacher of literacy, a new program was created. Group literacy is still difficult to implement due to time issues (busy schedules, tired teachers, tired students). The literacy program that has been running, namely the preparation of digital books, the arrangement of literacy corners, library visit days, there are also literacy book reviews. The organizational structure of the task

force already exists, regular meetings are held every Monday afternoon, and even then if there are no obstacles. With this task force, SLP is expected to be more effective. There is no literacy community among educators, only discussion forums per subject to prepare material, etc. There is a fairly extensive library in this school. The library is open from 7:00 to 16:30. Students are allowed to visit the library at any time during their free time. Borrowing is more dominant textbooks. The book collection is quite complete, there are all types of genres. The books in the library have been systematically classified. Funds sourced from BOS funds, government assistance, and committees. State Vocational School Library 13 has been registered nationally. There are library visit books and are always full every day, but most of the students who come are due to the assignments of the class (directed by the teacher), not because of their own desire to read books in the library. There is also a digital visitor registration system in the library computer. The physical condition of the library is broad, bright, and comfortable, as well as its place between classes so that it is strategic. Book angles in class are in some classes.

There is a reading area in the library (there are several tables and chairs, there are also carpets, sofas, and pillows so that visitors can read flexibly), in the mosque, and in the gazebo.

The 15-minute activity in each class has not been effective, because the subject teacher who was disturbed the first time was reduced. Usually the implementation of the School Literacy Movement (SLP) is held every Wednesday, all classes are together in the middle of the field, and even then after the Dhuha prayer in congregation, so the time is very short. The journal reads the new plan to be made, in the form of a report of reading a book. Capacity building programs for educators and education staff are always there, usually implemented when going to accreditation. However, there is no specific improvement program on literacy. The students' literacy skills improvement program is included in the subjects. There used to be a program from outside, there was an instructor from outside. About 2 or 3 years ago, students were trained and then they became mentors in schools (such as training of trainers). There is a literacy tree, rolls of paper, those with good reviews get rewards. There is bulletin board in the mosque area. Students have been taught to create e-mails or blogs, there are video contests. There was once a guide to the use of healthy internet from Diskominfo. Students have learned to use e-learning. Most teachers at SMK Negeri 13 are also IT literate. Most subject assignments are sent via email. SMK Negeri 13 puts forward the principle of paperless, so environmentally friendly. This school also carries out digital-based examinations. The election of the student council president was also carried out via digital. SMK Negeri 13 even became a pioneer of digital-based examinations. Students already

understand how to look for subject matter materials from the internet, for example the results of student assignments compared to journals on the internet. A small percentage of teachers use blogs for learning. In this school students also have to make a video blog, a lot of student work on YouTube. There is a SMK Negeri 13 website but it is still in process. The work of students has been displayed in the form of madding, guided by journalism supervisors. The displayed task is an individual task. Digital contests are followed by journalistic children. There is a reward for students who excel in saying literacy (poetry competition champion, daring to appear for book reviews) in the form of books and pins. The plan is to hold a literacy festival in the form of a book bazaar and book review contest. But there needs to be a sponsor so that the activities are more lively. Schools are still looking for who to work with and in what event. Work safety principles have been applied in practicum, for example the use of masks and gloves. Practicum norms are mentioned before students begin practice. Work accidents have never happened.

The constraints faced in implementing the School Literacy Movement include:

1. Teacher participation in being actively involved in SLP, especially how to be a good example (diligent reading, literacy literacy, etc.).
2. Literacy time is still limited, it is expected to be scheduled longer

3. Members of the literacy task force sometimes clash with other extracurricular schedules
4. There are students who chat / do other things during literacy hours so it is less conducive

In fact, behind these obstacles, SMK Negeri 13 Bandung has the potential of human resources, especially high-quality students (the best NEMs in the city of Bandung) and even graduates who are easily looking for work.

The obstacle in implementing the 15-minute reading program is the lack of time and because it is carried out simultaneously with the Dhuha Prayer in congregation, so the time is very narrow. Obstacles in providing a reading area that is limited books, facilities such as cabinets are also still limited. Obstacles in healthy internet coaching are wifi that is still up and down. The preparation and implementation of literacy strategies in learning have not been well socialized. Literacy strategies in learning such as teachers read procedures and read modules before starting learning. The implementation has been done, the strengthening is not yet. Efforts made from each obstacle include:

1. For time constraints, namely the addition of hours (we see the evaluation)
2. Teacher participation, the homeroom teacher accompanies students in each literacy activity (in fact during literacy

hours, the teacher is in the teacher's office)

3. The teacher in charge of literacy provides input / suggestions to the principal so that literacy is included in the teacher's job description, added to the teacher's code of conduct.

The efforts that have been made in school literacy have an effect on students' interest in reading. Especially since the application of the 2013 Curriculum, students have sought literacy more. Students must be facilitated. The condition of students' interest in reading after running SLP is getting better. Other efforts besides those that have been carried out to increase students' interest in reading include taking part in writing competitions and other competitions.

from the results of the distribution of questionnaires about students' interest in reading, the results of the reading percentage of students of SMK Negeri 13 Bandung is 85.73 which means that in general the reading interest of students of SMK Negeri 13 Bandung is in good condition

Figure 1. Research Documentations

DISCUSSION

Based on the results of interviews, it is known that the implementation of SLP can effectively increase students' interest in reading. This is consistent with the results of the study of Santoso et al. (2017) which states that there is a significant influence between the school literacy program on students' reading interest. The results of this study are also consistent with the results of the research of Yanto et al. (2016) which states that the community-based literacy movement model can increase program effectiveness. The results of the questionnaire for both vocational students were in good condition, which means that the better the implementation of SLP, the better the students' interest in reading. The problems that occur in the implementation of SLP in both schools are also almost the same, such as the tight schedule in SMK so that the time for SLP is limited, the lack of

quantity and quality of teachers in terms of literacy, as well as inadequate facilities. Meanwhile both Vocational Schools also have the same potential, namely high student enthusiasm in terms of literacy.

CONCLUSION

From the results of the study, it can be concluded that both schools have implemented the literacy program quite well, and are almost at the learning stage. Meanwhile students' interest in reading in both schools is generally in good condition. Various efforts are needed to improve the effectiveness of the School Literacy Movement (SLP) as follows: 1) One alternative model that can be applied to increase the effectiveness of SLP is Group-Based SLP; 2) Every educator who is a role model also needs to inspire students in terms of literacy, fostering students' interest in reading exemplified by the habits of educators; 3) It is necessary to increase the capacity of all educators in terms of literacy skills so that literacy activities can be integrated in each subject; 4) Good collaboration is needed between all stakeholders in the field of education (schools, supervisors, the Department of Education, parents of students, and the community); and 4) There needs to be an evaluation of the SLP implementation which is carried out periodically and properly monitored.

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