Implementation of The School Literacy Movement in One of Elementary School in Bandung

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Abstract. This research aims to describe the implementation of the School Literacy Movement (SLM) program in one of the elementary schools in the city of Bandung. The School Literacy Movement (SLM) program is an effort to make all school residents into literate human resources, as stated in Ministerial Regulation Number 23rd of 2015 concerning Moral Development, which includes habituation to a literacy culture. This study used descriptive qualitative method. The instruments used were interview guides, observation guidelines and learning documentation guidelines. The research results show that the implementation of the SLM program in this school has not been implemented optimally because there are still several obstacles that have not been resolved so that it has not had a positive impact on students' interest in reading and literacy skills. This is indicated by the lack of student reading activity during learning in the school environment and the lack of adequate facilities, infrastructure and facilities.

Keywords: Literacy, School Literacy Movement, Elementary School, Literacy Culture

INTRODUCTION

One of the characteristics of a developed country is that it has a high level of education. A quality education can easily impress a quality human resource anyway. It is human resources that can advance their country from various aspects of life and compete globally. One of the important aspects of education is the level of literacy of students.

PIRLS (Progress in International Reading Literacy Study), TIMMS (Trends in International Mathematics and Science Study), and PISA (Programme for International Student Assessment) are three internationally recognized research institutions that are well-known for assessing a nation's educational attainment in a variety of subjects. These three establishments are associated with the assessment of literacy and the comprehension of reading by students. These three institutions are related to the measurement of literacy and student understanding of reading. Reading understanding is crucial to students (Setiyadi et al., 2019) PIRLS investigates about the level of understanding of elementary school (SD) students when given a variety of readings that they are also involved in the reading process. TIMMS investigated students' achievements in Mathematics and IPA, while PISA investigated reading literacy, mathematics literacy and IPA literacy. (Hayat, Bahrul, & Yusuf, 2011).

Based on results of surveys conducted by several leading survey agencies, it stated that the literacy rate of students in Indonesia is still low. In 2011, which was the last year that the PIRLS (Programme International Reading Literacy Study) included Indonesia as its participant, Indonesia obtained less satisfactory results. Indonesia is ranked 40th out of 49 countries surveyed. In addition, Indonesia's DRA (Distribution of Reading Achievement) ranked 41 out of 45. This result is lower than the 500 scale (medium point/ Progress in International Reading Literacy Study scale standard (Mullis et al., 2012)

In 2016, a new survey was conducted through the INAP (Indonesia National Assesment Programme) which showed that the literacy of Indonesian students was 46.83% lower, 47.11% sufficient, and 6.06% good. (puspendik.kemdikbud.go.id). In addition, the PISA results in 2018 show that Indonesia's rank is at the bottom 10 of the 79 participating countries. The average reading ability of Indonesian students is 80 points below the OECD average. The average read, mathematics, and science ability of Indonesia students is 42 points, 52 points, and 37 points below that of ASEAN students. (Nur'aini et al., 2021)

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In line with this, in 2015 Kemendikbud issued Minister's Regulation No. 23 of 2015 on the growth of character, which says about the cultivation of literacy culture. The School Literacy Movement (SLM) program was initiated in response to this regulation. Its goals are to sustain learning sustainability, enhance literacy among citizens and the school environment, foster a culture of reading in the classroom, and present a wide range of reading materials and strategies. However, in the last ranking (2016), Indonesian literacy is still ranked 60th out of 61 countries surveyed. Although some experts object to these results, the results of the survey deserve to be used as a kick in efforts to advance the literacy culture of students. This objection is based on the large number of social media users in Indonesia indicating high literacy levels. (webtp, 2018). The survey was conducted by The World's Most Literate Nations (WMLN), referring to two sources, PIRLS and PISA. The survey is sponsored by UNESCO, the United Nations Educational, Cultural and Scientific Agency. (PBB).

Regarding the importance of literacy, in the 2003 Prague Declaration it was stated that literacy is not about reading and writing only, but also about how to communicates in a society (Unesco, 2003). In communicating students apply the process of thinking too. This is in line with the statement of (Suyono et al., 2017) that literacy is a reading-thinking-writing activity. Literacy is regarded as a key capital for students and younger generations in learning and facing the challenges of the future. Literacy at the beginning of its appearance was described as literacy or literacy of characters which focused primarily on the ability to reading and writing, but later on literacy is described as literacy-reading-writing and numerics. (Priyatni, 2017) Literacy also has a means practices and social relationships related to knowledge, language, and culture (Fauziah et al., 2016). In this case, literacy skills can be enhanced through cultivation. In elementary schools, the School Literacy Movement is implemented gradually: 1) reading activity stage, 2) reading interest development stage, and 3) literacy-based learning implementation stage. (Anderson & Krathwol, 2011).

In 2021, Kemendikbud made a National Computer-Based Assessment to improve the quality of education by mapping learning input, process and output across educational units. According to (Hasanah et al., 2021) Minimum Competence Assessment is an assessment that measures the minimum skills required by students to be able to learn and is a simplified form of such a complex National Examination. It consists of three subjects: language (literacy), mathematics (numeration), and character education. The National Assessment is carried out with three instruments: Minimum Competence Assessments, Character Survey and Learning Environment Survey.

In its implementation, the Minimum Competence Assessment (MCA) serves to measure student literacy reading and numeration literacy. In its application, this assessment is not intended to assess the student's mastery of the curriculum content, but to study whether the student can apply the knowledge he has learned in situations encountered in everyday life. (Pratiwi, 2019). It is in line with the opinion (Sodiq, 2010) that in language learning, literacy approaches are aimed at preparing students to participate in real life. In reading literacy, the type of subject expects the student to be able to identify the main ideas in the text, find the relationship of various information in a text, and determine simple conclusions from the reading text. As for mathematical literature, the kind of subject not only understands mathematics but is also able to use it in everyday problem solving. (OECD, 2019) One of the elementary schools in the city of Bandung has performed the assessment and obtained a literacy score of 1.3 with a range of 1-3. The score is predicted "Beyond the minimum competence" because the average of the West Java province is 1.74 and the national average is 1.71. Thus, this school needs to obtain remuneration from the implementation of the School Literacy Movement (SLM) program.

According to (Dirjendikasmen, 2016) the School Literacy Movement (SLM) program is a social movement which need the collaborative support of various elements. The effort made to make it a student's habit of reading. This practice is done with a 15-minute reading activity. When reading habits are formed, they will then be directed to the stage of development, and learning. Activity variations can be a combination of receptive and productive skills development. The school literacy movement has two purposes, a general purpose and a special purpose. The General Objective of the School Literacy Movement is to promote the development of the students through

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the culture of the school literacy ecosystem that is embodied in the School Literation Movement (SLM) program so that they become lifelong learners. The Special Objectives of the schools literacy movement are: (1) to develop the literacy culture in schools; (1) to improve the capacity of the citizens and the school environment to literate; (3) to make the school a fun and child-friendly learning park so that school citizens can manage knowledge; (4) to maintain the sustainability of learning by presenting a variety of reading books and developing various reading strategies.

Rahman et al., (2021) Arguing that the School Literacy Movement (SLM) is an effort that is carried out simultaneously through public engagement to make the school a learning organization that citizens are literate throughout their lives.. This is in line with the opinion (Apandi, 2017) that SLM encourages students to love reading activities and do reading activities over other tasks. The SLM program makes students not bored reading (Fitriana, 2018). With the School Literacy Movement (SLM), teachers can encourage students to read a lot and often. (Babalola, 2020). The School Literacy Movement (SLM) is an activity that involves the entire population of the school. (students, teachers, headmaster, educators, supervisors, school committees, parents/guards of students), academics, publishers, mass media, the community, and stakeholders under the coordination of the Directorate-General of Primary and Secondary Education of the Ministry of Education and Culture. The efforts made to make it the habit of reading students. This practice is done with a 15-minute reading activity.

According to Huda (2017) there are three problems faced in the implementation of the SLM program. First, the lack of read books in schools. Secondly, teachers have not fully understood the methods or techniques to be used in improving literacy culture. Thirdly, there is a lack of read space, such as a library, a reading corner, and so on, that supports the implementation of the SLM program. Some of the factors that influence the low reading interest of students are: (1) lack of motivation of students to read books other than subjects, this can be done by educational institutions especially teachers; (2) lack of encouragement of parents to children to buy books, they are more interested in buying toys so that they do not understand the type of books appropriate to the development of the age of the manak; (3) too expensive book prices make purchasing power decreases so that read will also decrease;(4) less book authors, translators or editors who are hampered by the low royalty received;(5) the number of public libraries that are still too few; (6) libraries in mosques or other places that are not well managed. (Kasiyum, 2015).

Starting in July 2022, an elementary school in Bandung city started implementing a post-pandemic School Literacy Movement (SLM) program. The implementation of School Literacy Movement (SLM) in this school is observed. The results of observations at the school showed that (a) the library was barely functional, the books and closets were not arranged properly; (b) the school wall exhibition was only filled with race posters and announcements. There are no student works boards or literacy readings for students at all; (c) cantines, courtyards, and other school neighborhoods do not display any persuasive or positive reading material (posters) as one of the characteristics of the literate school environment. To find out the details of the implementation of School Literacy Movement (SLM) in the school, it is necessary to conduct research. In the meantime, four other studies investigated the implementation of School Literacy Movement (SLM) based on its supporting activities, inhibitory factors, supportive factors, and benefits of the program for students (Antasari, 2020). Secondly, this study not only limits the knowledge of the supporting and inhibiting factors of School Literacy Movement (SLM) but also examines the efforts that schools need to do to address the inhibitor.

From the results of this research, it is expected to provide profound benefits to researchers in particular and educational institutions in the management of the School Literacy Movement (SLM) in particular in the field of Literacy. To the School, it is expected to be possible to add input for the school, as an evaluation material in the management of the School Literacy Movement (SLM) which has been applied throughout this time, in particular in the optimization and giving the opportunity to carry out writing activities in order to produce a lot of written and qualified works. For students, it can be used as a learning and increasingly stimulates a passion for reading and writing.

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METHOD

The type of research approach used for this research is a qualitative research approach with descriptive research design. The School Literacy Movement (SLM) program is a problem in this study because there are some findings that indicate that the implementation of the program is not running optimally so the researchers want to reveal more details about the problem. The location of the research selected in this study is in a primary school located in Bandung City, West Java. The researchers carried out the school's research because the school concerned had just received an educational report after the National Assessment which contained literacy scores. Therefore, literature scores must be of concern to both teachers and students.

The data collection techniques in this study are: (a) interviews; (b) observations; and (c) documentation studies. Based on the above methods, the research instruments used in this research are: Data sources for this study are obtained from interviews from sources, field observations, and documentation studies. The source of this study is two teachers or classmates who teach in the upper and lower classes. Other data sources are observations related to the behavior of students and teachers in the day-to-day school in a given time.

Data analysis on this study after data collection. As for the method of data analysis that the researchers used, the data analysis of the Miles and Huberman models started with data reduction, data description, and conclusion drawings. (Miles, Matthew B. & Huberman, 2007). Data sources for this study are obtained from interviews from sources, field observations, and documentation studies. The source is two teachers or classmates who serve in the upper and lower classes. Data sources relating to the document in this study are all documents related to the implementation of School Literacy Movement (SLM) activities, whether administrative or photographic documents, videos and other documents. Another source of data is observations related to the daily behavior of students and teachers in schools over a given period of time.

RESULTS

The results of interviews with two teacher sources on the School Literacy Movement (SLM) program in a broad line showed that school book practice activities aimed at increasing students' reading interest and facilitating literacy activities. Students are the target of the School Literacy Movement (SLM) program. The School Literacy Movement (SLM) program in primary schools starts in July 2022. There are no specific methods in the implementation process of School Literacy Movement (SLM) in the lower class or in the upper class. The program in the school included teachers giving 15 minutes to the students before the teaching learning activity in the class begins. The teacher asked the student to write the results of his reading on a summary table. The table filled the student with the title of the book, page number, and interesting descriptions found on the reading text. This activity guides students to learn to understand reading.

Teacher in the lower class said that literacy activities are not running optimally because of limited space and time. The number of readings is less varied. Reading time should be increased especially in the lower classes that require special attention. Without attention, students often refuse, avoid, or refuse to read a text, a lot of text, or some particular text. A number of students who are less readable need special attention to improve their reading skills. The lower classes in this school don't have a fixed classroom. Lower classes have only four hours at school, so this SLM program is not routinely implemented. Lower class SLM programs are less optimally implemented because four hours have to be shared with other subjects.

Teacher in upper class said that the School Literacy Movement (SLM) program is running on a regular basis but is not optimal due to a lack of supporting resources and facilities. Both teachers agreed that the SLM program did not have a positive impact on students, increasing students' reading interest. According to high school teachers, the hindering factor of this SLM program is the low level of literacy awareness among the students, which makes it difficult for teachers and students to work together. In addition, it is said that teachers are not paying much attention to the SLM program. This affects the lack of renewal of the facilities and facilities associated with SLM. High school teachers say that the teachers in the school do not implement these SLM programs simultaneously so that some teachers remain indifferent and do not prioritize the program. Besides, there is no follow-up agreed by school citizens on this SLM

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program, such as language months, literacy races, story reading races and so on. This leads to a low student's interest in reading if not given orders. One factor in the barriers mentioned is the lack of funding from the government, namely the School Operational Assistance Fund and the lack in initiatives to submit proposals such as book aid, facility repairs, and so on.

According to the observations, despite the fact that the School Literacy Movement (SLM) program has been implemented for over a year, the school has not been optimally implemented. Students will not read, seek reading, or learn without the instructions of the teacher. Therefore, it is essential for teachers to consistently, regularly, scheduledly instruct students to read as part of the SLM. Lack of implementation of SLM is also due to the relative lack of facilities in schools supporting student literacy activities. The library services do not function optimally as the room is dusty, the shelves are dusty and untreated, and the books are not properly arranged. The books available at the library are not arranged and categorized according to their types to attract the student's interest in reading. It's also lowering the quality of the SLM program at school.

In addition to the library, the facilities and facilities available at the school for the implementation of this SLM program are reading corners available in each classroom and the provision of reading books. In this school, not all classes provide a comfortable reading corner and provide reading books in addition to textbooks. The class corner is rated effective apart from the library because teachers and students can easily take a reading without having to go to a library. At the time of learning, available reading corners are often not used. Students prefer to do activities outside the classroom when they have free time even though teachers often remind them.

Based on the conclusions of the interviews, according to the two teachers, the way to address the problems related to the implementation of the School Literacy Movement (SLM) program is to raise the awareness of teachers about the importance of reading, to promote the teachers' interest in reading so that teachers can increase the interest of students in reading, and to make arrangements for a routine schedule for reading in the classroom. In connection with the optimization of facilities and facilities, teachers can work together to rehabilitate the library by inviting the entire element of the school ranging from the head of school, teacher, student, student parents, and school guardian.

Schools should also prioritize the budget for this SLM program, including funding libraries, schools with internet connections, funding for library training, and funds for school library management. At the time of creating the Operational Curriculum of the Education Unit, the head master can submit a variety of programs that can enhance the student's reading interest and literacy through the SLM program, so that the program can get sufficient funds to support its implementation. In addition, teachers can also work together to submit proposals for book requests to various parties such as the department, the local library, the sponsor, or other related parties. In addition, a literacy-based competition can be useful to stimulate students' interests and talents and encourage students to become interested in the SLM program. In its implementation, the school has the authority to recruit a librarian to revive the under-functioning library. This literacy competition program can be done in the classroom, between classes, between schools in one group, even at a broader level.

DISCUSSION

It is very important for teachers to always encourage School Literacy Movements (SLM), for example by asking students to read books at certain times, such as at the beginning of school, in the middle of class, and at the end of class before students go home. (Nurkamto et al., 2021). The importance of this habit should be recognized especially by the teacher. If the teacher ignores this habit, the student's literacy level may remain low or under-trained. According to the opinion (Martin, 2021) The cultural habit of reading is crucial to the success of literacy programmes. A lot of reading activities in the classroom will improve students' reading skills, improve their reading endurance (long reading), and increase the amount of text they read. It is important for teachers to suppress the reading boredom that strikes students. (Shehzad et al., 2020).

In addition, it is very important for teachers to provide reading materials in the classroom, whether they are available in the library or in the reading corner. The library and reading corners

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available in classrooms are important to facilitate student reading activities. These should also be developed by teachers and students. For example, by providing a variety of reading materials, creating a comfortable reading angle by providing decoration to attract the attention of students, and so on. As mentioned by (Rofi`uddin & Hermintoyo, 2017) that the more quality the reading corner, the higher the student's interest in reading.

The availability of books should be noted, schools can provide textbooks according to the Merdeka curriculum such as textbooks for Islamic Religion Education and Work, Pancasila Education, Indonesian Language, Mathematics, Natural and Social Sciences, Physical Education, Sports and Health, Arts and Culture (Music Arts, Fine Arts, Theatre Arts, Dance Arts), English, Local Load (Read and Write Alquran, Regional Language). A book with the scientific vocabulary of a discipline may make it difficult for students to understand and reduce the interest of students in reading. Books by integrating local wisdom values could have tended to be easier to understand by students (Laila et al., 2021) Then schools can also provide books of literature in various genres, such as fairy tales, poems, or books of other kinds to enrich the reading experience of students.

Besides, teachers can also choose reading from electronic media such as exercise and the Internet. There are so many sources of reading on the Internet that teachers can choose. Teachers should choose reading for students so that students do not confuse choosing less valid reading, less less lesson oriented, only entertainment oriented. Teachers should try to use electronic text although not always electronic text is better than printed text (Furenes et al., 2021). According to (Babalola, 2020) it is very important to guide students reading, because there are cases of students whose ability to read is still low, still in the shadows. The lack of literacy among the students was due to the lack of learning during the Covid 19 pandemic, which lasted for almost two years. During those two years, students received less reading lessons both at home and in school. Students should be encouraged to read a lot to launch their ability to read. It's done with reading lessons and facilitating the School Literacy Movement program (SLM).

It's important to train teachers or prospective teachers to manage libraries in a simple way. If the books in the library are scattered, even if they are kept on the shelves, then students usually have trouble finding the books they want. This kind of skill should be the attention of all the schools. If the school hasn't been able to hire a librarian, then the teacher must undergo library management training. Teachers should also be given additional responsibilities to manage the library properly. Teachers can also choose reading books that are relevant to students (Sultan et al., 2020).

Another important thing is to train teachers to use practice and the Internet as a source of learning, even though the use of practice and Internet is not always good for students' literacy (Furenes et al. 2021). Thus, not only printed texts are obtained by students, but also electronic (digital) texts. Digital texts also enable teachers and students to obtain more up-to-date and accurate information. Teachers and students can check the authenticity of digital texts by searching for them in various official and trusted sources.

CONCLUSION

The School Literacy Movement (SLM) Program is one of the efforts undertaken by the current Indonesian government, which is written in the Ministerial Regulation No. 23 of 2015 to increase student reading interest and make students literate society. Research has shown that this SLM program has not been implemented optimally and has not produced a positive impact yet. It's caused by several factors, including an unincorporated reading culture, and inadequate reading facilities in schools.

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