

Implementation of School Literacy Movement in Lower Grades (Study at SD Negeri 3 Pekuncen)

Izdiyar Urjuwan Afkari^{1*}, Amirul Mukminin¹

¹Department of Early Childhood Education Department, Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

*Correspondence to: izdiyar27@students.unnes.ac.id

Abstract: This research is a case study research using a descriptive qualitative approach. The purpose of this research is to describe the implementation of literacy movement in lower grades at SD Negeri 3 Pekuncen. In addition, this study also aims to determine the supporting factors and inhibiting factors in the implementation of school literacy movement at SD Negeri 3 Pekuncen. Data collection techniques used are observation, interviews and documentation. Data analysis techniques use the version of Miles and Huberman (1994), namely data reduction, data presentation, and drawing conclusions. The primary data sources obtained by researchers from field observations and direct interviews with the principal and teachers of grades 1 to 4 of SD Negeri 3 Pekuncen. While the secondary data obtained by researchers are supporting documents in the form of RPP or learning implementation plans. The results of the study showed that the implementation of the literacy movement of reading and writing in the lower grades at SD Negeri 3 Pekuncen was carried out through habituation activities. This habituation activity was carried out 15 minutes before starting teaching and learning activities in the form of reading books for 15 minutes. However, in the research conducted by the researcher, there were several errors in the implementation of the literacy movement that had been running previously, this can be seen from the lower grades who could not read but were required to read 15 minutes before the implementation of teaching and learning activities. These are several factors that influence the implementation of the school literacy movement at SD Negeri 3 Pekuncen. These factors are supporting factors and inhibiting factors.

Keywords: school literacy movement; lower grades; elementary school; student abilities; characteristics

INTRODUCTION

Low reading literacy and lack of mastery of science and technology in Indonesia, causes Human Resources to be uncompetitive, this is the impact of weak interest and ability to read and write. Reading and writing activities have not become a necessity of life and culture of the nation. It has not been considered a critical problem, while many other problems are considered more urgent (Pujiati et al., 2022). Broadly speaking, the literacy referred to here is more than just reading, as explained in the School Literacy Movement Pocket Book (SGLS, 2016) It is explained that literacy means "the ability to access, understand, and use information intelligently."

Primanto Nugroho in (Hidayanto & Rahardjo, 2012) explained in his qualitative research that the low interest in reading in Indonesia occurs because it requires a lot of free time. While the majority of Indonesians spend their time working to survive and improve their welfare. For students, reading is an easy activity to do, but not everyone is able to make it a habit. Boredom and saturation quickly come when starting to read, so that the younger generation feels that reading is a boring activity.

The development of world information technology that does not always have a positive impact on people's lives has made education practitioners feel worried. The concern that has not been resolved until now is the low interest in reading among school students in Indonesia. Although this world has been dominated by information technology that can easily obtain knowledge from various media, unfortunately Indonesia's ranking in terms of reading is still very low. In fact, currently there are electronic books that

can be accessed anytime, anywhere, and in any condition. However, reading activities are not a priority in this country. In fact, reading activities can provide more benefits for the wider community. Not only to find out the conditions of the outside world, but also to find out the conditions of the surrounding environment (Ngurah Suragangga, 2017).

(Dharmawan & Wahyuni, 2017) The use of audio-visual media in everyday life is not only used by adults, but also children. This is also the cause of low interest in reading students. Previously, only books were read, with lots of writing, technological developments have changed books full of writing into audio-visuals that can be heard and seen directly without having to read long texts. In the academic field, students' reading activities can be said to be very concerning, because most students are already familiar with communication tools that do not require them to read long texts. They only need to see and listen without having to read and imagine the things they read. That is why, not all technological advances can be said to be positive.

In addition to literacy, there is a phenomenon issue that will be faced by the whole world, namely the Fourth Industrial Revolution, Industry 4.0. namely an era that carries the concept of the Internet of Things followed by new technologies in data science, artificial intelligence, robotics, cloud, 3D printing, and nanotechnology. The development of the growth of the revolution era requires humans to spur each individual to follow the development of the current so as not to be left behind. The era of the industrial revolution 4.0 that we are currently experiencing requires humans to think critically and be good at analyzing all problems. Each individual is required to be creative and innovative so as not to be trapped in the workforce gap due to the growth of the concept of this revolutionary system. The emergence of the concept of the Internet of Things (IOT) and Internet of People (IOP) which is centered on the sophistication of artificial intelligence technology (Artificial Intelligence) originating from human interaction with machines is a work pattern of the industrial revolution 4.0 era, so this era is also called the Era of disruption technology. Industry 4.0 as part of the episode of the technological revolution has overhauled patterns in human life,

So that humans will live in global uncertainty, therefore, humans must have self-literacy skills in the form of the ability to predict changes and developments in the environment in the future. That is why literacy is considered very important in revolutionizing the thinking and knowledge of society, especially the younger generation (Nabila et al., 2023).

The National Literacy Movement Roadmap Book, UNESCO defines literacy as literacy, namely a series of abilities to use reading, writing and arithmetic skills that are obtained and developed through the learning process and application in schools, families, and communities. There are four meanings and scopes of literacy that are widely developed, including 1) literacy as a series of reading, writing, arithmetic capabilities, and capabilities in accessing or using information, 2) literacy as a social practice where its application is influenced by context, 3) literacy as a learning process with reading and writing activities as a medium to reflect on, investigate, ask questions, and criticize the knowledge or ideas learned, and 4) literacy as texts that vary according to subject, genre, and level of language complexity (Effendy et al., 2017).

Literacy in elementary school is very important for students at the basic education level who will later continue to higher education levels. Elementary school is a period of childhood, which means that at this age it can be said to be the golden age, which means that it is very important to instill noble moral values. The literacy movement is one way to instill noble morals. Teachers have an important role in

fostering students' interest in learning, so in carrying out learning, teachers must use a comprehensive, progressive, and creative approach to motivate students' curiosity and trigger students to think critically. This will be successful if teachers are able to develop appropriate learning so that the learning carried out can improve students' literacy skills and potential as a whole. During the implementation of learning, teachers must be able to choose and utilize existing learning media and teaching materials.

The literacy movement will be successful if it is carried out holistically, meaning that in its implementation, teachers need to do it comprehensively and be able to focus students on understanding information and linking it to other topics, so that a framework of knowledge is formed. Not only teachers and parents, libraries, government and the private sector must also work together to support the realization of the literacy movement. Creating a pleasant and not boring atmosphere is very important to increase students' interest and desire in carrying out the literacy movement. The literacy movement has so far been identical to reading and writing activities. Along with the development of the era and the increasing obstacles faced, literacy has developed into information literacy. The importance of information literacy is reinforced by the existence of The Prague Declaration: Towards an Information Society (Society & Declaration, 2009) namely with the results discussed, namely the existence of a literate society is the key to developing the nation and society for community life.

The School Literacy Movement is also called a social movement that receives collaborative support from several elements. In realizing it, there are efforts made in the form of habituating students to read. This habituation can be started with a 15-minute reading activity. If the habit of reading has been formed, it can be continued to the development and learning stage. Varied activities can be a combination of receptive and productive skill development. Its implementation is carried out in a certain scheduled period and an assessment is also carried out to see whether or not there is an impact given by the School Literacy Movement if it is carried out in the long term (Pujiati et al., 2022).

With the existence of the School Literacy Movement, it is expected to help students be more enthusiastic in reading and want to learn new things that they find when reading. The literacy movement in elementary schools is intended so that students are accustomed to reading and expanding their knowledge about nature, the environment and things around them that they do not yet know. By reading, students' knowledge will increase, each book has a different topic and discussion so that it can increase their knowledge. In the implementation of the Literacy Movement in elementary schools, there are important things to consider besides books, namely the location used as a place to read books and the surrounding environment to create a comfortable atmosphere and make students feel at home there for a long time.

Reading has an important role and position in today's era of communication and information. Reading can be a bridge for students who want to progress and succeed both in the family, school and community environment. Given the importance of reading in life, reading is very reasonable to be taught from basic education which is based on the purpose of learning to read. The purpose of reading is to find and obtain information, cover the content, and understand the meaning of the reading. Reading skills are learned at elementary school level. Reading learning in elementary school consists of two parts, namely basic reading and advanced reading. Basic reading is in grades 1 and 2, advanced reading starts from grade 3 and so on. Basic reading comes from a very important position, basic reading skills will greatly influence subsequent reading skills (Mumpuni & Afifah, 2022).

The lack of understanding of students in understanding a reading question is considered reasonable because previously students carried out online learning (online) which occurred due to the Covid-19 virus that hit Indonesia. The lack of human resources to help students in learning to read, write and understand a reading question at SD Negeri 3 Pekuncen is also a factor in the lack of interest in reading for students. In addition, students in grades 3 and 4 at SD Negeri 3 Pekuncen are the Covid generation where they have experienced online for 2 years where students in grade 3 who are currently only getting offline learning during grade 3, because when they were in grades 1 and 2 the government did not allow face-to-face learning. Meanwhile, for grade 4 currently, they only get offline learning during grade 1, and for grades 2 and 3 they carry out online learning, and in grade 4 this is when offline learning begins again.

OECD, (2019) The reading scale in previous PISA cycles was divided into a range of proficiency levels. Seven of these levels – levels 1b, 1a, 2, 3, 4, 5, and 6, in ascending order of proficiency – were used to describe Reading Proficiency in PISA 2009, 2012, and 2015. While the cutoff scores between Reading Proficiency Levels remain unchanged, the descriptions for all Proficiency Levels were updated to reflect new aspects of reading that were first assessed in 2018. For example, Levels 3, 4, 5, and 6, as defined in PISA 2018, cover students' ability to judge the quality and credibility of information, and to manage conflict across texts, an aspect of reading literacy that was not addressed in previous assessments. PISA 2018 introduces new items (beyond those used in PISA for Development) and may add a new level, Level 1c, to describe the Proficiency of some students classified below Level 1b.

Prasetyaningsih et al., (2021) Early reading and writing learning is considered as a provision for students in learning other competencies in the learning content taught in schools. Reading and writing skills in elementary schools (SD), especially in lower grades, are a top priority compared to other skills. Through reading and writing, students should be able to recognize letters, read and write letters, words and sentences. But in reality in the field, not all students in lower grades have mastered early reading and writing skills because they are not yet able to recognize letters, are not yet able to spell and still omit some guruf when reading, and read which is still hesitant.

The initial reading indicators are the letter recognition indicator, the reading indicator of letters, words, syllables, and sentences, the reading indicator using intonation, and the reading fluency indicator. Furthermore, the initial writing indicators are the neatness of writing indicator, which is seen from the suitability of writing on the lines of the book, the distance, and the size of the letters used, the accuracy of writing indicator, the use of spelling such as the use of capital letters at the beginning of a sentence and using a period at the end of a sentence, and the writing indicator of sentences dictated by the teacher.

SD Negeri 3 Pekuncen has implemented a School literacy movement since the beginning of the Banyumas Regency Government's appeal to implement a school literacy movement. The School literacy movement carried out by SD Negeri 3 Pekuncen is by implementing the habit of reading 15 minutes before carrying out KBM. Which means that each student is required to read a book for 15 minutes before KBM begins. The implementation of this literacy movement is intended for all students, from grade 1 to grade 6. Each student is required to read a book at least one student brings 1 book. The routine implementation of the literacy movement that has been running well for several years was forced to be stopped due to the entry of Covid-19 into Indonesia.

METHODS

This research is a case study research using a qualitative approach and is descriptive in nature. A qualitative approach is a comprehensive research approach to obtain data, then analyzed to obtain

conclusions from the research. Qualitative research is research that adheres to a naturalistic or phenomenological paradigm. This is because qualitative research is always carried out naturally on a phenomenon. The object and problem of research influence considerations regarding the approach, design or research method to be applied. Not all objects and research problems can be approached with a single approach, so it is necessary to understand other different approaches so that when the objects and problems to be studied do not fit or are less than perfect with one approach, another approach can be used, or combined (K. Yin, 2016).

This research was conducted in one of the State Elementary Schools in Banyumas Regency, Central Java. Precisely in State Elementary School 3 Pekuncen which is located in Pekuncen Village, Jatilawang District, Banyumas Regency, Central Java. The basis for the researcher's consideration of the location chosen as the research location is the low reading and writing skills of lower grade students, and the lack of literacy skills of students at State Elementary School 3 Pekuncen. The data sources for this research include observation, interviews, and documentation. Interviews conducted by researchers with the Principal, as well as teachers from grades 1 to 4.

Secondary data is a source of supporting data that complements primary data sources. The data comes from documentation conducted by researchers and books to other relevant data to support research subjects and complement primary data. The secondary data in question is a learning plan or RPP. Thus, it is possible to obtain valid and factual data.

RESULT AND DISCUSSION

In this section, the researcher discusses the research results from the implementation of the school literacy movement at SD Negeri 3 Pekuncen.

Implementation of School Literacy Movement

In the implementation of the previous literacy movement, a 15-minute habituation was carried out before the implementation of learning activities. This aims to help students get used to reading. However, in this habituation, researchers found that the implementation of the 15-minute reading activity before the implementation of learning could be said to be less effective.(Hidayatulloh et al., 2023) Habitual activities that should be done by lower grade students are not only about reading, literacy that should be done is 1) classifying the roles of family members; 2) implementing ethics and manners at home, school, and society; 3) using geographic vocabulary to tell about places; 4) telling how to use money simply through buying and selling goods and saving; 5) doing exercises to improve physical motoric quality. That is why researchers say that the implementation of 15 minutes of reading is not suitable for lower grade students.

In the implementation of the research, the researcher also prepared a program for the implementation of a more enjoyable and less boring literacy movement. Not only literacy, the researcher also added simple numeracy and technology adaptation activities for teachers and students. The literacy program carried out by the researcher was named "Inyong Bisa Lho!" This activity is usually carried out after the implementation of teaching and learning activities. Precisely at 15.00 WIB and this was also agreed upon by students and their parents. Then the Numeracy activity carried out by the researcher was called "Markitung" the implementation was also the same after the teaching and learning activities were completed.

In the results of the research conducted by researchers by implementing the Inyong Bisa Lho, Markitung, and Adaptation of technology programs, researchers found that students who previously did not know letters and numbers, after implementing the literacy program given by researchers, many students already knew letters and numbers, and could even distinguish them. In fact, quite a few students can already read even though they are still spelling.

Supporting and Inhibiting Factors in the Implementation of the School Literacy Movement

In the implementation of the school literacy movement, of course, it is inseparable from supporting and inhibiting factors in its implementation. When the researcher conducted observations and interviews with the principal and teachers, the researcher had findings in the form of supporting factors in the school, namely the availability of a library in the middle of the school, the presence of accompanying teachers who accompany students in the implementation of the literacy movement, a calm classroom atmosphere during the implementation of the literacy movement, there are already many books available in the library. While the inhibiting factors in the implementation of the literacy movement are students who have not been able to adjust to the reading environment, students are more interested in playing alone, few books are of interest to students, lack of teachers and educators who are experienced in accompanying students during the implementation of the literacy movement, many students shout.

However, after the researcher conducted in-depth research and direct observation, the researcher obtained results in the form of factors that actually support the literacy movement program that the researcher carried out, namely that there are indeed many books available in the library, but many students are still not interested in the books because most of the books in the library have an educational genre, even though it is actually good, but the interests of each student must be different, the teachers who accompany students during the implementation of the literacy movement are only moderate, the teachers do not fully understand and understand the needs of students in implementing the literacy movement.

Factors that hinder the implementation of this literacy movement, researchers found that the implementation of the literacy movement is actually influenced by two factors. Internal factors or from the students themselves and external factors that come from the surrounding environment. There are still many students who are busy playing compared to reading, the library was previously not maintained and was closed for 2 years due to Covid-19. And the finding that most made researchers feel "oh maybe this is what made the previous literacy movement not run well" was the lack of communication between the Principal and Teachers which often caused miscommunication.

CONCLUSION

This study is a qualitative study that aims to find out more descriptively about the implementation of school literacy movements in lower grades at SD Negeri 3 Pekuncen. Data were collected through interviews, observations and documentation. Interviews were conducted directly with informants, consisting of the principal and teachers of grades 1 to 4 of SD Negeri 3 Pekuncen. Based on the research findings, the conclusions can be described as follows:

Implementation of School Literacy Movement in Lower Grades at SD Negeri 3 Pekuncen. The implementation of the school literacy movement carried out by the researcher went as expected. The implementation of the Inyong Bisa Lho, Markitung, and simple technology adaptation programs that had been carried out went well and had a positive impact on students and schools. The implementation of the literacy movement in lower grades in recognizing letters, reading, writing, understanding the context of

reading, helping to distinguish letters and how to write each letter and introducing numbers and figures in a structured manner. Structured here can be seen from the way students can mention numbers when they are sequential or random. Not a few students who participated in the Inyong Bisa Lho and Markitung programs succeeded in recognizing letters, were able to read fluently and were able to count quickly. Do not forget the role of literacy companion programs such as Srawung, library management, Covid-19 education, 5M and PHBS, reading corners, enlivening wall magazines, and teaching assistance were also successfully implemented.

What are the Supporting and Inhibiting Factors of the Implementation of the School Literacy Movement Program Reading and Writing in the lower grades at SD Negeri 3 Pekuncen? The implementation of the school literacy movement in the lower grades at SD Negeri 3 Pekuncen cannot be separated from the supporting and inhibiting factors. The supporting factors that researchers found during the implementation of the study were: 1) the availability of a comfortable place to read and a conducive atmosphere, 2) the variety of books available in the library are not only books about school lessons, and 3) the presence of peers who can be invited to read and talk about the books being read. The inhibiting factors that hinder the sustainability of the literacy movement are: 1) students are not used to reading books for a long time, 2) students are not fully aware of the importance of reading, 3) there are no educators who have mastered adequate literacy knowledge or understanding.

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