

Implementation of School Literacy Activities to Build Reading Habits for Grade III Elementary School Students

Arifah Rahayu, Susilo Tri Widodo

Elementary School Teacher of Education Department, Faculty of Education, Semarang State University Corresponding email: arifaharifah500@gmail.com

Abstract

This study aims to describe school literacy activities to develop reading habits for third grade students of SD Negeri Diponegoro. This study used descriptive qualitative method. The methods of data collection using interviews, documentation, and field notes. Then the data is tested using credibility and confirmability tests. The results of this study indicate that: (1) school literacy activities at the habituation stage are proven by providing facilities and infrastructure to support, creating an environment which is rich of text, the role of teachers and implementing 15 minutes of reading activities regularly and can repeatedly build students' reading habits. (2) The supporting factors of school literacy activities are facilities and infrastructure, allocation of funds and time, also the role of teachers. a, the inhibiting factors are the students low reading interest, incomplete facilities and infrastructure, also the teachers are not optimal in school literacy activities. (3) The roles of teacher in school literacy activities are to direct activities and help students in choosing a book. (4) The ways to build students' reading habits through school literacy activities, they are providing various types of books which are students like, increasing students' interest in reading books, motivating students' and forming an environment that supports reading habits. The conclusion of this study is that school literacy activities can build students' reading habits through 15 minutes of reading regularly and repeatedly supported by facilities and infrastructure, the environment and the role of the teacher.

Keywords: school literacy activities; reading habit

1. INTRODUCTION

National education according to Government Regulation Number 13 of 2015 aims to build a foundation for the development of students' potential to become human beings who: a) have faith and fear of God Almighty, have noble character and have a noble personality; b) knowledgeable, competent, critical, creative, and innovative; c) healthy, independent, and confident; d) tolerant, socially sensitive, democratic, and responsible. Efforts are being made to realize the goals of national education by implementing various educational programs, but in reality education in Indonesia is currently still low and there are still problems, namely low student interest in reading.

Research conducted by Dr. KK Palani University of Madras (2012) with the title "Promoting Reading Habits and Creating Literate Society". The results of the study stated that the influence of mass media can make one's interest in reading books, magazines and journals low. The interest of the third graders of SD Negeri Diponegoro is low because students prefer playing activities and activities that smell of technology. Ministry Education and Culture launched the School Literacy Movement (GLS) program as a program embodiment of the activities of the Character Growth Movement as stated in Permendikbud No.23 of 2015. The implementation of character development includes habits that can

encourage students to love reading and develop interests according to their potential talents to develop himself.

School literacy activities are literacy activities whose activities are carried out in schools by involving students, educators and education staff, as well as parents (Pangesti Wiedarti, 2017: 19). The implementation of school literacy activities starts from the habituation stage of the school literacy program. The habituation stage aims to foster students' interest in reading and activities such as reading for 15 minutes every morning. Research conducted by Eko Kuntarto and Sari (2017: 200) entitled "Best Experiences in Growing Interest in Reading Library Books in Elementary School Students" special treatment so that students' reading interest grows, namely by making reading an activity every day. Every day students read books, if someone is accustomed to reading, then reading is a necessity that is consumed daily.

Reading according to (Tampubolon, 2015: 5) is the process of converting language sound symbols into written symbols or letters. In forming reading habits it takes a long time because there are two aspects that must be considered, namely interest and reading skills. Noorizah (in Qorri'aina et al, 2018:33) states that the habit of reading is a form of interest and activity that is routinely carried out by someone to love reading texts according to their interests.

The research conducted by Hamdan Husein Batubara and Dessy Noor Ariani (2018), entitled

"Implementation of the School Literacy Movement Program at the MIAI Sungai Gugus State Elementary School Banjarmasin" shows that the implementation of the School Literacy Movement program is in the habituation stage. Efforts have been made to add enrichment books in schools, create reading areas, create a text-rich environment, carry out various literacy activities, and involve the public in the literacy movement.

Research conducted by Netti Lastiningsih, et al (2017) with the title "Management of the school literacy movement (SLM) program in Indonesian junior secondary schools" shows that all school principals have several literacy programs. Research conducted by Zalik Nuryana et al (2020) with the title "Literation movement for leading schools: Best practice and Leadership Power" shows that the applied school literacy movement starts from planning, implementation, evaluation, and monitoring. Implementation of programs such as reading, writing, numeric citizenship, scientific, digital, financial, and cultural activities.

Based on this background, the objectives of this study are: (1) to describe school literacy activities to build reading habits for third grade students of SD Negeri Gugus Diponegoro, Klirong District. (2) describe the supporting and inhibiting factors of school literacy activities to build reading habits in third grade students of SD Negeri Diponegoro, Klirong District. (3) describe the teacher's role in school literacy activities to build the reading habits of third graders at the Diponegoro Gugus Elementary School, Klirong District and (4) describe how to build students' reading habits through school literacy activities.

2. RESEARCH METHODS

This study uses a qualitative descriptive method to examine school literacy activities to build reading habits for third grade students of SD Negeri Gugus Diponegoro, Klirong District. Qualitative research according to (Sugiyono, 2015: 15) is used to examine the condition of natural objects, where the researcher is the key instrument and the results emphasize meaning rather than generalization. Researchers are directly involved in the field looking for the data they need. The subjects of this study were school principals, third grade teachers and third grade students at the Diponegoro Gugus Elementary School, Klirong District. Meanwhile, the objects in this research are school literacy activities and reading habits. Data collection techniques using methods, interviews, documentation, and field notes. To test the validity of the data using the credibility test and confirmability test. To ensure the validity of the data that has been obtained, triangulation techniques are used. The triangulation used is technical triangulation, source triangulation, and time triangulation as

well as using reference materials. Data analysis was carried out through analysis before in the field and analysis while in the field. Prior analysis in the field was carried out to determine the focus of the research. While the analysis while in the field was analyzed using interactive model data analysis techniques, from Miles and Huberman which consisted of four stages, namely data collection, data reduction, data presentation, and drawing conclusions or verification (Sugiyono, 2015:338). The triangulation used is technical triangulation, source triangulation, and time triangulation as well as using reference materials. Data analysis was carried out through analysis before in the field and analysis while in the field. Prior analysis in the field was carried out to determine the focus of the research. While the analysis while in the field was analyzed using interactive model data analysis techniques, from Miles and Huberman which consisted of four stages, namely data collection, data reduction, data presentation, and drawing conclusions or verification (Sugiyono, 2015:338). The triangulation used is technical triangulation, source triangulation, and time triangulation as well as using reference materials. Data analysis was carried out through analysis before in the field and analysis while in the field. Prior analysis in the field was carried out to determine the focus of the research. While the analysis while in the field was analyzed using interactive model data analysis techniques, from Miles and Huberman which consisted of four stages, namely data collection, data reduction, data presentation, and drawing conclusions or verification (Sugiyono, 2015:338).

3. RESEARCH RESULTS AND DISCUSSION

School Literacy Activities to Build Reading Habits in Third Grade Students of Diponegoro Gugus Elementary School, Klirong District

Gugus Diponegoro Elementary School has carried out school literacy activities at the habituation stage as evidenced by providing various facilities and infrastructure to support school literacy activities, creating a text-rich environment, the role of the teacher and implementing 15-minute reading activities in class regularly every day. Research conducted by Komang et al in Dwi Purwanti (2018:134) explains that the benefits of implementing the School Literacy Movement are that it can create reading habits for school students.

According to Tampubolon (2015: 227) habits are activities that are carried out repeatedly for a relatively long time. Building the reading habit of third graders of SD Negeri Diponegoro through school literacy activities by carrying out school literacy activities reading for 15 minutes every day repeatedly, arranging literacy-rich facilities and environments, text-rich environments, and

teachers helping choose books or student reading materials . Reading literacy activities for 15 minutes, which are done repeatedly, can build reading habits. The school literacy activities at the Diponegoro Gugus Elementary School are:

1. SDN 1 Kedadongan

School literacy activities in building students' reading habits are carried out through the implementation of 15-minute reading literacy activities every morning regularly and repeatedly. school literacy is supported by literacy-rich facilities and environments consisting of: books, libraries, reading areas around the school and reading corners.

School literacy activities are also supported by a text-rich environment in the form of wall magazines, student works, motivations, posters and slogans that can attract students to read. According to Sofie Dewayani (2017: 100) text-rich classrooms can foster student interest in reading. In addition, the role of teachers who support school literacy activities is that teachers help students choose books or reading materials to be used.

2. SDN 2 Kedadongan

School literacy activities in building students' reading habits are carried out through the implementation of 15-minute reading literacy activities every morning regularly and repeatedly. School literacy activities are supported by literacy-rich facilities and environments consisting of: books, libraries, literacy trees, reading corners, and text-rich environments.

School literacy activities are also supported by a text-rich environment in the form of wall magazines, posters, slogans, student works posted in class, and motivations that can attract students to read. According to Sofie Dewayani (2017: 100) text-rich classrooms can foster student interest in reading. In addition, the role of teachers who support school literacy activities is that teachers help students choose books or reading materials to be used.

3. SDN 1 Dorowati

School literacy activities in building students' reading habits are carried out through the implementation of 15-minute reading literacy activities every morning regularly and repeatedly. Literacy activities are supported by literacy-rich facilities and environments consisting of: books, libraries, literacy trees, reading corners, and text-rich environments.

School literacy activities are also supported by a text-rich environment in the form of posters, slogans, pictures, wall magazines, student works, and motivations that can attract students to read. According to Sofie Dewayani (2017: 100) text-

rich classrooms can foster student interest in reading. In addition, the role of teachers who support school literacy activities is that teachers help students choose books or reading materials to be used.

4. Elementary School 3 Dorowati

School literacy activities in building students' reading habits are carried out through the implementation of 15-minute reading literacy activities every morning regularly and repeatedly. Literacy activities are supported by literacy-rich facilities and environments consisting of: books, libraries, reading corners, and text-rich environments.

School literacy activities are also supported by a text-rich environment in the form of wall magazines, posters, slogans, and motivations that can attract students to read. According to Sofie Dewayani (2017: 100) text-rich classrooms can foster student interest in reading. In addition, the role of teachers who support school literacy activities is that teachers help students choose books or reading materials to be used.

5. Elementary School 1 Bumiharjo

School literacy activities in building students' reading habits are carried out through the implementation of 15-minute reading literacy activities every morning regularly and repeatedly. Literacy activities are supported by literacy-rich facilities and environments consisting of: books, libraries, reading corners, literacy trees and text-rich environments.

School literacy activities are also supported by a text-rich environment in the form of posters, pictures, wall magazines, student works that are posted in the classroom and motivations that can attract students to read. According to Sofie Dewayani (2017: 100) text-rich classrooms can foster student interest in reading. In addition, the role of teachers who support school literacy activities is that teachers help students choose books or reading materials to be used.

6. Elementary School 3 Bumiharjo

School literacy activities in building students' reading habits are carried out through the implementation of 15-minute reading literacy activities every morning regularly and repeatedly. Literacy activities are supported by facilities and a literacy-rich environment consisting of: books, library rooms and reading rooms around the school.

School literacy activities are also supported by a text-rich environment in the form of wall magazines, motivational and slogans that can attract students to read. According to Sofie Dewayani (2017: 100) text-rich classrooms can foster student interest in reading. In addition, the

role of teachers who support school literacy activities is that teachers help students choose books or reading materials to be used.

7. SDN Gadungrejo

School literacy activities in building students' reading habits are carried out through the implementation of 15-minute reading literacy activities every morning regularly and repeatedly. Literacy activities are supported by literacy-rich facilities and environments consisting of: books, classroom reading corners and literacy trees, classrooms and schools that are rich in reading.

School literacy activities are also supported by a text-rich environment in the form of student works posted on the classroom walls, posters, wall magazines, and slogans that can attract students to read. According to Sofie Dewayani (2017: 100) text-rich classrooms can foster student interest in reading. In addition, the role of teachers who support school literacy activities is that teachers help students choose books or reading materials to be used.

Supporting and Inhibiting Factors for School Literacy Activities That Can Build Reading Habits in Grade III Students of SD Negeri Diponegoro Diponegoro District Klirong

Research conducted by Ika Fajar Rini (2018:9) explains that the factors that cause success and failure in implementing policies are the existence of clear information, firm policy content, support, and the sharing of potential in implementing policies. The supporting and inhibiting factors for school literacy activities at the Diponegoro Gugus Elementary School include:

A. Supporting factors for school literacy activities

1. Facilities and infrastructure to support school literacy activities

Sutomo, et al (2016:117) explains that educational infrastructure is all equipment and facilities that indirectly support the education process in schools. Facilities and infrastructure that support school literacy activities, namely all elementary schools already have a library room and are equipped with various types of books, there is a classroom reading corner, has various types of books or reading materials, a literacy tree, a text-rich environment.

Research conducted by Atikah Mumpuni and Rizki Umi Nurbaeti (2019: 130) entitled "Analysis of Factors Affecting PGSD Students' Reading Interest" that the availability of adequate books can attract the growth of reading interest. The school provides various types of books or reading materials from fiction and non-fiction books which are provided in the library room and in the classroom reading corner.

2. Reading material

Schools provide various types of fiction and non-fiction books, because the availability of various types of books can increase interest in reading so that students are interested and not bored reading.

3. Allocation of time funds

Each school principal determines the time of school literacy activities, namely recommending that school literacy activities be carried out every day before learning begins and adjusted to class needs.

According to Pangesti Wiedarti (2016:33) the funds for the implementation of the School Literacy Movement (GLS) can be provided from school operational assistance funds (BOS). The special funds used by SD Negeri Diponegoro to support literacy activities came from BOS funds and the School Committee. However, there are several schools that have not provided special funds to support school literacy activities due to limited funds at these schools, such as at SDN 1 Kedadongan, SDN 3 Dorowati, SDN 1 Bumiharjo, and SDN Gadungrejo.

4. The role of teachers in school literacy activities

The role of teachers in the classroom is to accompany and guide students when school literacy activities are carried out, so that they can run according to the expected goals.

B. Inhibiting factors for school literacy activities

1. There are several schools with incomplete facilities and infrastructure.

2. There are schools whose books are not sufficient due to limited school funds and the management of library space is not optimal.

The Role of Teachers in School Literacy Activities That Can Build Reading Habits in Third Grade Students of Diponegoro Gugus Elementary School, Klirong District

Pangesti Widiarti (2016:10) teachers strive to be facilitators and role models in school literacy activities. The teacher accompanies and guides students when literacy activities are carried out starting from activities when students will enter the classroom until literacy activities are completed. The role of class III teachers in school literacy activities is to direct student activities and help students choose books or reading materials used during literacy activities by directing students so that the books or reading materials selected are appropriate to the level of development and reading stage of students.

How to Build Students' Reading Habits through School Literacy Activities

1. Ony Dina Maharani, et al (2017:327) explained that the provision of various types of books can

increase students' interest in reading books. The school provides various types of books that students like, such as thematic books or learning support books, magazines, short stories, story books, fairy tales so that students are more interested in reading.

2. Increase students' interest in reading books

The way to increase students' interest in reading is to provide various types of books that students enjoy, and to order students to read regularly.

3. Yunus Abidin, et al (2017:61) explains that in order to build student motivation, teachers must be able to increase students' desire to read, focus students' attention on reading and shape students' interest in becoming readers. provide motivation to students so that students have a high interest and enthusiasm for reading

4. Tampubolon (2005:227) states that the process of forming habits is influenced by several factors, namely time, desire, willingness, motivation and environment.

4. CONCLUSION

Based on the results of the study and Based on the results of research and discussion, it can be concluded that: school literacy activities to build reading habits are carried out through repeated 15-minute reading activities and school literacy activities are supported by supporting factors for literacy activities, namely facilities and infrastructure supporting school literacy activities, the role of the teacher, the environment, the allocation of time funds. While the inhibiting factors are low student interest in reading, incomplete facilities and infrastructure, and teachers who are not optimal in school literacy activities. The teacher's role in implementing school literacy activities is that the teacher directs student activities and helps select and prepare books used by students during school literacy activities.

5. REFERENCES

- Abidin, Y., Mulyati T., & Yunansah, H. 2018. Literacy Learning: Strategies to Improve Literacy Skills in Mathematics, Science, Reading, and Writing. Jakarta: Earth Literacy.
- Batubara, HH, & Ariani, DN 2018. Implementation of the School Literacy Movement Program at the Miai River Cluster State Elementary School Banjarmasin. *Journal of Primary School Education*, 4(1): 15-29.
- Dewayani, Sofie. 2017. Enlivening Literacy in the Classroom. Yogyakarta: PT Kanisius.
- Kuntarto, E., & Sari. 2017. The Best Experience in Growing Interest in Reading Library Books in Elementary School Students. *Gentala Journal of Basic Education*, 2(2): 185-201.
- Ministry of Education and Culture. 2016. Guidelines for School Literacy Movement in Elementary Schools. Jakarta: Directorate General of Basic Education and Secondary Ministry of Education and Culture.
- Ministry of Education and Culture. 2017. The National Literacy Movement Association. Jakarta: Directorate General of Primary and Secondary Education Ministry educatorm and Culture.
- Lastiningsih, N., Mutohir, TC, Riyanto, Y., & Siswono, TYE 2017. Management of the school literacy movement (SLM) program in Indonesian junior secondary schools. *Journal of World Transactions on Engineering and Technology Education*, 15(4): 384-389.
- Maharani, OD, Laksono, K., & Sukartiningsih, W. 2017. Children's Interest in Reading in Kampoeng Baca, Jember Regency. *Journal of Educational Studies and Research*, 3(1): 320-328.
- Mumpuni, A., & Nurbaeti, RU 2019. Analysis of Factors Affecting PGSD Students' Reading Interest. *Journal of Pedagogic Research*, 3(2): 123-132.
- Nuyana, Z., Suroyo, A., Nurcahyati, I., Setiawan, F., & Rahman, A. 2020. Literation Movement For Leading Schools: Best Practice and Leadership Power. *International Journal of Evaluation and Research in Education*, 9(1): 227-233.
- Palani, KK 2012. Promoting Reading Habits and Creating Literate Society. *Journal of Arts, Science and Commerce*, 3(2): 90-94.
- Government Regulation No.13 of 2015
- Purwanti, D. 2018. Optimization Of The Library For School Literacy Movement. *Journal of UNS*, 1(2): 130-139.
- Qorri'aina, FD, Sujoko, & Ngadiso. 2018. The Relationship Between Reading Habits, Vocabulary Mastery and Reading Skills for Class VIII SMP Negeri 1 Karanganyar. *Journal of Educational Technology Research*, 16(1): 31-38.
- Rini, IF 2018. "Implementation of School Literacy

Movement Policies in Muhammadiyah
Elementary Schools

- 1 swallow Surakarta". Essay.
Surakarta: UMS Undergraduate Study Program.
- Sugiyono.2016. Educational Research Methods
(Quantitative, Qualitative, and R&D
Approaches). Bandung: Alfabeta.
- Sutomo, Prihatin, T., & Kusumandari, RB 2016.
School Management. Semarang: UNNES
Press.
- Tampubolon. 2015. Reading Ability Effective and
Efficient Reading Techniques. Bandung:
Space Bandung.