# Implementation Of the School Literature Program to Grow a Reading Culture of Students at Junior High School Demak Regency

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| Article Info | Abstract |
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| | The implementation of the School Literacy Movement (GLS) in SMP Kabupaten Demak is suspected to have not been optimal. This study aims to evaluate the context, inputs, processes, products, and outcomes of the GLS program at SMP Kabupaten Demak. This research is evaluative research. Data were collected by interview, observation, questionnaire, and document study methods. Data analysis was carried out using an interactive model technique. The results of the context evaluation show that SMP Negeri 1 Demak has contextual aspects that support synergies with the GLS program. This has not been done optimally by SMP Negeri 1 Karangtengah and SMP PGRI 1 Demak. The input evaluation shows that SMP Negeri 1 Demak already has good input aspects, as well as SMP Negeri 1 Karangtengah is inversely proportional to SMP PGRI 1 Demak which is still lacking. The results of the process evaluation show that the program has been running well in SMP Negeri 1 Demak, SMP Negeri 1 Karangtengah and SMP 1 PGRI Demak is still not optimal. The results of the product evaluation based on the results of the KEM test concluded that SMP Negeri 1 Demak was more dominant in the medium category 111-149 Kpm (words per minute) as much as 31%, SMP 1 Karangtengah was more dominant in the slow category students 72-110 Kpm as much as 32%, and SMP PGRI 1 Demak is more dominant with students in the 72-110 Kpm slow category as much as 47%. Outcome evaluation shows that the GLS provides a change in the attitudes of students and teachers. |

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## INTRODUCTION

Literacy is a person's ability to speak and communicate. Individuals are expected not only to have the ability to read but also write so that with these two things individuals can improve their skills. In the context of an increasingly competitive world development and increasingly rapid development of information technology, literacy skills are very important for every individual (Kartika, 2004). The ability to learn and manage information is an important asset for a person in improving his knowledge, mentality, way of thinking, and character (Rahma, Pratiwi, & Lastiti, 2015), (Rahayu, 2016).

The government poured a lot of funds to the success of the School Literacy Movement (GLS) program. The government sets the education budget at 20% of state spending, or Rp 505.8 trillion. This allocation increased by 29.6% compared to the 2015 education budget realization of around Rp. 390.3 trillion. Most of the funds were allocated to promote the School Literacy Movement Program (GLS). But unfortunately, not as expected, the competency scores of Indonesian students in reading, mathematics, and science in 2018 decreased compared to similar measurements in 2015.

Based on the results of the 2018 Program for International Students Assessment (PISA), the results of the assessment of Indonesian students in the global study which is held every three years have dropped significantly. The poor results of students' literacy skills at PISA 2018 were quite surprising to many parties, because they occurred after the School Literacy Movement (GLS) was promoted since 2016. The results of the global measurement for 15-year-old students showed that the average score of Indonesian students was 371 in reading, mathematics. 379, and science 396. This score is below the average of 79 PISA participating countries, namely 487 for reading ability, and 489 for math and science ability. In the previous PISA, in 2015, Indonesian students recorded higher averages in all fields of 397, 386, and 403

for reading, math, and science skills. (Nurfadilah, 2018).

In line with the results of the PISA test, the results of the 2016 PIAAC or Program for the International Assessment of Adult Competencies for adult proficiency levels also show concerning results. Indonesia is ranked at the bottom in almost all types of competencies needed by adults to work and work as members of society. This condition is clearly alarming because reading abilities and skills are the basis for acquiring knowledge, skills, and forming attitudes.

It is suspected that the implementation of the School Literacy Movement (GLS) in the Demak District Middle School has not been optimally implemented. There are significant differences between schools in implementing the School Literacy Movement (GLS) program. These differences are influenced by various factors, both external and internal factors. These factors make a major contribution to the success and achievement of the implementation of the School Literacy Movement (GLS). To find out the success of a program, of course an evaluation of program implementation is needed. In addition to the evaluation system procedures that must be systematic, their implementation must also have high accountability, and the results are expected to receive recognition from education stakeholders (Subyantoro, 2014).

Most schools put the responsibility of implementing the School Literacy Movement (GLS) on the responsibility of Indonesian language teachers. Indonesian language teachers are required to be able to carry out the School Literacy Movement (GLS) both in the learning process and outside of learning. Whereas the School Literacy Movement (GLS) is actually a program that requires the support and cooperation of many parties so that it can run optimally and successfully. The School Literacy Movement (GLS) can also go hand in hand and be integrated with other subjects besides Indonesian. If this is carried out, the initial goal of the Ministry of Education and Culture in making a literacy program is to be able to

develop an interest in reading and writing in the community, especially students, of course, it can be achieved. by students (Sasmayunita 2019). This makes the arrangement of the division of activities to be limited, reading, and writing activities are only carried out according to the needs of the task. learning to read is no longer just by listening to the teacher's explanation and taking notes, understanding, and memorizing (Afandi and Zulaeha, 2017).

Based on this background, the purpose of this study was to evaluate the context, inputs, processes, products, and outcomes of the School Literacy Movement (GLS) program at SMP in Demak Regency.

**METHOD**

This research is evaluative research using the CIPPO model. The evaluation model is an elaboration of evaluation theory in the practice of carrying out evaluations. The evaluation model distinguishes between evaluation with pure research and other applied research. Only evaluation uses an evaluation model in carrying out research. (Wirawan, 2016). This evaluation model is the most widely known model. The CIPP model was developed by Stufflebeam, et al (1967). The evaluation of the CIPP model can provide a reference for institutions to make decisions in implementing programs both as an evaluation and improvement in the management of education and training programs. The CIPP model is a model that views a program as a system, thus, if the evaluators have determined to use this model, they inevitably have to analyze the program based on its components. CIPPO is a modification of the CIPP model, according to Jaedun (2010) that to evaluate the program it is also necessary to evaluate the impact or outcome, namely how successful graduates are at work. The components of CIPPO are context evaluation (Isaac and Michael 1981), input evaluation Jaedun (2010), process evaluation, product evaluation (Badrujaman, 2009) and output evaluation (Outcome).

Data were collected by interview, observation, questionnaire and document study methods. Data analysis was carried out using data analysis techniques from Milles and Huberman (1984), namely the interactive model. Milles and Huberman (1984) suggested an interactive model analysis technique consisting of stages of data collection (data collection), data reduction (data reduction), data presentation (data display) and finally conclusions and verification (conclution/verification). The technique of checking the validity of the data used in this study is the technique of source triangulation and method triangulation. With the triangulation technique with sources, compared the results of interviews obtained from each source or research informant as a comparison to check the truth of the information obtained. In addition, checking the degree of confidence is carried out through triangulation techniques with methods, namely by checking the results of research with different data collection techniques, namely interviews, observations, and documentation so that the degree of confidence in the data can be valid.

**RESULTS AND DISCUSSION**

**Context**

Context evaluation is an initial supporting evaluation that is used to describe and detail the environment, and assess the state of a program, identify its shortcomings, take an inventory of its strengths to be able to overcome its shortcomings, and identify problems that exist in program implementation in order to find solutions.

The results of the evaluation of the context of the School Literacy Movement program at SMP Negeri 1 Demak show that SMP Negeri 1 Demak already has a legal basis, vision and mission, goals, annual agenda, policies, curriculum that supports and synergizes with the School Literacy Movement program. by SMP Negeri 1 Karangtengah and SMP PGRI 1 Demak.

**Input**

The evaluation of the School Literacy Movement (GLS) program input begins with the school's planning for the School Literacy Movement (GLS) program. There needs to be planning in implementing a program so that the program can run well and optimally. Planning a program is formulated with the objectives, management structure, and program implementation carried out by all school stakeholders. Furthermore, infrastructure facilities, school residents, teaching and non-educational staff, and the school environment are also evaluated.

The results of the input evaluation show that SMP Negeri 1 Demak already has planning, facilities and infrastructure, school residents, and an environment that supports the implementation of the School Literacy Movement (GLS) program well. SMP Negeri 1 Karangtengah also has facilities and infrastructure, school residents, and an environment that supports the implementation of the School Literacy Movement program, but additional support and facilities from schools are still needed. This is inversely proportional to the facilities and infrastructure, school residents, and the environment at SMP PGRI 1 Demak. The conditions of planning, facilities and infrastructure, school residents, and the environment at SMP PGRI 1 Demak are still very poor. This is due to various constraints, both in terms of budget, human resources and inadequate infrastructure.

**Process**

Evaluation of the process of the School Literacy Movement program carried out includes evaluation of reading activities, school wall magazines, and literacy habits. The results of the process evaluation show that the School Literacy Movement at SMP Negeri 1 Demak has been running well. This is shown by reading activities, school wall magazines, literacy habits that have been running effectively. This activity

has also been carried out by SMP Negeri 1 Karangtengah and SMP 1 PGRI Demak, but the implementation is still not optimal. The implementation of the School Literacy Movement program should actually be reflected in the learning process. In the learning process, all supporting elements need to be considered, namely materials, learning methods, sources, media, assessment tools, and assessment instruments. Complexity in learning activities is also found in learning to read. A person needs to carry out intensive reading activities to understand the knowledge contained in written language (Wulan and Ida Zulaeha, 2015). This is because reading is a very complex process involving all higher mental processes, such as memory, thinking, imagination, regulation, application, and problem solving. Subyantoro (2014) argues, reading is a skill that will gradually become a person's daily behavior. Readers have a certain attitude, at the beginning before this reading skill is formed.

**Product**

Product evaluation includes evaluating the culture of the school literacy ecosystem and literacy activities in schools that accommodate various reading strategies. The results of the product evaluation found that the School Literacy Movement at SMP Negeri 1 Demak was running well. The product of the school Literacy Movement program can be seen from the cultivation of a school ecosystem that can accommodate various reading strategies. In line with this opinion, Haryadi (2010: 99) describes the various complexities of the reading process, including a) the process of reading silently, b) the process of reading aloud, c) the process of reading Fries and, d) the process of reading Gough.

From the results of the KEM test that has been carried out, it can be concluded that SMP 1 Demak is more dominant in the medium category (111-149 Kpm) as much as 31%, while

FREQUENCY KEM SMP KABUPATEN DEMAK
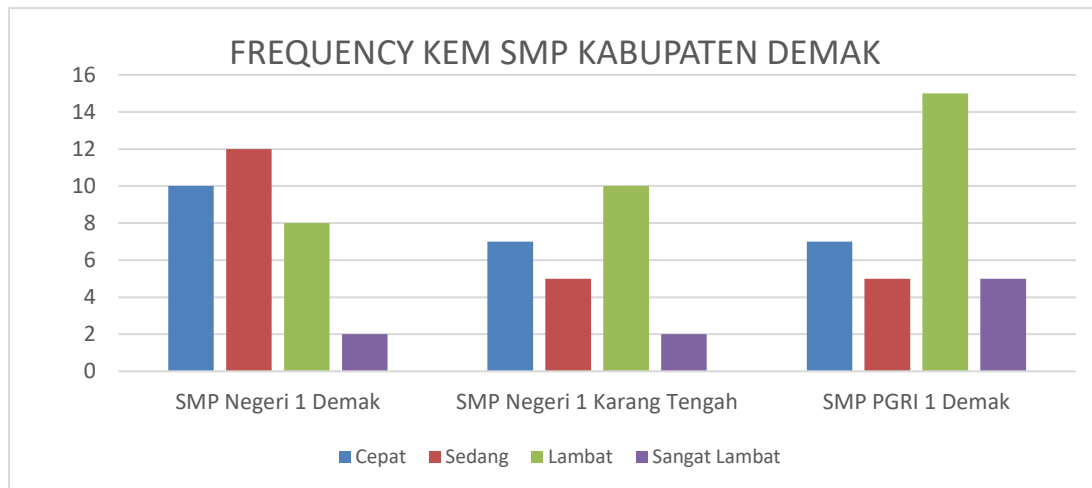
SMP 1 Karangtengah is more dominant in the slow category students (72-110 Kpm) as much as 32%, and SMP PGRI 1 Demak is more dominant in the slow category (72-110 Kpm) as much as 47%. For more details, the frequency of KEM SMP in Demak Regency can be seen in the following graph,

**Graph of KEM Frequency of SMP Kabupaten Demak's Student**
**Outcome**

The School Literacy Movement Program (GLS) has a goal as a character development program. For this reason, the result of the implementation of the School Literacy Movement (GLS) program is a change in attitude and culture that is good shown from good reading and writing literacy, which is not only applied at school but at home and in the environment. The existence of the Literacy Movement program must cultivate good character. The outcome evaluation results show that the School Literacy Movement (GLS) provides changes to the attitudes of students and teachers. Students and teachers are more productive in writing which is shown through the activeness of students in filling out class and school bulletins. In addition, teachers and students become more productive in their work to produce writing as a form of developing school literacy activities. Unlike the case with SMP Negeri 1 Demak, SMP Negeri 1 Karangtengah and SMP PGRI 1 Demak not yet

have produced works related to school literacy activities. The implementation of the School Literacy Movement (GLS) which was assigned only to Indonesian language teachers made its implementation less than optimal and encountered several separate obstacles so that schools were not considered literate because the implementation of the School Literacy Movement (GLS) was only limited to carrying out a 15-minute reading habituation program. This is due to a lack of socialization or other obstacles.

Based on the descriptive analysis, the results of the School Literacy Movement program policy in SMP Kabupaten Demak were formulated into six indicators, namely government regulations, the vision and mission of the School Literacy Movement (GLS), GLS objectives, annual agenda, principal policies, and curriculum. Government regulations must exist as guidelines for program implementation. The three schools that were used as research sources have implemented programs with the provisions of the Minister of Education and Culture Number 23 of 2015 concerning the development of character. This is in accordance with the foundation of the School Literacy Movement program, namely by habituation of good things that you want to grow, including (1) internalizing moral and spiritual attitudes by being able to live a spiritual relationship with God Almighty which is manifested by a moral attitude to respect fellow creatures. living and

the environment, (2) persistence in maintaining the spirit of nationality and diversity, and (3) appreciation for the unique potential of students to be developed by encouraging students to love reading and develop interests that match their potential and talents to broaden their horizons of knowledge in developing themselves (Faizah , 2016). SMP Negeri 1 Demak, SMP Negeri 1 Karangtengah, and SMP PGRI 1 Demak have implemented the GLS program in accordance with government regulations and included it in the school's vision and mission and curriculum as shown from the observations of researchers that the principal has set a policy of implementing the habit of reading 15 minutes at the beginning of the lesson.

The existence of supporting resources for the School Literacy Movement at SMP Kabupaten Demak which is composed of indicators for the GLS program planning, infrastructure facilities, and the condition of school residents, educators, and non-educational staff is sufficient to support the implementation of the School Literacy Movement (GLS) program in the three research schools. The existence of a library as a source of reading materials, class magazines, and reading corners are a means for students. The facilities and infrastructure already exist in SMP Negeri 1 Demak and SMP Negeri 1 Karangtengah. SMP PGRI 1 Demak does not yet have a reading corner with inadequate funding constraints. The entire series of evaluations of program inputs regarding the existence of GLS supporting resources conducted at SMP Kabupaten Demak is in line with the opinion expressed by (Mulyatini, 2012) that the evaluation of inputs is carried out to identify and assess the capabilities of human resources, materials, tools, time, place, and resources. and the cost of implementing the selected program.

From the findings, SMP Negeri 1 Demak has developed trainings for teachers and the School Literacy Team (TLS) to be able to study the implementation of the School Literacy Movement program to the fullest. In line with research conducted by Pahriati (2020) entitled "Evaluation of the CIPP Perspective Literacy

Program at MAN Kapuas" states that training and self-development for literacy assistant teachers and librarians is very important because of the demands of the needs of users who are starting to penetrate the virtual/digital world. The teacher is a pioneer for the development of the literacy movement in schools and also plays a role as a literacy driver. For this reason, teachers must be role models for students, especially in reading activities. The teacher provides an example in literacy, such as reading and writing. This has not been implemented in SMP Negeri 1 Karangtengah and SMP PGRI 1 Demak because there is no special team that handles school literacy and limited funding for school activities so that it has not facilitated training and self-development for literacy assistant teachers.

Process implementation is an activity to realize the plan into real action as a strategy in order to achieve goals. The implementation of the School Literacy Movement (GLS) program at SMP Kabupaten Demak is structured into three indicators, namely the process of reading activities, school wall magazines, and literacy habits. Ase in Sudarsana (2014) expresses his opinion that interest in reading will not arise without guidance and coaching, and reading problems is one of the needs for loyal people. The habit of reading does not arise solely because of the willingness and pleasure to read certain reading materials directly, but must begin with:

1) Parental habits;
2) Parents introduce reading books to their children as early as possible;
3) Provision of appropriate and good reading materials for children;
4) Home environment for reading activities;
5) Instilling a love for books, fostering awareness of reading and instilling reading habits;
6) Shows that the book is a source of necessary information;
7) Support from various parties;
8) Provide the basics of independent study direction.

The process of reading activities carried out at SMP Negeri 1 Demak, SMP Negeri 1 Karangtengah, and SMP PGRI 1 Demak was carried out with 15 minutes of habituation activities at the beginning of learning. The reading material that is read is in the form of non-text books. The reading activity is supervised by the teacher who teaches the first subject. The difference is that the implementation of reading activities at SMP Negeri 1 Demak has been integrated by all teachers to be carried out in learning. Although not included in the School Literacy Team, the teachers were united in the success of the School Literacy Movement by developing reading literacy activities in all subjects.

The achievements in the School Literacy Movement (GLS) program at SMP Kabupaten Demak can be seen from the students' mastery of language skills and reading comprehension. Students are able to master the cognitive dimensions of literacy (covering the understanding process, reading process, writing process, and the concept of written interview analysis). The measurement of this achievement can be seen from the level of Effective Reading Speed (KEM) mastered by students, the level of reading comprehension, and the level of student interest in reading. Factors that support and inhibit a person's interest are influenced by aspects of reading interest, namely:

1) The frequency and quantity of reading, namely the frequency (frequency) of a person in using his time to read.
2) Quantity of reading sources, namely how much variety of reading sources someone reads. (Dalman, 2017).

Based on the measurement of KEM and reading comprehension, it was found that SMP Negeri 1 Demak had KEM with a fast speed rate (150-188 Kpm) more than SMP Negeri 1 Karangtengah and SMP PGRI 1 Demak. SMP PGRI 1 Demak has the lowest percentage of KEM with the fastest speed compared to SMP Negeri 1 Demak and SMP Negeri 1 Karangtengah. This can be influenced by several things in accordance with the theory, namely the frequency and quantity of reading at SMP

Negeri 1 Demak more often than other schools because the implementation of literacy habituation activities 15 minutes before learning is more often carried out and the development of reading activities in all subjects. In addition, the quantity of reading sources also affects because the library facilities at SMP PGRI 1 Demak are not adequate with a large and varied number of readings that affect students' reading interest.

## CONCLUSION

The implementation of the School Literacy Movement (GLS) program at SMP Negeri Demak has been carried out by most junior high schools in Demak Regency including SMP Negeri 1 Demak, SMP Negeri 1 Karangtengah and SMP PGRI 1 Demak. The implementation of the School Literacy Movement (GLS) program at SMP Kabupaten Demak has not been optimally implemented by some schools. This was due to various constraints, both internally and externally. However, junior high schools in Demak Regency always strive to consistently develop and familiarize the School Literacy Movement program.

Based on the results of the evaluation of the context, inputs, processes, products and outcomes that have been carried out, it shows that the School Literacy Movement (GLS) provides changes to the attitudes of students and teachers. Students and teachers are more productive in writing which is shown through the activeness of students in filling out class and school bulletin boards. In addition, teachers and students become more productive in their work to produce writing as a form of developing school literacy activities. The School Literacy Movement (GLS) program which is implemented in an integrated manner and supported by the entire school community can improve reading culture at school and outside of school.

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