



IMPLEMENTATION OF THE CHILDREN'S SCHOOL LITERACY MOVEMENT PROGRAM IN PRIMARY SCHOOLS

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Abstract

Students in primary schools who have low literacy levels are less interested in reading. The School Literacy Movement (GLS) program is one of the government's efforts to improve students' reading comprehension. However, there are a number of challenges in implementing the GLS program. In addition to the lack of willingness of school principals and communities to support the implementation of GLS, many teachers also noted that the timing of the implementation has not been ideal. The purpose of this study was to find out how the GLS program was implemented and what challenges were faced in implementing it. This research uses a qualitative approach and is descriptive in nature. Various stages of GLS have been adopted, including habituation, development, and learning, according to research from two schools. The approach used in this study was a qualitative approach. The research process that uses a qualitative approach produces descriptive data in the form of written or spoken words from people and behaviors that can be observed. In qualitative research, a researcher talks with and witnesses several individuals, and engages in interactions over several months to examine the environment, routines, behaviors, and psychological and physical traits of the subjects. The environment, routines, actions, and physical and mental traits of individuals are examined. The method used in this research is a literature study. The results of implementation with 3 stages, namely the habituation stage, the development stage and the learning stage. The implementation is a literacy competition, utilization of the reading corner and utilization of the beca terrace for students. One initiative that promotes literacy that is quite simple and efficient to implement is the School Literacy Movement. The School Literacy Movement (GLS) is one of the initiatives that is simple and efficient enough to be implemented in schools to encourage students to engage in the learning process so that education has a purpose.

Keywords : School Literacy Movement, Elementary School

Introduction

Education is the first step towards the development of a country. A country will progress well and be encouraged to think ahead when its citizens are educated. Encourage them to think at a higher level. Indonesia is a pioneer in education. Education in Indonesia was pioneered by several people, one of whom was Ki Hajar Dewantara. According to him, education serves as a guide for the developing child, directing all the natural forces within them to help them, as individuals and as a society, find safety and fulfillment because everyone can live safely and happily as a society. In developed countries, educational success is often linked to how well students understand sources of knowledge through literacy activities. It is assumed that if reading activities in schools are encouraged, in the long run students will develop positive habits in searching and finding information independently. (Soepriyanti, 2018). A person's ability to communicate in different ways depending on the situation by using their language skills in speaking, listening, reading, and writing. (Robiah, 2023). The School Literacy

Movement is a collaborative social movement built on various elements of education, starting with reading activities (habituation) before learning begins in 15 minutes. The school literacy movement is a comprehensive, long-term effort to transform schools into learning institutions through public engagement to improve literacy levels among the community. At every level of education, from elementary, junior and senior high schools, GLS is practiced. At its core, GLS is a program designed to encourage students' interest in reading so that they have a love of reading. More precisely, GLS aims to foster lifelong learners by civilizing children into the school literacy ecology and cultivating their character. According to Suragangga, the purpose of the School Literacy Movement (GLS) is to 1) develop a literacy culture of reading and writing in schools, 2) increase the capacity of citizens and the school environment to be aware of the importance of literacy culture, 3) make schools a fun and child-friendly learning garden, and 4) present a variety of reading books and accommodate various reading strategies to support the sustainability of learning. (tarmidzi 2020). According to Antasi in (Widodo, 2020) The stages of implementing the school literacy movement are divided into three stages, as follows:

1. The habituation stage
At this point, schools offer a variety of books and reading materials that can interest children and engage them in activities that foster a love of reading. Arrangement of reading spaces and facilities, for example, creating a text-rich atmosphere, discipline, requiring students to read 15 minutes before class starts, and integrating the general public into the School Literacy Movement (GLS).
2. Development stage
Schools can enter the development stage, which is an effort to improve students' literacy skills through various literacy activities, after the school community has developed the habit of reading. For example, reading aloud with intonation, discussing what they read, creating stories and participating in literacy festivals.
3. The learning stage
The school is currently planning various activities with the aim of: maintaining students' enthusiasm for reading; and improving their literacy through textbooks and enrichment books. For example, incorporating literacy activities into the learning stages and using stories to practice reading and writing skills. Implementation of the School Literacy Movement: Each school offers a unique curriculum. The goal remains the desire to develop moral character, but how is this accomplished? Have these initiatives been implemented effectively? This is something that must be understood, and for the current GLS program to be successful, it needs to be improved through.

Research Methodology

The method in this research is a literature study or literature review, which reviews the implementation of the school literacy movement program. Literature study in a research process is an important part of the steps of the research method. (Rihani, 2022). The research examines data through literature studies by summarizing data from reference sources such as journals, books and others.

Result & Discussion

Implementation of the literacy movement in primary schools

1. The habituation stage
The aim of this habituation stage is to increase students' enthusiasm for literacy-related activities, especially reading. Based on observations and findings, it was found that a number of teachers completed reading assignments fifteen minutes before class started. Efforts to create a physically rich environment for literacy are also evident with the library, reading corners in each classroom and posters encouraging reading placed throughout the school. However, these initiatives are not carried out fully and extensively. There is no longer an effort to provoke students' curiosity to visit the library. Textbooks The majority of textbooks available in the reading room are also unattractive and the posters on display are outdated and unclear.
2. Development stage
The development stage aims to increase students' understanding of the reading material and help them relate it to their own experiences. It also encourages critical thinking and creative communication through activities designed to discuss the enrichment reading. Possible developmental stages include community reading gardens, city/regional library tours and other non-academic activities that promote the formation of a literacy culture. Reading books aloud or silently, reading aloud to each other, guided reading, reading visual or digital texts and watching short movies are examples of possible activities. (b) Students respond to literacy materials they have read (print, visual or digital).

3. Learning Stage

At this level, literacy exercises are designed to help students become more proficient in understanding what they read, applying it to their own experiences, thinking critically and responding creatively to readings from enrichment books and textbooks. Responding to reading texts in enrichment books and textbooks allows students to express themselves creatively. Carefully read enrichment books and textbooks (Diana Putri Wahyu Romadhona, 2023).

Socialization of the School Literacy Movement and supporting facilities and infrastructure

To make the School Literacy Movement (GLS) a success, the school has scheduled reading activities once a week. Especially on Fridays at 2pm, students are asked to bring their favorite reading books according to the applicable guidelines by their homeroom teacher. However, as expressed by one of the teachers, the school is still of the opinion that this activity will follow the Friday lesson plan so it is still not consistent.

Implementation of GLS in primary school

In primary schools, the School Literacy Movement (GLS) is implemented in stages by considering the level of readiness of each school. Schools are allowed to choose how to adopt GLS according to their resources and level of readiness. The readiness of the school community (students, teachers, parents and community) and other support systems (community participation, institutional support and related policies) are all included in this readiness, as is the physical capacity of the school (literacy facilities, facilities and infrastructure). According to (Lian, 2018) GLS sustainability in primary schools is carried out in three stages, namely habituation, development, and learning. The implementation of the School Literacy Movement (GLS) in schools, especially primary schools, is carried out gradually and according to the readiness of each school. The readiness includes the physical readiness of the school in the form of the availability of literacy infrastructure, the readiness of students, teachers, parents and other community components, and the readiness of other supporting systems in the form of participation. (Syamsu, 2018). In addition to the routine programs described above, this primary school also runs supporting programs to implement GLS. (Febrina Dafit, 2020), Among them are the following:

1. Literacy Competition

The school seeks to channel the potential of each student in the field of literacy through this activity and show gratitude to those who have been able to produce work in this field. Literacy competitions are held once a year. class corner and short story making competitions.

2. Utilization of the Reading Corner

One way to make use of the reading area in each classroom is to utilize it. Each classroom has a small library or reading corner. The help and support of the students' parents makes this activity possible. Reading materials are provided by parents who then help organize them in the classroom corner. This reading corner serves as an environmental conditioner that encourages children to read and helps them get closer to books.

3. Utilization of the Reading Terrace

In addition to reading in classrooms or libraries, school community members also often utilize reading terraces. Currently, there are reading terraces scattered throughout the school. To get children used to using the reading terraces, the school also aims to foster a literacy-rich learning environment. Schools offer reading terraces so that children feel comfortable reading outside during their free time. The school stairs, schoolyard and schoolyard terrace are all close to the location of the reading terrace. While waiting to be picked up by parents after school and during breaks, students enjoy the reading terrace. The little librarians also utilize the reading terrace to plan future literacy-related activities.

The obstacles faced during the implementation of the GLS program

Constraints faced by the school during the implementation of the GLS program (Febrina, 2020) is as follows: There are also parents who do not care about these activities because there is no communication between the school and parents. literacy that has been implemented by the school, this happens because of problems at school. talk to parents. The main element is due to the incomplete ability of GLS Execution is a human or family affair. aged. Everyone must be included, including relatives, Communities and schools collaborate to ensure that GLS works according to our expectations. Lack of infrastructure and facilities makes it difficult for schools to implement all stages of the government's School Literacy Movement. Besides feeling that the implementation of GLS takes up a lot of students' learning time, teachers find it difficult to manage the program because they have other obligations besides teaching and administration.

Conclusion

Its implementation in the classroom reading area corresponds to the explanation of literacy habits in the previous chapter. There are some reading books in the reading corner. Every day, literacy-related routines are practised in the classroom. Before teaching begins, students spend fifteen minutes reading texts aloud or silently. Teachers instruct students to swap books between subjects to expand the choice of reading materials in the classroom reading corner. Teachers, parents and students are just a few of the stakeholders involved in the literacy program. Parents are also involved in planning literacy resources. To encourage children's interest in reading and provide a comfortable and interesting environment, literacy resources are arranged as attractively as possible. Outside the classroom, literacy practices are carried out in reading gardens, wall magazines and libraries. To prevent conflicts between courses, literacy practice is done in shifts outside the classroom. After setting a topic for students to watch, the instructor leads the class out of the classroom and into the reading garden to observe the school environment. Students record their observations of the school environment and record them in a notebook. Reading materials are also available in the school hallway, and students' work is displayed on the classroom wall.

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