

SCHOOL LITERACY MOVEMENT AND IMPACT ON STUDENTS' READING INTEREST ELEMENTARY SCHOOL

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Abstract. This research was conducted to find out a new way of implementing the School Literacy Movement program that can increase elementary school students' interest in reading. This study uses a literature study that reviews 6 journals that are relevant to the research topic. This research with a quantitative approach was carried out by looking for references from relevant and similar journals to analyze the data taken from the Google scholar website. Journals are collected for analysis and data comparison. From this research, finding a new way of the school literacy movement to increase reading interest is procuring reading books in schools that should be updated according to the times, educators who innovate, Increasing Educators' Competence, Adding book collections in libraries, Utilizing Reading Corners and To increase reading interest needs to be supported by all parties. From the results of the analysis it was concluded that the impact of the school literacy movement can increase reading interest and the results of this study can be recommended for the school literacy movement to increase students' interest in reading.

Keywords: School Literacy Movement, Impact, Interest in Reading, Elementary School

I. INTRODUCTION

Reading is an important function in life [1]. All learning processes are based on reading ability. With the ability to read that is entrenched in every child, the level of success at school and in life in society will open up opportunities for better life success [2] Reading is a skill that can be a supporting factor in other language skills such as speaking and writing [3].

Various government efforts in educating the nation through increasing interest in reading continue to be developed and programmed, one of which is through the School Literacy Movement (GLS).

To improve students' reading skills, the School Literacy Movement (GLS) has been rolled out since March 2016. However, until now it has not had much effect on learning outcomes because it is only at the socialization and coordination stage. The GLS program strengthens the moral development movement as outlined in the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Development of Character. One of the activities in the movement is "15 minutes of reading non-classical books before class starts". This activity is carried out to foster students' interest in reading and improve reading skills so that knowledge can be mastered better.

The level of awareness of the importance of reading in Indonesia is considered to be quite low. This is because people do not understand the importance and benefits of reading. This made the government decide to create a program called GLS. According to [4] to reinforce the moral development movement as written in the Minister of Education and Culture Regulation Number 23 of 2015 is the *gekolah* literacy movement. One of the programs in the activity is "15 minutes of reading non-lesson books before class starts". This program was held to foster students' reading attention and improve reading skills. In addition, to be able to

master knowledge even better and to increase awareness of how important reading is for students who are still considered lacking.

II. PURPOSES OF THE LITERACY MOVEMENT

According to the School Literacy Movement Pocket Book published by the Directorate General of Elementary and Secondary Education, Ministry of Education and Culture, the General Purpose of the School Literacy Movement is to develop the character of students through cultivating the school literacy ecosystem which is manifested in the School Literacy Movement so that they become lifelong learning. And the Specific Goals are, a.) Developing a culture of reading and writing literacy in students at school, b.) Increasing the capacity of residents and the school environment to be literate, c.) Making schools a fun and child-friendly learning park so that school members are able to manage knowledge, d.) Maintaining the continuity of learning by presenting a variety of reading books.

The School Literacy Movement was developed based on the government's nine priority agendas or called *Nawacita*, which are related to the duties and functions of the Ministry of Education and Culture, contained in point 5) Improving the quality of human life and Indonesian society; 6) increasing people's productivity and competitiveness in the international market so that the Indonesian nation can progress and rise together with other Asian nations; 8) carrying out a national character revolution; and 9) strengthening diversity and strengthening Indonesia's social restoration.

The stages of implementing the School Literacy Movement according to the Pocket Book of the School Literacy Movement are divided into three stages, namely the Habituation Stage, at this stage growing interest in reading through 15-minute reading activities, at the Development stage, increasing literacy skills through activities responding

to enrichment books, and at the learning stage improve literacy skills in all subjects, using question books and reading strategies in all subjects. The benefits of the school literacy movement are as follows: enriching vocabulary knowledge, increasing understanding of Indonesian subjects, adding new information and insights, increasing students' creativity in writing and composing words, sharpening memory through reading and increasing sensitivity to emerging information in the media.[5]

Etymologically the term literacy itself comes from the Latin "literatus" which means people who learn. In this case, literacy is closely related to the process of reading and writing.

Originally the concept of literacy was understood only as the ability to understand written language symbols.[6] Therefore, literacy is the ability to understand and use letters. Barton. [7] understands it as being able to read and write 'able to read and write. Then there are other opinions. Literacy is the ability to access, understand and use something appropriately through reading, writing, listening or speaking activities.[8] Another opinion states that Literacy is a skill related to reading, writing, and thinking activities that focuses on increasing the ability to understand information critically, creatively and innovatively.[9] Literacy is the learning ability to access knowledge through reading on the contrary, literacy means the ability to use reading skills in terms of gaining access to the world of knowledge, to obtain information from various sources, to evaluate arguments, and also to learn completely new subjects.[10]

Simply put, literacy is understood as the ability to read and write. Reading can be interpreted as a process of translating language symbols so that they are processed into an understanding. Meanwhile, writing is expressing thoughts by carving language symbols to form an understanding of.[11] Literacy is defined as literacy, the ability to read and write, literacy or skills in reading and writing. The definition of literacy based on the context of its use is the integration of writing, reading and critical thinking skills . [12] In a broader sense, literacy can be understood as information, knowledge, media, and others . Another opinion states that Literacy in the context of the School Literacy Movement (GLS) is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, and listening.[13].

The School Literacy Movement is an overall effort to make schools a learning organization whose citizens are lifelong literate through public involvement.[14] The school literacy movement is a social movement with collaborative support from various elements. The effort taken is in the form of students' reading habit.[15]

III. RESEARCH METHODS

This study uses a literature study that reviews 6 journals that are relevant to the research topic. This research with a quantitative approach was carried out by looking for references from relevant and similar journals to analyze the data taken from the Google scholar website. Journals are collected for analysis and data comparison. The journal reviewed is: Implementation of the School Literacy

Movement at Dharma Karya Elementary School [16], The Role of the Teacher in Learning to Read and Write Through the Literacy Movement in Elementary Schools. [17] Socialization and Increasing Teacher Competence in Lisa Storytelling as a Solution to Literacy Problems in Elementary Schools. [18] The Influence of the Availability of Supporting Book Collections for Student Learning Needs: A Case Study in the Larangan Tokol Public Elementary School Library, Tlanakan Pamekasan District, Madura. [19], The Influence of School Literacy Culture Through Utilization of Reading Angles on Students' Interest in Reading in Elementary Schools. [20], Revitalization of Community Participation in the National Literacy Movement. [21]

Based on the 6 (six) research results presented above, there is a new path from the impact of the school literacy program on elementary school students' reading interest, namely:

Research results by Ika Tri Yunianika and Suratinah, (2019) Implementation of the School Literacy Movement at Dharma Karya Elementary School, Open University. The results showed that class IV-1 had carried out the GLS according to schedule, students had started to like reading, but the available books were still lacking so students' reading experience is very limited. This limitation becomes an inhibiting factor for students to want to read books because the books available do not match their interests. This opens a new path from the GLS program that reading books in schools should be updated according to the times.

The results of Vira Safitri and Febrina Dafit's research (2021) The Role of the Teacher in Learning to Read and Write Through the Literacy Movement in Elementary Schools, mentions where in his research he conveys the teacher's role in reading through GLS, namely guiding students in finding the right reading books, as a facilitator by providing services to facilitate the learning process, as a motivator for students in learning. This opens a new path for the GLS program that educators must innovate so that the goals of this program can be achieved.

The results of Tristan, Fuat and Daryono's research (2021) Socialization and Increasing Teacher Competence in Lisa Storytelling as a Solution to Literacy Problems in Elementary Schools, which states that SD/MI teacher competence in oral storytelling is needed as a form of role model for students to be able to develop their skills. This is because to be able to develop speaking, students need exposure to listening material. If you read the results of this study, then the new way for the GLS program is that every educator must improve their competence.

The results of Yanuastri's research (2018) The Influence of the Availability of Supporting Book Collections for Student Learning Needs: A Case Study in the Larangan Tokol Public Elementary School Library, Tlanakan Pamekasan District, Madura, illustrates that the completeness, currentness and ratio of availability of supporting book collections in the Larangan Tokol 1 Public Elementary School Library, Pamekasan Regency Madura average is good so that it has a good influence on improving student achievement at

Larangan Tokol 1 Elementary School, Pamekasan Madura Regency. From this research, a new path for the GLS program is that each school is required to add to its collection of books in the library with books students are interested in.

The results of Fransiska's research (2020) The Influence of School Literacy Culture Through Utilization of Reading Angles on Students' Interest in Reading in Elementary Schools. states that the use of reading corners has a positive impact, namely that it can foster students' interest in reading, this can be proven by the large number of students who read after the creation of a reading corner. In addition, a reading corner can also increase the creativity of students. From the results of this study, a new way for the GLS program is the use of reading corners because of their positive impact on increasing student creativity.

The results of L Hidayah, Widodo and Sueb's research (2019) Revitalization of Community Participation in the National Literacy Movement: Studies on the Literacy Village Program, illustrate that the implementation of the literacy program launched by the government, not all policy makers really understand literacy culture. In addition, the lack of community participation in the success of literacy programs has resulted in a low understanding that literacy is only limited to reading and writing. The results of this study state that a new way to perfect and achieve success from the GLS program is support from all parties.

IV. CONCLUSION

Based on the journal review that the author did, there are several conclusions as follows: Procurement of reading books in schools should be updated according to the time of the students and the availability of books is not monopolized by textbooks alone but equipped with books of fairy tales or folklore and other books that students are interested in according to the era. Furthermore, learning resources to increase interest in reading other than books and the internet, of course, must be conveyed to students a lot, this of course requires educators to innovate in every lesson so that the learning process is not monotonous..

Educators strive to increase their competence, especially in adding insight about literacy and its usefulness so that it has an impact on increasing students' interest in reading. For infrastructure facilities, there should be an additional collection of reading books this is the main thing so that students feel interested in new things, besides that encouragement from the teacher to get used to reading must also be continued. Reading corner facilities should be filled with books of various kinds ranging from story books, fairy tales and other interesting books for students besides textbooks, then the reading corner room is made comfortable for children so that children feel at home reading in the reading corner.

Finally, to increase interest in reading, strong support is needed not only from the school but parents and the government because the success of the School Literacy Movement program which has an impact on increasing students' interest in reading is a shared responsibility.

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