



Students' Perceptions of the Implementation of Literation Program

Tata Regita Sherfaty Irawan¹, Lungguh Halira Vonti², Atti Herawati³

¹ English Language Education Study Program, Universitas Pakuan

² English Language Education Study Program, Universitas Pakuan

³ English Language Education Study Program, Universitas Pakuan

Article Info

Submitted: July, 2023
Accepted: March, 2024
Published: April, 2024

Keywords:

Students' Perceptions, Literation,
Literacy Program
tataregitasi@gmail.com

Abstract

The purpose of reading is to get information or an understanding of what the reader wants to convey through the text. However, interest in reading is still a big problem in Indonesia. This study aims to look at students' positive perceptions of the implementing literation program. This study employed a qualitative method and used questionnaires and interviews as research instruments. There were 33 students as research respondents taken from the pioneer class at private senior high school. The results of this study indicate that the PESAT literation program plays an important role in increasing students' interest in reading, improving their reading skills, assisting them in acquiring new insights through reading books as well as developing their reading, writing, and speaking skills.

INTRODUCTION

Literacy is considered as one of the solutions that can increase creativity and develop students' critical thinking, which can improve the quality of education in Indonesia (Saputra & Kristiawan, 2022). In 2019, Indonesia's PISA results were ranked 74th out of 79 participating countries (Listanto & Firmansyah, 2022). Therefore, the ability to read in education is very important, of course schools and teachers must have a way, namely by holding literacy programs. Papen, (2015) states that the literacy skills shown in this school literacy practice are social and cultural skills that are acquired, not just reading and writing, are occupied by students and teachers at school.

According to Subur et al., (2022) Literacy is one of the most important aspects of life. When viewed from the field of education, literacy skills are one of the benchmarks for students' abilities. To be a benchmark, it is necessary for

students' perceptions because student perceptions are very important. Perception is basically like the impression given by individuals from what they see, experience, and have about something (Soko, 2017) while Zainura, (2019) suggests that perception is the ability of the brain to translate stimuli or the process of translating stimuli that enter the human senses.

Perception is a psychological process through the experience gained by the five senses, individuals can process responses into positive or negative perceptions (Lu, 2021). In human perception there are differences in the point of view in sensing. There are those who perceive that something is good or positive or negative perceptions that will affect visible or real human actions. It can be seen from the explanation above that perception is influenced by many things, even at school a student's perception is very influential.

Diana et al., (2023) states that student perceptions are students' perspectives about events that occur in the classroom during the learning process and express their opinions to the teacher or classmates in the learning process. Agung et al., (2020) also added that the main concept in individual perception is understanding a collection of data and information that is influenced by sensory stimuli. Two factors that give rise to perceptions are internal factors and external factors. Internal factors are controlled from within oneself, such as will and habits. External factors are influenced outside oneself, such as physical and social factors (Ratri et al., 2022).

In addition, the notion of literacy is reading to gain access to all knowledge, and mastery of literacy by Indonesia's younger generation is the main capital in building the nation (Mega, 2022). According to Istikomah & Wardiah, (2020) education is an effort to influence, protect, and help the growth and development of children. Sagayam et al., (2020) states that literacy programs provide several benefits for education, teachers and a good environment so that the importance of literacy programs in schools. Santoso, (2018) stated that there was a significant effect of having a school literacy program on students' reading interest and reading skills.

Tohara, (2021) mentions that digital literacy becomes even more important when students read as much on screens as in books because technology

advances rapidly for humans. A major problem in linking literacy definitions to school years is that many children remain in formal education for a long time without acquiring the skills to read and write. Rintaningrum, (2009) states that society sets national standards and designs measures by recognizing too many needs of small rural communities, or minority religious groups that exist in the wider community who aspire to increase their level of education for superior national development. It can be concluded that the need to link literacy levels with the current conditions and needs of society is more widely accepted than the length of schooling.

Looking at previous studies, it seems that there are still some gaps. First, there has never been any research on reading books with self-motivation and self-development genre. Second, regarding the literacy program they run in pioneer classes where in students read books and conduct presentations in English. Thus, the researcher intends to investigate students' perceptions of the implementation of literacy program.

RESEARCH METHODOLOGY

Descriptive qualitative design is employed in this study. Descriptive qualitative is a research method that utilizes qualitative data and is described descriptively (Elliott & Timulak, 2021). Questionnaires and interview are two methods used in collecting data and there are five indicators, namely 1) Two senses, 2) Positive Perception, 3) Negative Perception, 4) Internal Factor, and 5) External factor. The questionnaire consists of 25 closed statements and for the interview has 18 semi-structured questions. The research was conducted at SMA Plus PGRI Cibinong. The school was chosen because this school has specific literacy program, namely the PESAT literacy program. The program was implemented in the pioneer class in class XI.

This research was conducted on class XI students in the pioneer class, as many as 33 students (1 class). The sampling technique in this research used purposive sampling and the researcher analyzed the data related to descriptive qualitative after gathering the data through collection method. In this research, the researcher collected the data through questionnaires and interviews. First, the researcher distributes questionnaires to all class XI students in the pioneer class. Questionnaires were distributed to students to obtain information from

students, where students answered according to their actual situation. In the final step, the researcher conducted an interview session.

This interview will be conducted with students who had filled out the questionnaire, this interview is intended to obtain in-depth data about student perceptions. There are several stages in the interview process. First, the researcher selects several students according to their answers to the questionnaire. In the second stage, the researcher was start conducting interview sessions with the students one by one and recording their answers.

DISCUSSION

Students surveyed in this study showed positive perceptions of the implementation of the PESAT literacy program in pioneer classes. This is evidenced by the interpretation of student questionnaires, student interviews, directed to students in the online form and finally teacher interviews to validate. Based on the results of data analysis carried out based on two instruments, namely questionnaires and interviews, researcher found that there were variations in perceptions of the implementation of the PESAT literacy program, students said it in different words but pointed to the same core.

First, student perceptions of the implementation of the PESAT literacy program show that the PESAT literacy program can help improve students' reading skills because students often discuss and listen to other students during presentations in the PESAT literacy program, not only listening, students also record the new vocabulary they have acquired. The PESAT literacy program is also a medium to help students increase their interest in reading certain subjects at school. This result has something to do with the two senses indicators in this study, namely sight, and hearing. Doruk et al., (2021) said that perception is the way we notice or recognize things using our senses of sight, smell, hearing, taste and touch.

This is consistent with the results of research by Santoso et al (2017) which stated that there was a significant effect of having a school literacy program on students' reading interest and reading skills. It can be concluded that the PESAT literacy program has had a tremendous impact on increasing students' interest and reading skills.

Secondly, based on the students' perception the PESAT literacy program

also receives support from schools, teachers, parents because the PESAT literacy program has become supporting factor for learning in class for several subjects. Schools provide support such as facilitating this program with PESAT radio so students can present their reading results. Teachers and parents provide encouragement and direction to students. Apart from support, there is an obstacle that students feel is time, but schools can overcome this by setting the timeline for the program. Also, the PESAT literacy program plays a important role in developing their skills such as reading, writing, and speaking this is evidenced by the results of interviews.

The condition supports the result of previous study which is conducted by Sutisna & Vonti, (2020) states that school literacy in the context of the school literacy movement is the ability to access, understand, and use something intelligently through various activities including reading, seeing, listening, writing, and speaking. The PESAT literacy program allows students to gain a lot of new knowledge from the books they read. This knowledge may affect their daily lives because it comes from self-motivation and self-development kinds of books.

CONCLUSION AND SUGGESTION

This research concluded that students have positive perceptions with the PESAT literacy program that allows students to gain new knowledge and hobbies because the PESAT literacy program helps students develop their interest in reading.

The PESAT literacy program is supported by schools where schools provide facilities when implementing the PESAT literacy program and students feel helped in the learning process because of the PESAT literacy program. Based on the results of the research, there are four suggestions for school students, teachers and other researchers who want to hold similar topics. The first suggestion for schools is to create a literacy program whose time has been set with other programs. both students, with the PESAT literacy program it can make students discover new things and make literacy a new hobby.

Third, for teachers this program can be a reference in the learning process because it makes students more active in finding information in books. Fourth for other researchers who want to do a similar topic. Other researchers can analyze in terms of teacher perceptions and experiences. Therefore, there is a gap

between this research and future research.

REFERENCES

- Agung, A. S. N., Surtikanti, M. W., & Quinones, C. A. (2020). Students' perception of online learning during COVID-19 pandemic: A case study on the English students of STKIP Pamane Talino. *SOSHUM: Jurnal Sosial Dan Humaniora*, 10(2), 225–235.
- Diana, N., Fauziah, F., & Sukhor, F. (2023). STUDENTS' PERCEPTIONS ON USABILITY PRINCIPLE AND INTERFACE DESIGN OF FLIPBOOK AS M-LEARNING IN HIGHER EDUCATION. *English Review: Journal of English Education*, 11(1), 293–300.
- Doruk, S. K., MENGÜ, S., & ULUSOY, E. (2021). *Digital Siege*. Istanbul University Press.
- Elliott, R., & Timulak, L. (2021). *Essentials of descriptive-interpretive qualitative research: a generic approach*. American Psychological Association.
- Istikomah, M. K., & Wardiah, D. (2020). An Evaluation of Literacy Program For Improving Students' Achievement. *Journal International*.
- Listanto, V., & Firmansyah, N. (2022). The Trend of Library Development in Indonesia and the Effects on Literacy Skills in Schools. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(3), 508–520.
- Lu, D. (2021). Students' Perceptions of a Blended Learning Environment to Promote Critical Thinking. 12(June), 1–9. <https://doi.org/10.3389/fpsyg.2021.696845>
- Mega, I. R. (2022). LEARNERS' DIGITAL LITERACY IN THE ONLINE LEARNING DURING COVID-19. 10(2), 699–706.
- Papen, U. (2015). *Literacy and education: policy, practice and public opinion*. Routledge.
- Ratri, A., Budiraharjo, M., & Kartikasari, A. (2022). Teachers' Perceptions and Challenges on the Implementation of Online Literacy Program in JHPS 1 Muntilan. *Language Circle: Journal of Language and Literature*, 17(1), 35–48.
- Rintaningrum, R. (2009). Literacy: Its importance and changes in the concept and definition. *Teflin*, 20(1), 1–7.
- Sagayam, K. M., Timothy, A. J., Ho, C. C., Henesey, L. E., & Bestak, R. (2020). Augmented reality-based solar system for e-magazine with 3-D audio effect. *International Journal of Simulation and Process Modelling*, 15(6), 524–534.

- Santoso, R. (2018). *Pengaruh Program Literasi Sekolah terhadap Minat Baca Peserta Didik SMA Negeri 2 Gadingrejo Tahun Pelajaran 2017/2018*.
- Saputra, A., & Kristiawan, M. (2022). Development of E-book Teaching Materials in Improving Student Literacy. *Educational Sciences: Theory & Practice*, 22(1).
- Soko, H. L. (2017). *Teachers' Perceptions of English Language Teaching Media*. Yogyakarta: Universitas Sanata Dharma.
- Subur, S., Aji, S. P., Somadayo, S., & Kurniawan, H. (2022). Development of Literacy Programs for Students in School Libraries in Indonesia. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(2), 460–469.
- Sutisna, E., & Vonti, L. H. (2020). INNOVATION DEVELOPMENT STRATEGY FOR HYBRID LEARNING. 9(1), 103–114.
- Tohara, A. J. T. (2021). Exploring digital literacy strategies for students with special educational needs in the digital age. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(9), 3345–3358.
- Zainura, S. (2019). *Students' Perception on the Use of English as a medium of Instruction*. UIN Ar-Raniry Banda Aceh.