

READING INTEREST LEVEL IN PRIMARY SCHOOL TEACHERS BASED ON THE IMPLEMENTATION OF THE SCHOOL LITERACY MOVEMENT IN DEPOK CITY

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Abstract. The culture of literacy in Indonesian society has received attention and development by a lot of parties. Not only the government, even local and foreign NGOs are also heavily involved in advancing the culture of literacy of the Indonesians. However, if we observe carefully, there is no progress of literacy culture in the everyday life among Indonesians. In order to overcome this problem, the Ministry of Education and Culture is developing a school literacy movement (GLS) program to increase community literacy through formal school education. This research was conducted to determine the level of teachers' reading interest as a result of implementing the school literacy movement program. The method used was quantitative and descriptive analysis through statistical tests. The results showed that primary school teachers in Depok City had a high category of reading interest 26.7%, medium category reading interest 44.4% and low category 28.9%. The results also showed that the implementation of GLS was found in the high category 33.3%, the medium category 43.3% and low category 23.3%. From the research results it was also known that the t-value is 10.051 and the t table is $dk = n - k$, $dk = 90 - 1 = 89$ at the 5% significance level, so it was known that the t table was 1.7. Based on the calculation of t value was greater than t table, namely $7.332 > 1.7$. Therefore, it can be concluded that the School Literacy Movement Program had a significant effect on Teacher Reading Interest.

Keywords: education; reading interest; school literacy; teacher

I. INTRODUCTION

The culture of literacy in Indonesian society has received attention and development by a lot of parties. Not only the government, even local and foreign NGOs are also heavily involved in advancing the culture of literacy of the Indonesians. However, if we observe carefully, there is no progress of literacy culture in the everyday life among Indonesians. For example, generally, Indonesians only read book 3-4 times per week, with an average reading time per day of 30-59 minutes. Meanwhile, the number of books read per year is only 5-9 books on average. This was expressed by the Coordinating Minister for Human Development and Culture (PMK) Puan Maharani at the National Library building, Jakarta [1]. UNESCO states that the reading interest index in Indonesia has only reached 0.001. This means that only one person has an interest in reading out of every 1000 people in Indonesia [2].

Low level of reading interest is a problem in achieving language skills, including reading skills which have many benefits in language development. Reading skills are one of the bases for someone to acquire knowledge. Reading is a process of understanding the contents of the text and the knowledge possessed by the reader has a major role in shaping meaning. Through reading activities, students are able to gain a lot of knowledge. Therefore, teachers should have special attention in this reading competency because in addition to its great benefits for teachers, reading is a complex activity. By reading, someone can expand the

horizons of thinking that are related to the development of science [3]. Reading can also be used as a medium of information. In reality, nowadays some Indonesian people are still lacking in implementing literacy culture.

For the aforementioned background, the Ministry of Education and Culture developed a school literacy movement program to increase community literacy through formal school education. The School Literacy Movement (GLS) is an effort that is carried out comprehensively and continuously to make schools a learning organization whose community are literate throughout life through public involvement [4].

This research was conducted to determine the level of teachers' reading interest as a result of implementing the school literacy movement program. With this research, it is expected that new information can be found about some factors that can increase reading interest for educators or teachers that can increase school literacy levels and improve teachers' professionalism and capability in teaching.

Reading interest is the tendency of an active soul to understand language patterns to obtain information that is closely related to willingness, activity and feelings of pleasure which potentially allow individuals to choose, pay attention to and accept something that comes from outside of themselves [5]. Aspects of reading interest include reading pleasure, awareness of the benefits of reading, reading frequency and the number of books read. Interest is a strong motivator to carry out an activity [6]. In general, interest can

be defined as a tendency that causes someone to seek or try activities in a particular field. Meanwhile, reading is an activity or the process of applying a number of reading text processing skills in order to understand the reading content. Therefore, reading can be said to be an activity to obtain information or messages conveyed by the author in written language speech. A person is able to read not by chance alone, but because someone is learning and practicing reading a text which consists of a collection of meaningful letters. In general, the purpose of reading is divided into three main purposes, namely reading for study, reading for business, reading for pleasure.

Reading interest, books and libraries are the three main elements in an education system that can create quality human resources. The development of science and technology demands the creation of a society that likes to learn. Among other things, an effective learning process is done through reading. People who like reading gain new insights that will further increase their intelligence so that they are better able to answer life's challenges in the future [7]. Continuous development of reading interest is not only a goal of teaching reading, but also an important requirement for growing reading skills. Good reading depends on the motivation and motives that come from the person learning to read.

The factors that cause the low reading interest of the Indonesian are the educational curriculum and learning methods which do not support the development of student literacy competencies [8], television programs that do not educate and people's addiction to technology, and the culture in which people prefer speaking and listening to reading and writing [9].

The Ministry of Education and Culture developed the School Literacy Movement (GLS) program which was implemented since January 2016. The School Literacy Movement Program was implemented with the consideration of the low reading interest of the Indonesian. This program is expected to foster interest in reading. According to the Ministry of Education and Culture [10], the definition of school literacy in the context of GLS is the ability to access, understand, and use something intelligently through various activities, including reading, listening, writing, and speaking. The School Literacy Movement is a social movement with collaborative support from various elements. The effort done is in the form of growing reading habits of students. This habit is carried out by 15 minutes reading activity (the teacher reads a book and the students read silently, which is adjusted to the context or school target). When reading habit is formed, it will then be directed to the development and learning stage (accompanied by the target of 2013 Curriculum). Variations in activities can be done by combining receptive and productive skills as well as involving school members, stakeholders, and the community that the school literacy movement is an important part of life [11].

The School Literacy Movement was implemented with the objective of fostering the character of students through the culture of the school literacy ecosystem in order

to make students have a high reading culture and writing skills [11]. The general goal of the school literacy movement is to develop students' character through the culture of the school literacy ecosystem which is manifested in the School Literacy Movement so that they become lifelong learners. The specific goals of the school literacy movement are:

1. Fostering a school literacy culture.
2. Increasing school community and school environment to become literate.
3. Creating a fun and kids-friendly learning park so that school community are able to manage knowledge.
4. Continuing learning process by providing various reading books and accommodating various reading strategies [11].

II. RESEARCH METHODS

This study used a descriptive quantitative approach to obtain a description of the teachers' reading interest. The data comes from primary data and secondary data. The primary data sources are questionnaire data in the form of reading pleasure, awareness of the reading benefits, reading frequency and the number of books read by the teacher. Secondary data was obtained from interviews with school principals, school supervisors, teachers and school staff, and students, as well as field observations related to physical, document, and conditions related to teacher reading interest. An easy way to comply with the conference paper formatting requirements is to use this document as a template and simply type your text into it.

III. RESULTS AND DISCUSSION

The data obtained were processed to gain descriptive statistics results using the following steps: 1) recapitulating the data from the questionnaire into Ms. Excel; 2) calculating the total score of each variable; 3) calculating the mean of each variable; 4) categorizing each variable. The data categories were organized into a table to determine the tendency of the questionnaires results answered by the teacher, with the category of low, medium, and high.

The steps of scoring the category is as follows: 1) calculating the minimum ideal score 2) calculating the ideal mean 3) determining the score range of each category:

1. High category, all respondents who have a score equals with mean plus 1 (+1) standard deviation ($X \geq Mi + 1 SDi$).
2. Medium category, all respondents who have a score between mean minus 1 standard deviation and mean plus 1 standard deviation (between $(Mi - 1SDi) \leq X < (Mi + SDi)$).
3. Low category, all respondents who have a score lower than mean minus 1 standard deviation ($X < Mi - 1 SDi$)

The teachers' reading interest variable (X_1) was measured through a questionnaire which consisted of 20 statements with a Likert scale providing 5 alternative answers. 5 was considered as the highest score and 1 was the

lowest. From the existing statement items, the highest score found was 98, and the lowest score was 51. Calculated using SPSS, the mean found was 73.5, Median (Me) was 72.5, Mode was 69, and standard deviation was 11.1. The frequency distribution of the reading interest variable can be seen in the following table:

Table 1. Frequency Distribution of Reading Interest

Interval	Frequency	%
51-57	6	6,7
58-64	16	17,8
65-71	18	20
72-78	22	24,4
79-85	16	17,8
86-92	7	7,8
93-99	5	5,6
Total	90	100,0

The table shows that the frequency of reading interest variables is mostly located in the 72-78 interval of 22 teachers (24.4%) and the lowest is in the 93-99 interval of 5 teachers (5.6%). The tendency of the teachers' reading interest variable was grouped into 3 categories as follows:

- High = $X \geq M + SD$
- Medium = $M - SD \leq X < M + SD$
- Low = $X < M - SD$

The calculation result of reading interest is shown in the following table.

Table 2. Distribution of Reading Interest Category

Score	Frequency	%	Category
≥ 82	24	26,7	High
$67 \leq x < 82$	40	44,4	Medium
< 67	26	28,9	Low

From the table, it can be seen that elementary school teachers in Depok City have a high category of reading interest as many as 24 teachers (26.7%), 40 teachers (44.4%) in medium category, and 26 teachers (28.9%) in low category. Therefore, it can be concluded that the tendency of the teachers' reading interest variable is in the medium category, namely 40 teachers (44.4%) from a total sample of 90 teachers.

The implementation of GLS variable (X2) was measured by a questionnaire which consisted of 10 statements with a Likert scale providing of 5 alternative answers. 5 was considered as the highest score and 1 was the lowest. From the existing statement items, the highest score found was 49, and the lowest score was 26. Calculated using SPSS, the mean found was 37.7, Median (Me) was 38, Mode was 37 and standard deviation was 5.8. The frequency distribution of X2 is presented in the following table 3. The table shows that X2 was mostly located in the 35-37 interval for 19 teachers (21.1%) and the lowest is in the 26-28 interval for 6 teachers (6.7%).

Table 3. Frequency Distribution of GSL Implementation

Interval	F	%
26-28	6	6,7
29-31	8	8,9
32-34	11	12,2
35-37	19	21,1
38-40	16	18
41-43	14	15,5
44-46	11	12,2
47-49	5	5,5
Total	90	100,0

The tendency of X2 was grouped into 3 categories as follows:

- High = $X \geq M + SD$
- Medium = $M - SD \leq X < M + SD$
- Low = $X < M - SD$

Based on the above calculation, the tendency of GSL implementation was shown as follows:

Table 4. Distribution of GSL Implementation Category

A. Score	B. Frequency	C. %	D. Category
E. ≥ 41	F. 30	G. 33,3	H. High
I. $34 \leq x < 41$	J. 39	K. 43,3	L. Medium
M. < 34	N. 21	O. 23,3	P. Low
Q. Total	R. 90	S. 100,0	T.

The table shows that the implementation of GLS was found in the high category as many as 30 teachers (33.3%), the medium category of 39 teachers (43.3%), and the low category of 21 teachers (23.3%). Therefore, it can be concluded that the tendency of the GLS implementation variable was found in the medium category, namely as many as 39 teachers (43.3%).

In this study, hypothesis testing was done through a simple regression test. Simple regression was used to measure the relationship of one variable to another. In this study, the writers tested a simple regression of the hypothesis of the effect of X (School Literacy Movement Program) on Y (Reading Interest). The test results was presented in the following table:

Tabel 5 Respondents' Data

R-value		t-value	Coefficient	Constant	Note
r-test	r ²				
0,731	0,534	10,051	1,399	20,653	Positive and significant

From the table, it can be seen that the t value is 10.051 and the t table is $dk = n - k$, $dk = 90 - 1 = 89$ at the 5% significance level, so the t table is 1.7. Based on calculations

using SPSS Statistics 23.0 for Windows program, the t value is greater than the t table, $7.332 > 1.7$. Therefore, it can be concluded that the School Literacy Movement Program had a significant effect on Teacher Reading Interest. In other words, based on the findings we can conclude that there was a significant effect of the Literacy Movement Program (GLS) on Teachers' Reading Interest in Depok City.

The purpose of this study was to explore the level of teachers' reading interest through reading pleasure, awareness of the reading benefits, reading frequency and the number of books read by the teacher. In addition, this study also aimed to examine effect School Literacy Movement Program on Teacher Reading Interest. Many previous research identified the reading interest as a result of implementing the school literacy movement program, this research also argued that there was a significant effect of the Literacy Movement Program (GLS) on teachers' reading interest in term of reading pleasure, awareness of the reading benefits, reading frequency and the number of books read by the teacher. However, the findings of this study argued that level of teachers' reading interest not in high level. Our findings demonstrated that the influence of GLS does not make teachers' reading interest high. This is because there are many factors that affect the implementation of GLS and the reading interest of teachers, one of which is related to teacher perceptions, namely personal factors, related to individual understanding of the benefits obtained from the resulting stimulus and structural factors related to the object perceived [12]. Teachers' positive perceptions help increase the reading interest and the contribution of teachers in GLS [13].

IV. CONCLUSION

The results showed that primary school teachers in Depok City had a high category of reading interest as many as 24 teachers (26.7%), medium category reading interest as many as 40 teachers (44.4%) and low category as many as 26 teachers (28.9%). The results also showed that the implementation of GLS was found in the high category by 30 teachers (33.3%), the medium category by 39 teachers (43.3%) and low category by 21 teachers (23.3%). From the research results it was also known that the t-value is 10.051 and the t table is $t_{k} = n-k$, $t_{k} = 90-1 = 89$ at the 5% significance level, so it was known that the t table was 1.7. Based on the calculation of t value was greater than t table, namely $7.332 > 1.7$. Therefore, it can be concluded that the School Literacy Movement Program had a significant effect on Teacher Reading Interest.

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