

## **Implementation of the School Literacy Movement at SMP Negeri 1 Talang Ubi, Indonesia**

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### **Abstract**

The goal of this paper was to look at how the school literacy movement was being implemented in SMP Negeri 1 Talang Ubi. This research takes a qualitative method, including interview, observation, and documentation as tools. The gathered data were then examined using Miles and Huberman's hypothesis. According to the study's findings, the preparation for the implementation of the School Literacy Movement at SMP Negeri 1 Talang Ubi was adequate in terms of building preparation, library administration, and the acquisition of reading books. However, school residents' preparation and public participation have not been emphasized. As a result, the education office must play a more active role in socialization and counseling.

**Keywords:** School Literacy Movement, Secondary School, Public Involvement

### **A. Introduction**

Reading has not developed a culture or habit among students, or even among Indonesians. This is made feasible by a variety of variables ranging from parenting to school learning approaches. The advent of internet technology aggravates the matter even further. Students are becoming increasingly lethargic to read books because all knowledge is simply and rapidly accessible via the internet. Without our knowledge, these amenities have a detrimental impact on student morale. Everything you wish to achieve fast and simply is no exception when it comes to completing school tasks. Dameria and Happy Fitria (2019) noted in their study that developments in internet technology pamper pupils and foster new habits among students, including the practice of copying and pasting in assignments. Copying and copying other people's work or work is not a desirable deed and is considered plagiarism. If pupils are permitted to copy and paste the work or ideas of others, this will be perceived as common and may establish a culture. This, of course, contradicts the goals of national education as stated in Article 3 of Law Number 20 of 2003. In the context of educating the nation's life, national education functions to develop capabilities and shape the character and civilization of a dignified nation, with the goal of developing the potential of students to become Humans who

believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

According to UNESCO (2012), just one in every 1,000 Indonesians has the habit of reading. Meanwhile, according to the "Most Littered Nation in the World" study performed by Central Connecticut State University in March 2016, Indonesia placed 60th out of 61 nations in terms of reading interest (kompas.com 29 August 2016).

The results of the reading literacy test, which measures aspects of the ability to understand, use, and reflect on reading results in written form and was administered to 15-year-old students by PISA (Program for International Student Assessment) in 2009 and 2012, showed that Indonesian students were ranked 57th and 64th out of the 65 participating countries, respectively (Wiedarti, et al, 2016). The results of the 2015 PISA literacy test, which were released on December 6, 2016, show that Indonesian students' ability to understand and apply reading results is very low, far behind other Southeast Asian countries such as Singapore, Vietnam, and Thailand, which are ranked 61 of the 69 countries evaluated (Nopilda & Kristiawan, 2018).

The lack of interest in reading, as well as the capacity to interpret, apply, and reflect on the consequences of reading, has resulted in an increase in cybercrime and the dissemination of fake news or hoaxes on social media (Nopilda & Kristiawan, 2018). Meanwhile, Berliana and Busyairi (2019) said in their research that a country's Human Resources are poor due to a lack of desire and aptitude to read. This is consistent with Darma (2014), who claims that low reading literacy reduces a country's competitiveness in global competition.

Some of the facts and viewpoints shown above lead to the conclusion that it is critical to establish a reading culture and enhance pupils' reading skills. According to the World Economic Forum (2015), reading skills are one of the three key talents that are highly essential for everyone to have in the twenty-first century since reading skills are thought to serve as the foundation for developing more advanced capabilities.

This is consistent with the plan of Indonesian Education Minister Nadiem Makarim to replace the National Examination with a National Assessment beginning in 2021. Literacy is one part of minimal competency in the National Assessment. Furthermore, Nadiem Makarim, Minister of Education, stated that literacy is a need for students to contribute to society, regardless of the profession or vocation they choose to follow in the future. Literacy greatly aids students' learning of other branches of science, particularly the ability to absorb and assimilate material in written form (kompas.com. Thursday, October 08, 2020).

The Minister of Education and Culture Regulation Number 23 of 2015 about the School Literacy Movement is one of the government's initiatives to raise the community's low interest and reading skills from an early age throughout the country through educational institutions. According to Wiedarti et al. (2016), the School Literacy Movement was implemented to increase students' interest in reading and enhance reading abilities so that knowledge could be better learned. This Regulation of the Minister of Education and Culture Number 23 of 2015 is in accordance with Article 4 paragraph 5 of Law Number 20 of 2003, which stipulates that education is carried out through fostering a culture of reading, writing, and arithmetic for all citizens.

Literacy exercises have been one of the activities that must be done in schools since the Minister of Education and Culture Regulation Number 23 of 2015. Unfortunately, according to certain study findings, the implementation of the Literacy Movement in schools has not been maximized, therefore the objectives of implementing the School Literacy Movement have not been met. In their research, Mahendhartha and Tobari (2020) determined that the School Literacy Movement Program established at SMP Negeri 9 Prabumulih was already operational. However, because school residents rely on the SK for task division, not all school residents have taken an active position in this activity. It is intended that all school members would be highly motivated, so that pupils' enthusiasm in reading will grow and they will attain their goals.

Fransiska et al. (2019) found that the implementation of the School Literacy Movement at SMK 1 Sungai Rotan had not operated optimally since the excitement of students and instructors only emerged at the beginning of program implementation. The School Literacy Movement has not been successful in instilling literacy habits in all kids. This occurs as a result of students' laziness in reading books and teachers' failure to continuously supervise pupils during literacy exercises. In truth, many teachers are absent and do not enter the classroom at times.

Kartini and Yuhana (2019) concluded that with the assistance of the principle, the implementation of the School Literacy Movement at SMP Negeri 1 Indralaya went smoothly. To ensure the effectiveness of this literacy exercise, monitoring and evaluation activities, as well as their follow-up, must be planned. Teachers are encouraged to give more attentive monitoring and incentive to boost students' enthusiasm in reading.

Based on the circumstances outlined above, study on the Implementation of the School Literacy Movement at SMP Negeri 1 Talang Ubi is necessary because SMP Negeri 1 Talang Ubi is the major school in the Talang Ubi District and serves as a reference school. As a result, SMP Negeri 1 Talang Ubi serves as a model or reference for other schools in the Talang Ubi District. With accreditation A, SMP Negeri 1 Talang Ubi has become a popular school. Students of SMP Negeri 1 Talang Ubi have achieved a great deal. SMP Negeri 1 Talang Ubi's literacy achievements include second place in the district level essay writing competition (Risa Aulia) in 2018, first place in the letter writing competition for the Regent (Tria Apriyanti) in 2019, first place in the storytelling competition between provincial students South Sumatra (Nayla Patricia) in 2019, and second place in the Language Face Competition at the South Sumatra Province level, which was won by SMP Negeri 1 Talang Ubi.

We think that the findings of this study will assist regional leaders in developing policies that promote the spirit of implementing the School Literacy Movement. For the Head of the Education Office where this research is being conducted to take an active part in promoting the School Literacy Movement program, which is thought to be able to raise the enthusiasm and reading skills of children, hence improving educational quality. For school principals as a self-evaluation material to improve and improve the implementation of the School Literacy Movement in their respective schools, which is believed to increase students' interest and reading ability as well as the quality of learning, and for teachers who are the vanguard in fostering and achieving the success of the School Literacy Movement.

The originality component of this study is based on past research, namely that no researcher has evaluated the Implementation of the School Literacy Movement in the junior high school

level education unit in Talang Ubi District. Furthermore, this study focuses on the execution of the School Literacy Movement, from planning to implementation to assessment.

## **B. Method**

SMP Negeri 1 Talang Ubi, Jalan Jendral Sudirman, Talang Ubi Hall, Pali Regency, was the site of this study. The location of this study was chosen because SMP Negeri 1 Talang Ubi is the primary school in the Talang Ubi District and serves as a reference school. The goal of this study is to see how the movement is implemented in SMP Negeri 1 Talang Ubi. The aim for using objects as data sources in this study is to acquire a clear image of how the School Literacy Movement is being implemented, particularly at SMP Negeri 1 Talang Ubi. SMP Negeri 1 Talang Ubi is a referral primary school in the Talang Ubi District.

This study was created utilizing a qualitative method and case study research. Qualitative research is a methodology-based study and understanding process that analyzes a social phenomena or human problem. The researcher develops a complicated image, evaluates words, presents comprehensive responses from respondents, and performs investigations in natural settings using this technique. Qualitative research is conducted in a natural setting and is creative in nature. The researcher is the most important person in qualitative research (Darmadi, 2014). Teachers, students, and researchers are the topics of this study. The goal is the School Literacy Movement. The study's data gathering methodologies included in-depth interviews, field observations, and an examination of the research's supporting papers. In qualitative research, data analysis is inductive, which is an analysis based on the data acquired to be generated. The analysis of qualitative research data began with the researcher's arrival in the field and continued until the study's conclusion (Ruslan, 2014). The researcher adopted a data analysis model from Miles and Huberman in this work, which recommended that tasks in qualitative data analysis were carried out interactively and continually until they were completed (Sugiyono, 2012).

## **C. Results and Discussion**

### **1) Preparation for the Implementation of the Literacy Movement**

Based on the findings of interviews, observations, and documents, it is possible to conclude that SMP Negeri 1 Talang Ubi has adequately prepared for the implementation of the literacy movement. SMP Negeri 1 Talang Ubi has a library that is in excellent condition. The library is separated into three sections: the collection, the reading area, and the officer's work space. Students and instructors can readily reach the library building since it is positioned in the heart of instructional activities. However, in order to reduce noise, the library building stands alone or does not blend with surrounding buildings.

The air circulation in the library is excellent, making visitors feel at ease. The library has two functional doors on the right and left sides of the structure. During operation hours, both doors are left open to provide fresh air into the chamber. The body of the structure is lined with glass windows that can be opened and closed to allow for very smooth air circulation. Even without air conditioning, the presence of air vents constructed of wood lined at the top of the window contributes to the room's coolness (Winanda et al, 2019).

The lighting in the library building is also quite good since there are transparent glass windows along the front and rear of the structure, thus the space gets adequate sunshine even without electric illumination. The State Junior High School library also has library support facilities such as bookshelves, display cabinets, reading tables, desks and seats for officers and librarians, newspaper racks, and white boards that instructors and students can use as necessary.

Literacy reading resources, particularly 1750 fiction and non-fiction books, are available in sufficient quantities and are quite adequate for literacy exercises. In terms of substance, this reading material has been carefully chosen. The book's content provides moral values/character lessons, conveys the spirit of optimism, and develops critical, creative, and inventive thinking abilities in accordance with the growth and development of pupils in the early adolescent period (12-15 years).

A pleasant library, library support facilities, and a selection of reading materials are all significant aspects in the execution of the school literacy movement at SMP Negeri 1 Talang Ubi. This is consistent with the findings of Wahyuni's (2018) study, which claims that the Principal at SD Negeri 31 Balai Labuh Bawah was successful in improving students' reading interest by establishing a pleasant library as a learning resource and growing library book collections.

Human resources, which comprise the preparedness of school administrators, teachers, librarians, and students, are tied to the readiness of school inhabitants. As a leader in the school, the principal of SMP Negeri 1 Talang Ubi takes an active role in mobilizing literacy, among other things by conducting socialization to all school members so that school residents have a firm knowledge base about literacy, its aims, advantages, and governance. Teachers and administrative personnel are socialized at a work meeting in the laboratory room, while kids are socialized during the Monday flag ceremony. However, because the implementation is not intensive and periodic, some instructors are still not carrying out the literacy exercises as recommended. They view editing student work and preparing material for lessons to be the same as literacy. So, in this case, the impediment is the paradigm of certain professors.

The School Literacy Team coordinates school literacy initiatives at SMP Negeri 1 Talang Ubi. This team is made up of teachers of Indonesian subjects and English subjects, who are helped by instructors of other subjects and librarians. A Principal's Decree serves as the foundation for the School Literacy Team's work execution. The Literacy Team is in responsible of designing, executing, and evaluating school literacy initiatives. The School Literacy Team follows the instruction manual for the execution of the school literacy movement issued by the Ministry of Education and Culture in carrying out their tasks and has never particularly attended training or training in school literacy management. This is due to the fact that no training or education has been offered by the competent agencies, in this case the Pali District Education Office and the Archives and Library Service (Wahyuni, 2016).

Once a semester, the School Literacy Team receives technical help from the school supervisor. Mentoring is an effort to guarantee that the school literacy program is sustained and carried out on a continual basis. School supervisors visit schools to observe firsthand the Literacy Movement's implementation and the state of the library, as well as to discuss literacy implementation issues with school principals, teachers, and librarians, and to provide input or solutions in the form of activity suggestions, program improvements, problem solving, and instructions. directly as part of the school literacy movement's regular operations Meanwhile,

technical support has never been provided by the appropriate agencies. By studying the literacy handbook supplied by the supervisor, the School Literacy Team provides itself with self-taught literacy expertise.

Funding is unquestionably required to carry out any activity, including literacy efforts in schools. SMP Negeri 1 Talang Ubi uses School Operational Assistance funding from the State Revenue and Expenditure Budget to fund book acquisition operations. Meanwhile, for additional literacy activities such as contests, the committee presents a recommendation to the school committee for financial aid to parents. As a result, it is possible to conclude that the preparation for the implementation of the literacy movement at SMP Negeri 1 Talang Ubi was carried out well, though it was not maximized, particularly in terms of the allocation of funds for literacy activities and the lack of guidance from relevant agencies.

## 2) Implementation of the School Literacy Movement

Literacy activities at SMP Negeri 1 Talang Ubi are carried out in accordance with the principles and standards established by the Ministry of Education and Culture in 2016 for the implementation of the School Literacy Movement. The school principal plays a crucial role in the literacy movement's implementation, since he is able to take the School Literacy Movement to the development stage without oversight or monitoring from the education office (Shintia et al, 2021). This is consistent with the findings of Mahendharta and Tobari (2020), who claim that the School Literacy Movement at SMP Negeri 9 Prabumulih was successful thanks to the efforts of the school principal. In their research, Kartini and Yuhana (2019) suggest that the School Literacy Movement may increase literacy culture by utilizing the principal as a manager.

Literacy activities at SMP Negeri 1 Talang Ubi have included: 1) reading a book 15 minutes before studying; 2) creating a literate environment; 3) striving for a reading corner; 4) text-rich environment; 5) providing age-appropriate reading books; 6) public involvement, albeit in a limited scope; 7) giving the bill after reading 15 minutes; 8) holding a follow-up activity from the 15-minute reading activity; and 9) developing social and affective skills.

Things that have been adopted but not maximized include: 1) reading activities 15 minutes before learning have been carried out but not on a daily basis; 2) All kids participated in reading activities, but not all instructors and staff; 3) it included the public, although participation was limited to committees and student guardians (Khotimah et al, 2018). Based on its attempts to revitalize the literacy movement, SMP Negeri 1 Talang Ubi has followed Wiedarti's (2016) plan, which is as follows:

### a) Conditioning a Literacy Friendly Physical Environment

Because the physical environment is the first thing that school residents see and feel, a literacy-friendly physical environment is critical to the success of the literacy movement at SMP Negeri 1 Talang Ubi. From the moment you walk into SMP Negeri 1 Talang Ubi, you will notice a literacy-friendly physical atmosphere. The message "I love school" is placed outside the school gate. Text-rich reading items, such as posters and the like, may also be found in parks and school hallways. Student works are posted on OSIS-managed school wall magazines, and each class has a reading nook (Hastuti and Lestari, 2017).

b) Strive for a social and affective environment

Students who carefully study books and keep notebooks are recognized by SMP Negeri 1 Talang Ubi. In addition, to commemorate national holidays, SMP Negeri 1 Talang Ubi frequently hosts literacy-themed events. Reading corner contests, wall magazine competitions, poster competitions, storytelling competitions, writing competitions, and reading poetry or short tales are just a few of the literacy-themed events that have taken place. School literacy activities at SMP Negeri 1 Talang Ubi resulted in district and provincial level achievements, including the second place winner of the district level essay writing competition and the first place winner of the provincial level storytelling competition, both of which were held to commemorate National Education Day (Mahfudh, 2020).

c) Strive for school as a literate academic environment

Efforts to create a literate academic environment are reflected in the act of making literacy a mandatory activity by allocating time every Wednesday before lessons and creating extracurricular programs that support literacy activities such as wall magazine extracurriculars, reading and writing literature (poetry and short stories), a literate academic environment is also reflected in the implementation of the 2013 curriculum, which encourages students to actively seek out information (Wandasari, 2017; Sukaisih et al, 2022).

3) Monitoring and Evaluation

The leader of the Literacy Team does routine monitoring or supervisory activities every time literacy activities take place to ensure literacy activities operate well and to document barriers encountered during implementation in order to discover solutions with team members. The evaluation is carried out at the conclusion of each semester using the evaluation methodology specified in the ministry's school literacy implementation guide. The assessment results are given to the principal for follow-up and to determine if literacy programs may be expanded to the next stage or not. There is no particular monitoring and assessment of the School Literacy Movement's work by the appropriate agencies, in this case the Education Office. There are only monitoring and evaluation activities of general school activities that are routinely carried out by school supervisors at the beginning and conclusion of each semester (Hidayat, et al, 2018).

**D. Conclusion**

The planning for the implementation of the School Literacy Movement at SMP Negeri 1 Talang Ubi has been excellent in terms of building preparation, library administration, and book purchase. However, it has not been maximized in terms of school residents' preparation and public engagement. As a result, the education office must play an active role in providing socialization and technical and operational assistance to school inhabitants and the community. Although it was not optimal, the implementation of the School Literacy Movement at SMP Negeri 1 Talang Ubi until the development stage was in accordance with the principles, instructions for implementing the School Literacy Movement of the Ministry of Education and Culture (2016), and the Beer strategy (2009). The School Literacy Team of SMP Negeri 1 Talang Ubi monitors and evaluates the execution of the School Literacy Movement to ensure

that the literacy movement adheres to the Ministry of Education and Culture's principles and guidelines for implementing the School Literacy Movement (2016). Regular monitoring and assessment from the education office is required for the implementation of the School Literacy Movement at SMP Negeri 1 Talang ubi to function smoothly.

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