

# The Effect of School Literacy Movement and Reading Interest on the Learning Outcomes

Evi Febriastuti<sup>1\*)</sup>, Bukman Lian<sup>2</sup>, Mulyadi<sup>2</sup>

<sup>1</sup>SMP Negeri 1 Palembang, South Sumatra, Indonesia

<sup>2</sup>Universitas PGRI Palembang, Indonesia

\*Corresponding author. Email: evifebriastuti76@gmail.com

## ABSTRACT

The research aims to identify and describe the significant influence between the school literacy movement on student learning outcomes, reading interest on student learning outcomes, and the school literacy movement and reading interest on student learning outcomes. This research was conducted using a quantitative descriptive method, with data collection through observation, questionnaires, and documentation. The population in this study were all students of SMP Negeri 1 Kayuagung, Ogan Komering Ilir Regency, Indonesia, totaling 750 people, while the sample of this study was 88 people. The data analysis technique used linear regression analysis techniques. The results showed that there was a positive and significant influence between the school literacy movement on student learning outcomes, there was a positive and significant influence between reading interest and student learning outcomes, and there was a positive and significant influence between the school literacy movement and reading interest on student learning outcomes in grade IX with a significance value of  $0.00 < \alpha 0.05$ .

**Keywords:** school literacy movement, reading interest, student learning outcomes

## 1. INTRODUCTION

Regulation of the Minister of Education and Culture Number 20 of 2003 concerning the National Education System in article 4 paragraph 5 reads "Education is held by developing a culture of reading, writing and arithmetic for all citizens" [1]. Based on this, the Ministry of Education and Culture developed the School Literacy Movement (GLS) to foster student character in order to create a literacy culture in the school environment. Explains that the School Literacy Movement (GLS) is a collaborative social movement with the support of various elements of education [2]. This shows that the activities of the School Literacy Movement (GLS) involve school members (students, teachers, principals, parents) and the community. One of the objectives of the School Literacy Movement (GLS) is to foster students' interest in reading.

The school literacy movement is a program of the central government, through the Ministry of Education and Culture. One of the activities in the movement is reading a book for 15 minutes, before learning time begins. This activity is carried out to foster students' reading interest and improve reading skills so that knowledge can be mastered better. Activities to increase student reading interest can be carried out in the school library, classroom reading corners, and class areas.

Based on field observations, the writer found that students' reading interest was still lacking. This can be

seen from the visitor and borrower data in the SMP Negeri 1 Kayuagung school library for the 2019/2020 academic year. For visitor data from July 2019 to March 2020, it only reached 4,490 and for borrower data it only reached 3,793. Thus, the number of visitors and borrowers per day ranges from 20 to 50 students. This is not balanced with the total number of students, namely 750 students.

SMP Negeri 1 Kayuagung is one of the junior high schools in the town of Kayuagung Subdistrict, Ogan Komering Ilir Regency which has implemented a school literacy movement program. Through this school literacy movement program, it is hoped that SMP Negeri 1 Kayuagung students will not only gain knowledge from the textbooks they have, but also have new insights about general knowledge from the non-learning books they read every day so that they can improve student achievement.

This school literacy movement is an effort or activity that is participatory in nature by involving school members, both teachers and students. In "Journal of Management, Leadership, and Education Supervision", literacy is an important skill in life. Much of the educational process depends on literacy skills and awareness. Where the purpose of implementing this school literacy movement is to improve students' reading skills. Meanwhile in a lesson, reading activities are needed so that students can more easily understand the material in learning. Learning itself is defined as a change in behavior or appearance, with a series of

activities such as reading, observing, listening, imitating, and so on [3].

Based on the author's preliminary observations in July 2020 conducted at SMP Negeri 1 Kayuagung, information was obtained that the library owned was quite good. There is already an organizational structure consisting of the person in charge, the head of the library, library managers, and members. Likewise, the book collection is quite adequate. Based on data on the state of the library books collection at SMP Negeri 1 Kayuagung Academic Year 2019/2020 the number of books is 75,065 copies. However, the library room facilities are still inadequate to accommodate many students visiting. This is because the library room is still the old standard size of 84 m<sup>2</sup>, while the standard size of the library room is at least 105 m<sup>2</sup> [4]. Now with 24 classrooms and up to 750 people, of course the room is no longer suitable. In addition, there are still educators and educational staff who do not understand the school literacy movement. This is due to the lack of socialization about the school literacy movement from the school to the school community.

In formal education, the quality of education is closely related to student learning outcomes. Measurement standards that indicate the ability of students to understand the learning process can be seen from learning outcomes. The learning process is a process that is deliberately created for the benefit of students that involves body and soul, therefore as a result of the learning process is a change in the soul that affects behavior [5]. Learning outcomes are the level of success obtained by students after participating in a learning activity characterized by value [6]. It is necessary to design learning outcomes that familiarize students with constructing their thinking [7].

One of the factors that influence learning outcomes is reading interest. Reading interest is very important in improving student learning outcomes, because with high reading interest students can be directed to obtain optimal learning outcomes. Reading interest is indispensable for everyone because in addition to gaining broad insight and knowledge, reading also affects learning success. Learning to read is a constant endeavor. Reading is synonymous with seeking knowledge in order to be smart.

Based on the learning outcomes of class IX.2 students of SMP Negeri 1 Kayuagung, it is known that the scores obtained by the students are on average in the medium category. Of the 44 students in class IX.2, only 19 students (47.5%) had a score of  $\geq 72$ , while 21 students (52.5%) had not yet reached a score of 72. The average grade of students in class IX.2 was 65, 5. The results obtained are still below the specified minimum completeness criteria (KKM), which is 75. Therefore, the author wants to know how much influence the literacy program implemented in schools and the level of reading interest that students have on student learning outcomes.

Based on the description above, the writer intends to conduct a research entitled "The Influence of the School Literacy Movement and Reading Interest on the Learning Outcomes of Class IX Students of SMP

Negeri 1 Kayuagung". Literacy is an activity to further cultivate the movement of reading and writing (literacy is an activity to further develop reading and writing movements) [8].

In a study entitled "Fostering a Literacy Culture through Digital Books", explains that a literate society will support the creation of a great nation, because great nations come from people who cultivate reading [9]. Literacy is a means of introducing, understanding, and applying knowledge to students. Literacy is needed to change human life for the better.

Explains that the meaning of school literacy in the context of the school literacy movement is the ability to access, understand, and use something intelligently through various activities in improving language skills [10]. The school literacy movement is an effort made to make schools a place of learning that develops the reading culture of its citizens. This is in accordance with the opinion of Aeni et al. in a study entitled Empowerment of Social Capital in Character Education [11]. In this study, it was stated that the utilization of social capital in character education depends on the school culture that is implanted, the subject matter delivered, the programs or activities held and the teacher's ability to provide models (exemplary) and inculcation (inculcation) of character values in the program being implemented. Schools that are accustomed to implementing a literate environment will create school members, especially students who love reading and prioritize positive character values.

Based on the definitions put forward by several experts, it can be concluded that literacy is an ability that a person has in facing the era of globalization which is not only the ability to read and write. This ability includes the ability to understand and overcome problems in life. Literacy skills are not acquired quickly and need to be used to cultivate literacy. Literacy culture needs to be applied from early to late life.

Reading interest consists of two words, namely "interest" and "reading". Interest can be defined as a set of attitudes or characteristics of a high tendency or tendency towards something. Interests are not traits or attitudes that come from the nature or inheritance of traits, but traits that arise because they can be cultivated, studied or developed. Interest is a strong desire accompanied by one's efforts to read [12]. Explains that someone who has high motivation is generally able to achieve success. Likewise, with interest [13]. Interest can be defined as a tendency that causes someone to try to find or try activities in certain fields [14]. Interest is defined as a positive attitude towards environmental aspects.

Interest is the tendency of a high heart towards something, passion or desire [15]. Interest is defined as a tendency and high desire or desire for something. Interest as a feeling of preference and interest in something or activity without being asked [16]. In addition, interest is a condition that will occur when a person sees temporary characteristics or meanings, situations associated with their own desires or needs [17]. Based on the understanding of interest from some of the experts above, it can be concluded that interest is

any condition of a person who shows a liking, indulgence, constant pleasure in an object or activity that results from a variety of experiences and habits while studying or working. As an attempt to see and understand the content of what is written, either by pronouncing it or only in the heart [15]. Reading is a complex activity and involves various factors that come from within the reader and factors from outside the reader [14].

Reading as a process that is carried out and used by readers to get the message the writer wants to convey through the media of words or written language [18]. Reading includes a process, strategic, and interactive [19]. The process referred to is information in the form of knowledge possessed by readers who have a major role in forming meaning. The strategy here is the effectiveness of the reader in constructing meaning when reading. And interactive is the relationship between the reader and the text or knowledge, that is, the reader's information occurs clearly, when the reader reads and finds the reading text that is useful for him and that is where the reader interacts with the text.

Based on the opinions of several experts above, it can be concluded that reading is an activity that includes a number of processes (visual, linguistic, and metacognitive) to understand the concept of a source in reading or the process of obtaining information by speaking writing or just in your heart to find out the contents of the reading by involving physical activities. and mentally. Therefore, from the description of the two definitions above about the meaning of reading interest and understanding, it can be concluded that the notion of reading interest is desire, a person's high heart tendency towards reading material or certain reading sources, the strength that encourages children to pay attention, feel attracted and happy with reading activities so that they want to do reading activities on their own accord.

Learning is a very fundamental element in every type and level of education. This means that the success or failure of achieving educational goals depends on the learning process experienced by students. That students experience a learning process [6]. In the learning process, students use their mental abilities to study the subject matter. It is through this process that students will experience a regular learning process and experience improvement. Learning outcomes are the successes students have as a result of their own experiences in interaction with their environment through training and persistence [20]. Meanwhile, learning is a complex student action and behavior, as an act of learning that is only experienced by the students themselves [21]. The success or failure of achieving educational goals depends on the learning and teaching process experienced by students and educators, both when the students are at school or in their own family environment.

Explains that learning outcomes are used as a reference in monitoring student learning development [22]. In learning the teacher must understand the nature of the subject matter he teaches that can stimulate students to learn. In line with that, explains that the

results of the evaluation must be reliable to weigh the success rate of the teaching and learning process [23]. The results of the students' work must be immediately analyzed to determine the level of competency achievement that is measured [24].

Learning is a complicated process that creates difficulties for both young people and adults [25]. Young people and adults alike see the learning situation very differently from children and the learning process is different too. Learning is a business process carried out by each individual to obtain a whole new change in behavior, as a result of the individual's own experience in interaction with his environment [16].

Learning outcomes are changes in behavior due to the educational process in accordance with the goals of education in schools [26]. Learning outcomes are the realization of the achievement of educational goals, so that the measured learning outcomes are highly dependent on the objectives. Learning outcomes are essentially changes in behavior [27]. Therefore, in the assessment of learning outcomes, the role of learning objectives which contains the formulation of abilities and behavior that the students want to control becomes an important element as a basis and reference in assessment. So, it can be concluded that learning outcomes are the level of success achieved by students after participating in a learning activity.

## 2. METHODS

### 2.1 Types of research

This study uses a quantitative descriptive method to see the effect partially between the existing variables [28]. The quantitative research variables tested in this study consisted of school literacy movement (X1) towards reading interest (X2), school literacy movement (X1) towards student learning outcomes (Y), reading interest (X2) towards student learning outcomes (Y), while testing the hypothesis together (simultaneously), namely the school literacy movement (X1) and reading interest (X2) on student learning outcomes (Y), then all the data obtained were processed and processed with correlational (causal) quantitative analysis. This type of correlational research aims to determine the existence of a causal relationship that affects each other and is related between research variables.

### 2.2 Research Subjects and Data

The population is the entire research subject [30]. The population consists of objects / subjects that have certain qualities and characteristics that are determined by the researcher for study and then draw conclusions. The totality of all possible values, the results of counting or measurement, quantitative or qualitative regarding certain characteristics of all complete collections and wants to be studied, is called the population [29]. Population is also defined as the object of research whether it consists of real, abstract objects, events or symptoms that are data sources and have certain and same characteristics. The population in this study were all students of SMP Negeri 1 Kayuagung Ogan Komering Ilir, totaling 750 students.

### 3. RESULTS AND DISCUSSION

The results of hypothesis testing show the significance value of multiple linear regression of 0.00. Based on the hypothesis criteria, if the significance is  $\leq \alpha$  (0.05), it can be concluded that there is a significant influence between the School Literacy Movement (GLS) and reading interest on student learning outcomes. Whether or not the influence of these two variables on improving student learning outcomes can be seen from the summary model generated from data processing using SPSS.

Based on the analysis, the R Square obtained is 0.223. This means that the contribution of the school literacy movement variable is classified as small, which is around 22.3%. While the remaining 77.7% is influenced by other variables that are not included in this research variable.

To see which variables, have the most influence on improving learning outcomes, sig is obtained. the school literacy movement variable ( $X_1$ ) is 0.218 and the reading interest variable ( $X_2$ ) has sig. 0.012. The test criteria used to determine the variable that has a significant effect is  $H_0$  is rejected if the significant value is  $\leq \alpha$  (0.05). Therefore, the reading interest variable is more influential than the school literacy movement variable, because of sig.  $X_2 = 0.012 < \alpha$  (0.05). Meanwhile, the school literacy movement variable has less significant effect, because of sig.  $X_1 = 0.218 > \alpha$  (0.05).

This is in line with research by Indahsari (2019) which has the same conclusion in her research, namely (1) there is a positive and significant influence on the school literacy movement on student learning outcomes as evidenced by the  $t_{count}$  ( $4,676 > t_{table}$  (2,002)) and its significance ( $0,000 < 0,05$ ) it can be concluded that  $H_0$  is rejected, (2) there is a positive and significant influence of reading interest on student learning outcomes as evidenced by the  $t_{count}$  ( $8,268 > t_{table}$  (2.002)) and the significance ( $0,000 < 0,05$ ) it can be concluded that  $H_0$  is rejected, and (3) is positively significant towards learning outcomes with a value of  $F_{count}$  ( $726,549 > F_{table}$  (3.18)) and a significance value of  $0,000 < 0,05$ . This study has similar results with researchers regarding the effect of the school literacy movement and reading interest on student learning outcomes [30].

Qualitatively, the impact of the literacy movement on reading interest and learning outcomes can be in the form of new abilities that students have as a result of learning through literacy. Nopilda & Kristiawan (2018) explained that in their research, since the implementation of the School Literacy Movement at SMK Negeri 1 Suak Tapeh students' interest in reading has increased, followed by an increase in the ability to conclude reading content, and effective communication skills have increased [31].

In the journal International Journal of Progressive Sciences and Technologies (IJPSAT) entitled "The Influence of School Literacy Movement and Reading Habit on Student's Achievement" also has the same conclusion in their research, namely: (1) there is a

significant influence of the school literacy movement on student achievement; (2) there is a significant effect of reading habits on student achievement; and (3) there is a significant influence between the school literacy movement and reading habits together on student achievement [8].

In line with the three studies above, Faradina (2017) also examines the effect of the school literacy movement program on students' reading interest at SD Islam Terpadu Muhammadiyah An-Najah Jatinom Klaten. The results of his research state that the influence of the school literacy movement program on students' reading interest is very significant. However, obstacles were found in the literacy process, namely reading aloud, reading silently, in the classroom reading corner, and awards as the most active book borrower. Generally, the barrier to literacy lies in the availability of facilities and access to literacy media [32].

The low influence of the school literacy movement on student learning outcomes in this study was also found in other studies, namely research shows that the full day school and school literacy movement are not significant; learning outcomes can be influenced by internal and external factors [33]. While other results obtained by this study are full day school and the school literacy movement has a significant effect on learning motivation and learning motivation has an effect on learning outcomes, but requires other variables that can act as mediators such as reading interest, motivation, critical thinking, and so on.

### 4. CONCLUSION

Based on data analysis and discussion of research results, it can be concluded that: (1) there is a positive and significant influence between the school literacy movement and the learning outcomes of grade IX students at SMP Negeri 1 Kayuagung; (2) there is a positive and significant influence between reading interest and the learning outcomes of grade IX students at SMP Negeri 1 Kayuagung; and (3) there is a positive and significant influence between the school literacy movement and reading interest on the learning outcomes of grade IX students of SMP Negeri 1 Kayuagung.

### ACKNOWLEDGMENTS

The researcher would like to thank all those who have helped in completing this research, especially the leaders and staff at the PGRI Palembang University and the Ogan Komering Ilir Regency Education Office.

### REFERENCES

- [1] Peraturan Menteri Pendidikan dan Kebudayaan Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- [2] Kementerian Pendidikan dan Kebudayaan. 2016. *Panduan Gerakan Literasi*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- [3] Wandasari, Yulisa. 2017. Implementasi Gerakan Literasi Sekolah (GLS) Sebagai Pembentuk Pendidikan Berkarakter. *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 1 (1).

- [4] Peraturan Menteri Pendidikan dan Kebudayaan Nomor 11 Tahun 2020 tentang Petunjuk Operasional Dana Alokasi Khusus Fisik Bidang Pendidikan Tahun Anggaran 2020 (Lampiran IV).
- [5] Djamarah, Saiful Bahri. 2008. Psikologi Belajar. Jakarta: Rineka Cipta.
- [6] Dimyati dan Mudjiono. 2006. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- [7] Putri, Devi Nur Ahni Oktavia dkk. Pengaruh Model Pembelajaran *Concept Attainment* Terhadap Hasil Belajar Siswa pada Mata Pelajaran Ekonomi di SMA Sriwijaya Negara Palembang. Jurnal Neraca: Vol 3:1.
- [8] Lian, Bukman dkk. 2020. *The Influence of School Literacy Movement and Reading Habit on Student's Achievement. International Journal of Progressive Sciences and Technologies (IJPSAT)*, vol 20: 1.
- [9] Nurchaili. 2016. *Menumbuhkan Budaya Literasi Melalui Buku Digital*. Jurnal Libria, 8 (2): 197—208.
- [10] Faizah, D.U. dkk. 2016. *Panduan Gerakan Literasi Sekolah*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.
- [11] Aeni, K., Zamroni dan Zuchdi, D. 2016. *Pendayagunaan Modal Sosial dalam Pendidikan Karakter*. Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi, 4 (1): 30.
- [12] Kusumastuti, Yesifa Hesti. 2018. Pengaruh Program literasi Sekolah dan Lingkungan Sekolah terhadap Minat Baca Siswa Kelas V SD Islam Terpadu Qurrota A'yun Ponorogo (Skripsi). Ponorogo: Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Ponorogo.
- [13] Asrori, Mohammad. 2007. Psikologi Pembelajaran. Bandung: CV Wacana Prima. Departemen Pendidikan dan Kebudayaan.
- [14] Sudarsana, Undang dan Bastiano. 2017. *Pembinaan Minat Baca*. Tangerang Selatan: Universitas Terbuka.
- [15] Departemen Pendidikan dan Kebudayaan. 2003. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- [16] Slameto. 2010. *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: PT Rineka Cipta.
- [17] Sardiman, A.M. 2007. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT Raja Grafindo Persada.
- [18] Tarigan, Henry Guntur. 2008. *Membaca: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa Bandung.
- [19] Rahim, Farida. 2010. *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara.
- [20] Lian, Bukman dkk. 2019. Pengaruh Model Pembelajaran *Concept Attainment* Terhadap Hasil Belajar Siswa pada Mata Pelajaran Ekonomi di SMA Sriwijaya Negara Palembang. Jurnal Neraca: Vol 3:1.
- [21] Sagala, Syaiful. 2012. *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta.
- [22] Majid, Abdul. 2008. *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Bandung: PT Remaja Rosdakarya Ofset. *Guru*. Bandung: PT Remaja Rosdakarya Ofset.
- [23] Makmun, Abin Syamsuddin. 2007. *Psikologi Kependidikan: Perangkat Sistem Pengajaran Modul*. Bandung: PT Remaja Rosdakarya Offset.
- [24] Kementerian Pendidikan dan kebudayaan. 2015. *Materi Pelatihan Guru Implementasi Kurikulum 2013 Tahun 2015*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- [25] Surjadi, A. 2012. *Membuat Siswa Aktif Belajar*. Bandung: CV Mandar Maju.
- [26] Purwanto. 2016. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.
- [27] Sudjana, Nana. 2019. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya.
- [28] Sugiyono, 2016. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
- [29] Arikunto, Suharsimi. 2010. Prosedur Penelitian: Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- [30] Indahsari, Risky Nur. 2019. Pengaruh Gerakan Literasi Sekolah dan Minat Baca Terhadap Hasil Belajar Mata Pelajaran Ekonomi di MAN Kota Baru (Skripsi). Malang: UIN Maulana Malik Ibrahim.
- [31] Nopilda, L., dan Kristiawan, M. (2018). *Gerakan Literasi Sekolah Berbasis Pembelajaran Multiliterasi Sebuah Paradigma Pendidikan Abad Ke-21*. Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan (JMKSP) 3 (2).
- [32] Faradina, N. (2017). *Pengaruh Program Gerakan Literasi Sekolah Terhadap Minat Baca Siswa di SD Islam Terpadu Muhammadiyah An-Najah Jatinom Klaten*. Hanata Widya, 6 (8).
- [33] Wahyuni, Pebriani Dwi dkk. 2018. Pengaruh *Full Day School* dan Gerakan Literasi Sekolah Terhadap Hasil Belajar dengan Mediasi Motivasi Belajar. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan Vo 3: 5.