



Implementation of the School Literacy Program and Its Influence on Reading Interest at Elementary School Students in Suburban of Bali

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Abstract. One of the important aspects of implementing the 21st-century learning is reading literacy. Reading literacy is influenced by students' reading culture and reading interest. The purpose of this study was to identify (1) the implementation of the School Literacy Program in suburban elementary schools in Bali and (2) the effect of School Literacy Program implementation on students' reading interest in suburban elementary schools of Bali. To achieve this goal, this research used a mixed or combination type of research (mixed methodology). This study took suburban elementary schools in each district in Bali as the samples in which one school was chosen from each district. The total number of samples were 9 schools with 155 students. The data collection technique used in this research was a questionnaire. The questionnaire consisted of (1) the implementation of the School Literacy Program and (2) students' reading interests. The results of this study were that the implementation of the School Literacy Program in suburban elementary schools in Bali was carried out only at the habituation stage. It was done through reading activities for 15 min before the learning activities began. These activities utilized the reading corners in each class. The implementation of the School Literacy Program had a significant effect on students' reading interest in suburban elementary schools throughout the province of Bali. This was reflected in the value of linear regression analysis ($t_{sig} (0.000) < (0.05)$).

Keywords: Elementary School · Reading Interest · School Literacy Program

1 Introduction

The application of the 21st-century learning is an important issue in the implementation of education in Indonesia. It is considered important because this learning integrates literacy, knowledge, skills, attitudes, and mastery of technology. The challenges of the 21st-century learning require young people to have learning skills and global perspectives, such as creative thinking, innovation, information literacy, communication skills, collaboration skills, etc. [1–3]. These 21st-century skills play important roles on students

to be more responsive to punctual use of time. To obtain good skills, students must have deeper base of knowledge and awareness for lifelong learning.

In relation to the 21st-century skills above, the education system in Indonesia needs to consider a number of aspects that are the domains of 21st-century learning. According to the document setting out the 21st Century Skills, one of the very important domains is literacy. Literacy is one's dynamic ability to develop basic skills in the form of language skills essential for improving the ability to understand, interpret, analyze, assess, and use their reasoning towards reading texts [4]. Ones with literacy skills will be able to grasp meaning as it is built through their interaction with the text in a particular context and this ability could vary according to ones' reading experience [5].

Reading literacy is described as the ability to understand and use written language required by individuals and society [6]. Readers can construct meaning from various texts. Reading literacy is more complex and goes beyond mere literacy, but it includes understanding, using, evaluating, reflecting on, and engaging with texts to achieve ones' reading goals which in turn develop their knowledge and potentials to partake in society [7]. Unfortunately, students' reading literacy level in Indonesia is still far from what is expected. The Progress in International Reading Literacy Study (PIRLS) survey conducted in 2011 showed that the literacy ability of Indonesian students was still placed at the bottom ranks compared to other countries.

This international study above states that the average reading literacy achievement score of Indonesian students is 405, which is significantly below the international average of 500 [8]. The next study on students' reading literacy is PISA. PISA (Program for International Student Assessment) 2018 is a world-class assessment program organized by the OECD (The Organization for Economic Co-operation and Development) to test the academic performance of school children aged 15 years. Based on the results of the PISA calculation, Indonesia got a score of 371 while the average reading score of students in the world was 493. The results of the Indonesia National Assessment Program (INAP) study that measured reading, math, and science skills for elementary school children also showed similar results. In particular, the reading ability of students in Bali is still in the poor category with a percentage of 50%, in the sufficient category at 47%, and only 3% of students are in a good category [7].

This condition certainly needs to be concerned, regarding the importance of literacy in learning. Therefore, the School Literacy Program Task Force was formed as an alternative to developing the character of students through cultivating the school literacy ecosystem so that they become lifelong learners [8]. Systematic and continuous efforts need to be made to improve students' literacy skills. School Literacy Program aimed at growing interest in reading and literacy skills has been launched since 2016, but currently, it has not really touched the learning aspect in the classroom. Several guidelines related to School Literacy Program were published in 2016 by the Ministry of Education and Culture, namely (1) the Master Design for the School Literacy Program, (2) Guidelines for the School Literacy Program in Elementary Schools, (3) Guidelines for the School Literacy Program in Junior High Schools, (4) Guidelines for the Movement for School Literacy in Middle Schools, School Literacy in Special Schools, (5) Guidelines for the School Literacy Program in Senior High Schools; (6) Guidelines for the School Literacy

Program in Vocational High Schools, (7) Pocket Books for the School Literacy Program, (8) Manual for Supporting the School Literacy Program for Junior High School Levels.

The School Literacy Program according to the Ministry of Education and Culture is a social program with the collaborative support of various elements. Efforts taken to make it happen are in the form of habituation of reading students. This habituation is carried out with 15 min of reading in which the teacher reads a book while the school community reads silently and this is adjusted according to the context or the target of the school). When the habit of reading is formed, it will then be directed to the development and learning stages (accompanied by bills based on the 2013 Curriculum). This literacy activity is carried out to foster student interest and reading culture. Literacy activities are carried out to improve reading skills so that knowledge can be mastered better. The reading material contains moral values, in the form of local, national, and global wisdom that is delivered according to the stage of student development. This important breakthrough should involve all stakeholders in the education sector, from the central, provincial, district, to education units. The involvement of parents and the community is also an important component in the School Literacy Program [9].

School Literacy Program in elementary school is implemented in stages by considering the readiness of each school. This readiness includes the readiness of the school's physical capacity (availability of facilities, facilities, literacy infrastructure), the readiness of school residents (students, teachers, parents, and other community components), and the readiness of other support systems (public participation, institutional support, and equipment relevant policies). To ensure its sustainability in the long term, the School Literacy Program in elementary school is carried out in three stages, namely the habituation, development, and learning stages. Interest can be interpreted as a liking, fondness, or pleasure for something [10]. Interest is a condition that occurs when a person sees the characteristics or temporary meaning of a situation that is associated with his own desires or needs. Therefore, whatever a person sees will certainly arouse his interest as far as what he sees has a relationship with his own interests. This shows that interest is the tendency of one's soul towards an object, usually accompanied by feelings of pleasure because they feel there is an interest in the object.

Reading interest is an encouragement to understand words and the content contained in the reading text so that readers can understand the things that are stated in the reading [11]. Thus, reading interest is an activity that is carried out with full perseverance in order to build a pattern of communication with oneself to find the meaning of writing and find information to develop intellectually which is carried out with full awareness and feelings of pleasure that arise from within him. The indicators to find out whether someone has high or low interest in reading are; (1) Frequency and quantity of reading. The frequency (frequency) and time that a person uses to read, someone who has an interest in reading will often do a lot of reading activities and vice versa; (2) Quantity of reading sources. Someone who has an interest in reading will try to read a variety of readings. They not only read the literature they need at that time but also read the literature they deem important; (3) Desire to find reading material. Someone who has a strong interest in reading will manifest it in his willingness to get reading material and then read it on his own consciousness [11].

To ensure long-term sustainability, the School Literacy Program in elementary school is carried out in three stages, namely habituation, development, and learning stages. In habituation stage, reading interest is carried out through 15 min of reading before class starts [8]. Furthermore, at the development stage, the literacy skills are improved through students' activities responding to enrichment books. At the learning stage the literacy skills are improved in all subjects by using enrichment books and reading strategies in all the subjects. The three stages of implementing the School Literacy Program are carried out continuously on an ongoing basis.

Based on the description of the stages of the School Literacy Program above, there are several challenges in implementing the program, such as the lack of references in the school library [12, 13]. Many of the existing books are damaged and are old publications, so the school is still trying to provide new references in the school library. Classrooms, school gardens, canteens, and school health unit have not become clean and text-rich places. The next challenge is the low reading behavior compared to accessing other media [14].

This is emphasized by data submitted by the Head of Education Department, Buleleng, Gede Suyasa shows that up to two years running (in 2018) the School Literacy Program is only on the surface [15]. Students in schools that implement the new literacy program are required to only read, not yet understand what they are reading. A number of schools in Buleleng have already implemented literacy. Students at the school concerned are required and accustomed to reading 10–15 min before class starts. It's just that what the students read does not get the deepening of the teacher. From the results of the evaluation conducted, Suyasa said that there had been no more emphasis on students by the teacher for students who had carried out the literacy program. Most are just reading.

Based on these data, it is necessary to conduct a research study on "Implementation of The School Literacy Program and Its Influence on Reading Interest in Elementary School Students in Suburban of Bali". The suburban schools in question are elementary schools that are remotely located, small in scope, and with non-favourite status. The selection of suburban schools as research subjects is based on the assumption that suburban schools tend to be left behind in all aspects than favorite schools. The formulation of the research problem is (1) how the implementation of the School Literacy Program for suburban elementary schools in Bali is and (2) how the effect of School Literacy Program implementation on students' reading interest in suburban elementary schools in Bali is. The purpose of this study was to identify (1) the implementation of the School Literacy Program in suburban elementary schools in Bali and (2) the effect of School Literacy Program implementation on students' reading interest in suburban elementary schools in Bali.

2 Methods

The type of research conducted by the author is a type of mixed or combined research (mixed methodology). The mixed-method produces more comprehensive facts in researching research problems because this researcher has the freedom to use all data collection tools according to the type of data needed. While quantitative or qualitative is only limited to certain types of data collection tools. Mixed-Method is research that

involves the use of two methods, namely quantitative methods and qualitative methods in a single study (one study) [16]. The use of these two methods is seen as providing a more complete understanding of the research problem than the use of one of them.

The sampling technique in this research is cluster random sampling, in which the sample is selected randomly based on the regional cluster. The subjects of this study were fourth-grade elementary school students in Bali with a total number of 155 subjects. The data collection technique used in this research is a questionnaire. The questionnaire consisted of (1) a questionnaire about the implementation of the School Literacy Program and (2) a questionnaire about students' reading interests. The data analysis of this research consisted of qualitative data analysis and quantitative data analysis. Qualitative data analysis was used to analyse data about the implementation of the School Literacy Program. The analysis consists of three stages, namely (1) data reduction, (2) data presentation, and (3) conclusion. While quantitative analysis is used to analyse the effect of School Literacy Program implementation on students' reading interest by using simple linear regression analysis, namely (1) prerequisite test and (2) hypothesis testing. The level of significance was determined by $\alpha = 5\%$ (0.05). To make it easier for researchers to calculate statistics, researchers used SPSS 25.0 for Windows.

3 Results and Discussion

3.1 School Literacy Program Implementation

Based on the results of interviews and observations, the implementation of the School Literacy Program in Elementary Schools in suburban Bali at the habituation stage is carried out through reading activities for 15 min before learning activities begin. Reading activities for 15 min is a mandatory program that must be followed by all school members. This is a school effort to create a supportive environment for the growth of children's interest in reading. Reading interest is influenced by factors from within students (internal) which include attention, feelings, and motivation, then factors from outside students (external) which include the role of teachers, environment, family, facilities, and environmental factors (at school) [17].

The 15-min reading activity is carried out by utilizing the reading corners in every corner of the class. The reading corner for the lower grade class has a collection of non-lesson books, including fairy tales, large picture books, illustrated folklore, and cartoon word books. While the high class has a class reading corner that is neatly arranged, clean, and has a collection of novels, poetry books, poetry collections, comics, and children's magazines.

The activities in the implementation of the School Literacy Program activities at the habituation stage is choosing reading books [17]. Reading material that has an appeal to students will motivate students to read the reading text seriously. In line with that, the Ministry of Education and Culture explains that choosing reading material from various sources is intended so that students have broad insight and make reading an activity that is not boring [9]. The reading materials given to the low and high classes are different. Lower grades prefer reading materials that contain simple, pictorial, inspiring, and imaginative information, fable fantasy genre, and contain messages that are appropriate to the developmental stage of lower grade students.

In addition, elementary schools throughout the province of Bali have libraries with varied collections of books, including comics, novels, folklore, and children's magazines. In addition, the library also has facilities that provide comfort for its visitors. The library is equipped with a fan, a reading table, a library organizational structure board that makes it easy for visitors to communicate about the school library either borrowing/returning books, friendly librarian, books are neatly arranged, and has a clean library environment. This is done to foster student interest in reading. The Ministry of Education and Culture explains that literacy facilities include school libraries, classroom reading corners, and reading areas [9].

The development and arrangement of classroom libraries and reading areas is an important part of implementing the School Literacy Program in elementary schools and reading-based knowledge management. A well-managed literacy place is able to increase interest in reading and be able to make school residents lifelong learning. School resources become a big influence on students' reading interests. One study showed that countries with higher per-student spending do have more school libraries and classrooms, that students in classrooms who have access to school libraries perform higher than those who do not, and that students who have more books at home achieve at a higher level than those who do not [18]. Not only the availability of books in schools. The availability of reading materials at home is one of the supporting factors for literacy activities. The number of books at home (as an indicator of literacy at home) was found to have a large impact on children's reading comprehension ability [19].

The 15-min reading activity was carried out using the method of reading aloud and reading silently. Reading aloud in lower grades, especially in grade I, is carried out through alternately reading books aloud in front of the class. Meanwhile, grade II and grade III students have begun to be able to read independently using the silent reading method (read silently).

Furthermore, based on the results of interviews and observations of literacy at the stage of development and learning in suburban elementary schools throughout the province of Bali, it has not been implemented properly. There are several things that cause this to happen, including (1) the understanding of educators about School Literacy Program tends to be only at the stage of habituation; and (2) the limited time that schools and educators have in preparing the implementation of the School Literacy Program at the development and learning stages.

3.2 The Effect of School Literacy Program Implementation on Students' Reading Interest

The data on the implementation of the School Literacy Program in elementary schools on the outskirts of Bali are presented in Table 1.

The results of testing the hypothesis of this study are presented in Table 2.

Based on the above analysis, the t sig value is 0.000 while the probability value is = 0.05. Thus H_0 is rejected and H_a is accepted because $t_{sig} < H_0$ is rejected, meaning that the independent variable has a significant effect on the dependent variable being studied. In this case, the implementation of the School Literacy Program has a significant effect on students' reading interest in elementary schools throughout the province of Bali.

Table 1. Results of School Literacy Program Implementation and Student Reading Interest

No	Sample School	Implementation	Reading Interest
1	Badung	50	75
2	Bangli	50	75
3	Buleleng	50	75
4	Gianyar	50	75
5	Jembrana	50	75
6	Karangasem	63	83
7	Klungkung	63	83
8	Tabanan	63	83
9	Denpasar	65	83
Average		55.99	78,70

Table 2. Results of Research Hypothesis Testing

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	45.015	1.224		36,764	0.00
	Implementasi GLS	.603	.022	.995	27.719	0.00

The results of the above study indicate that the implementation of the School Literacy Program carried out by elementary schools throughout the province of Bali which was only carried out at the habituation stage had a significant effect on students' reading interest. This means the activities and guidance carried out by the teacher in implementing habituation activities in the implementation of the School Literacy Program can be said to be successful. In addition, the results of this study indicate that students' external factors, namely schools and teachers, play an important role in increasing students' reading interest.

This finding is in line with the opinion of Triatma which states that reading interest is influenced by factors from within students (internal) which include attention, feelings, and motivation, then factors from outside students (external) which include the role of teachers, environment, family. Facilities and environmental factors (at school) [17]. Children who have reading disabilities believe that their reading ability is controlled by external factors and that reading is difficult and something they cannot master. Such low academic self-concept can reduce children's interest in reading and prevent them from engaging in reading activities [20, 21].

Thus, habituation activities in the implementation of the School Literacy Program need to be maintained and developed to get better reading results. School Literacy Program aims at growing students' interest in reading and reading skills. In a wider context, School Literacy Program develops schools to serve as learning organizations that make all citizens lifelong learners [22]. Children who have reading disabilities believe that their reading ability is controlled by external factors and that reading is difficult and something they cannot master. Such low academic self-concept can reduce children's interest in reading and prevent them from engaging in reading activities [21].

For reading results with good understanding, it is very necessary to increase interest in reading in children. In the Matthew effect pattern, children with poor reading skills may find reading useless and therefore lose interest in it. If there is no interest in reading, this will have an impact on their reading ability in the future [23].

Increasing students' interest in reading can be done by asking students to predict the contents of the reading before students start reading. For example, by guessing what will happen just by looking at the cover of the reading or the image on the text [24]. This can be done at the stage of habituation in the School Literacy Program. Providing reading material that is close to a child's life or world can develop a child's natural curiosity so that a child's interest in reading can be formed [25]. To maintain students' interest in reading, it can be done by choosing or providing reading materials that vary in sentence structure and length [26].

In this Literacy Program, schools are also trying to keep collaborating with parents in its implementation. Parents' beliefs about their role in their children's literacy and language abilities are an important component of this literacy program [27, 28]. This can help maintain and increase students' interest in reading. Parental involvement in reading and writing as a literacy activity is the strongest predictor of children's reading interest after controlling for children's age and parental education level [29, 30].

4 Conclusion

Based on the results and discussions that have been carried out, the conclusions of this study are (1) the implementation of the School Literacy Program in suburban elementary schools in Bali tends to be carried out only at the habituation stage. At the habituation stage, it is done through reading activities for 15 min before the learning activities begin. The 15-min reading activity utilizes the reading corner in each class. (2) The implementation of the School Literacy Program has a significant effect on students' reading interest in suburban elementary schools throughout the provinces in Bali.

As for the advice that what can be given based on this research are (1) teachers in suburban elementary schools throughout Bali Province to carry out literacy development and learning stages, (2) schools to provide opportunities for teachers to take part in the School Literacy Program implementation training, (3) the government to provide sufficient budget for School Literacy Program, especially in elementary school. 4) Schools collaborate with parents in the success of this School Literacy Program to increase students' interest in reading.

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