



Literacy Movement Program in Elementary School: A Study of Central Java, Indonesia

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Abstract. Elementary school is a time when children are at the golden age, so it is crucial to instill noble character values. The literacy movement is one way that can be done to instill noble character. This study aims to find out (1) reveal the planning of the school literacy movement in Elementary Schools of Central Java, Indonesia (2) reveal the implementation of the school literacy movement in Elementary Schools of Central Java, (3) reveal the evaluation of the school literacy movement in Elementary Schools of Central Java. The type of study used is descriptive with a qualitative approach. Data collection techniques in this study use documentation techniques. The data validity used in this study is cross-check data. The data analysis technique used in this study is content analysis. Based on the study results, it can be concluded that (a) the planning of the school literacy movement in Central Java is carried out through the preparation, planning, and scheduling stages. (b) Implementing the school literacy movement in Central Java is carried out with the habituation stage, the development stage and the habituation stage, (c) evaluation of the school literacy movement in Central Java was carried out by evaluating the context, input components, and the process.

Keywords: elementary school · literacy movement · school literacy · Central Java

1 Introduction

Elementary school is the first formal education where children start literacy by reading. Reading is one of the essential functions in life. All learning processes are based on the ability to read. With the ability to read that is entrenched in every child, the level of success in school and life in society will open up opportunities for better life success.

The low level of reading in Indonesia, according to Teguh (2013) not competitive because human resources lack knowledge and technology due to weak interest and ability to read and write. Reading and writing have not become a necessity of life and have not become a national culture. The number of libraries and books is far from sufficient for the demands of reading as the basis of education. Reading culture has not been considered a critical problem, while many other problems are considered more urgent. Understanding language usage Indonesia is good and true for development of student literacy is still lacking [2].

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Technological developments that are increasingly developing have penetrated the world of education. Books have begun to be alienated and replaced by sophisticated technology such as gadgets that all groups can access because gadgets are considered more practical and faster in obtaining information. In this millennial era, gadgets are more favored by children because of the many exciting and innovative features. This triggers a decrease in student interest in learning, especially in elementary school children because learning with books is tedious.

Elementary school is a time when children are at their golden age, so it is crucial to instill noble character values. The literacy movement is one way that can be done to instill noble character. Teachers have an essential role in stimulating students to learn, where teachers can teach noble character with literacy movements through fifteen minutes of reading. In addition, the School Literacy Movement can be classified into two, namely: manage the components of the school organization in the form of humans, and organizational components school in the form of objects [3]. The Ministry of Education and Culture of Indonesia, based on Ministerial Regulation number 23 of 2013 launched a school literacy movement to foster noble character attitudes in children through language. The school literacy movement is more than just reading and writing but includes thinking skills according to the stages and components of literacy. Based on Imanugroho's study (2017), growing interest in reading is carried out in three stages: habituation, development, and learning. Meanwhile, according to Teguh (2013) in good practice, it is necessary to emphasize the principles of the school literacy movement.

The Prague Declaration in 2003 stated that literacy also includes how a person communicates in society. Literacy also means practices and social relations related to knowledge, language, and culture [5]. In Indonesian Law No. 3 of 2017 concerning the Book System, literacy is defined as "the ability to interpret information critically so that everyone can access science and technology as an effort to improve the quality of their life." According to the World Economic Forum [5], students need sixteen skills to be able to survive in the XXI century, namely the foundation of literacy (how students apply literacy skills to daily life), competence (how students respond to complex challenges), and character (how students respond to changes in their environment). GLN (National Literacy Movement) has provided opportunities for students to be willing to read [6].

Kusumawati's (2018) states that the benefits of implementing the literacy movement, which can arouse students' love of reading culture, students can think critically in solving their problems, and student curiosity continues to increase. According to Antasari (2018), the literacy movement can be done by increasing reading aloud in storybooks, not just textbooks. In the success of the literacy movement according to Widayati (2018), teachers can play an active role by introducing local wisdom for character education of students; teachers need to provide local wisdom books to reduce students who often play games on gadgets. In Imanugroho's study (2017), fostering students' interest in reading through the school literacy movement program which was carried out at Kuripan Lor 01 Public Elementary School, Pekalongan City, Indonesia was carried out in three stages, namely the habituation phase, development phase, and learning phase. Study of Silvia & Djuanda (2017), literature-based learning model is used to create fifteen minutes of reading before learning into a fun, varied activity and to increase interest in reading and the ability to respond to students' books. Syawaluddin & Nurhaedah's study (2018), the school

literacy program should be further developed with teachers able to improve the process of implementing the school literacy movement at the habituation stage, especially in carrying out reading activities fifteen minutes before learning is carried out. Students should try to increase students reading interest and reading ability.

The school literacy movement is expected to increase interest in reading, especially in elementary school children, so they are not always glued to gadgets because elementary school age is a playing phase. Hence, it requires activities related to the environment. Improving school literacy also impacts improving the quality of education in Indonesia.

2 Method

The type of study used is descriptive with a qualitative approach. This study design used a literature study approach or literature review, theoretical study, theoretical basis, and theoretical review. In this study, the authors used secondary data published or used by organizations that are not the processors. Authors got secondary data from journals, thesis, and scientific articles.

The authors acts as an instrument and a collection of data. The presence of authors is needed to collect data through study literature. The data collection technique used in this study uses documentation Techniques. In this study using documents found from relevant journals, thesis and scientific articles are then analyzed and summarized to obtain the results of the analysis in the form of answers to the problem formulation. The validity of the data used by authors in this study is using triangulation of data by cross-checking the data with facts from other sources. This triangulation is done by searching for relevant journals, thesis and scientific articles and then analyzing to get the results of the analysis in the form of answers to the formulation of the problem.

The data analysis technique used content analysis techniques. Content analysis is a technique of analyzing a message with a systematic procedure to obtain valid inferences. Hereby the content analysis steps [11]:

- a. Formulating the Problem
- b. Literature review (conceptual framework or thinking framework)
- c. Develop a set of methodologies-operational definitions - determine the unit of analysis and categorization:
 - (1) Thematic
 - (2) Physique
 - (3) Reference
 - (4) Syntax
- d. Validity and reliability test. Determine population and sample: topic and period.

Determine the method of data collection: documentation. Determine the method of analysis data analysis and interpretation.

3 Result and Discussion

See Table 1.

Table 1. Findings

Aspect	Findings
Planning	
Preparation	<ol style="list-style-type: none"> 1. School literacy movement training for school principals and teachers 2. Implementing the school literacy movement policy 3. Socialization of teachers, parents, and students
Planning	<ol style="list-style-type: none"> 1. Hold a teacher meeting to form a school literacy movement team 2. Create a concept program of activities 3. Develop and determine reading programs 4. Inventory of facilities, infrastructure, and reading materials owned and procure the facilities and reading materials needed 5. I was reading book collection development.
Program Schedule	<ol style="list-style-type: none"> 1. Schedule a reading program 2. Make a budget plan for the collection of books and facilities for reading such as reading rooms, reading corners, reading terraces and reading gardens)
Implementation	
Habituation	<ol style="list-style-type: none"> 1. Implementation of 15-min reading activities which include interactive, integrated, shared reading activities and discussions about the books being read 2. Organizing a literate environment and facilities 3. Creating a text-rich environment 4. Choosing elementary school reading books 5. Public involvement (parents can communicate with the school via electronic devices)
Development	As a follow-up to the development of reading activities in the form of appreciation of the literacy achievements of students and the school literacy team, language Friday activities, teachers become models in reading activities, and each student has a daily reading journal that is filled out every day by students, there is a policy of compulsory reading of books that available in the library.
Habituation II	The habituation stage is the development of all student activities in implementing learning and the wild, starting from reading strategies in all subjects, mandatory library visits, empowering classroom magazines, to making portfolios.
Evaluation	
Evaluation of Context	Context evaluation reviews whether the school literacy movement is a school need, the goals of the school literacy movement, and the goals of the school literacy program.

(continued)

Table 1. (continued)

Aspect	Findings
Evaluation of Input	The evaluation of the input component reviews what programs have been carried out in realizing the school literacy movement in elementary schools
Evaluation of the Process	Evaluation of process components is used to find out to what extent the plan has been implemented and what components need to be improved from the teacher's role to program implementation
Evaluation of Product	Product component evaluation is used to measure the extent to which a program has achieved its goals by holding a literacy program

3.1 Planning for School Literacy Movement

Preparation Stage

The results of the study at the preparation stage for planning the school literacy movement which can be implemented through three stages, namely, school literacy movement training for principals and teachers, implementing school literacy movement policies, and socializing teachers, parents, and students (Afifuddin, 2018; Rini, 2018; Ni'am 2019; Huda & Rohmiyati 2019; Wiratsiwi 2020; Wana & Dwiarno 2018; Respati 2018; and Sulisty 2017).

The study results are strengthened by Teguh (2013) finding. The action program of the school literacy movement can be carried out by offering, inviting or appointing schools or the school community (students, teachers, school management, school principals and committees) so that they can carry out school literacy movement activities which are forms of action, as well as holding socialization on understanding to teachers, principals, committees or parents about what and how the school literacy movement is.

Planning Stage

The results of the study at the planning stage of the school literacy movement can be carried out in five stages, namely: holding a teacher meeting to form a school literacy movement team, conceptualizing activity programs, compiling and determining reading programs, taking an inventory of facilities, infrastructure, reading materials owned and procuring the facilities and reading materials needed, and developing a collection of reading books (Afifuddin, 2018; Rahmawati 2019; Ni'am 2019; Wiratsiwi 2020; Wana & Dwiarno 2018; Aziz 2018; Kusumarizky 2018; Anastasya 2019; Sulisty 2017).

The study's results were corroborated by Antasari's (2018) which states that the effort to establish a classroom reading corner or library corner requires a literacy-rich environment by realizing the creation of a wall magazine. If the classroom reading corner or library corner is established, there should be assistance (helping) students choose reading books, and public involvement can expand with more communities so that it can be opened to receive donations of reading books from the wider community.

Program Schedule Stage

The results of the study at the stage of the school literacy movement program schedule can be carried out in two stages namely, making a schedule for reading programs, making budget plans for book collections and facilities for reading such as reading rooms, reading corners, reading terraces and reading gardens (Afifuddin, 2018; Ni'am 2019; Kusumarizky 2018; Sulisty 2017).

The findings are in line with Teguh (2013) which states that the technical concept of literacy can be implemented by making a schedule of (1) Daily (2) Weekly (3) Monthly (holding visits to Literacy centers, holding family literacy festivals, (4) Per semester/six months (giving rewards) to students who get the best grades in literacy, encouraging parents to become contributors to children's books at the end of the semester (5) Monitoring and evaluation.

3.2 Implementation of the School Literacy Movement in Central Java

Habituation Stage

The findings at the stage of habituation of the school literacy movement can be carried out in five stages, namely: implementation of 15-min reading activities which include interactive, integrated, shared reading activities and discussions about books being read, arranging literacy facilities and environments, creating a text-rich environment, selecting elementary school reading books, and public involvement. Parents can communicate with the school through the electronic device (Rini 2018; Rahmawati 2019; Azmi 2019; Anindya et al. 2019; Imanugroho 2017; Huda & Rohmiyati 2019; Aziz 2018; Antasari 2017; Respati 2018; Sudaryanto 2018; Salma & Mudzanatun 2019, and Ramandanu 2019).

The results are in line with Faizah (2016) finding. The school literacy movement is contained in Indonesian Ministry Regulation Number 23 of 2015 (2015), which contains character growth. One of the activities is reading for about 10–15 min when they want to start learning. The school literacy movement is a comprehensive effort in the context of realizing schools or madrasas as educational organizations whose citizens are literate throughout their lives through public participation. Imanugroho (2017) also stated that, Kuripan Lor 01 Public Elementary School, Pekalongan City carried out the habituation stage as an initial stage. The reading activity 15 min before the lesson was carried out after the Qur'an reading and writing activity by utilizing the collections already available in the classroom reading corner.

Development Stage

The findings at the development stage can be implemented as a follow-up to the development of reading activities in the form of appreciation for the literacy achievements of students and school literacy teams, language Friday activities, teachers being models in reading activities, each student having a daily reading journal that is filled out every day by students, a policy of compulsory reading of books that available in the library (Rini 2018; Rahmawati 2019; Pusparini 2019; Ni'am 2019; Azmi 2019; Imanugroho 2017; Huda & Rohmiyati 2019; Respati 2018; Sudaryanto 2018; Ramandanu 2019).

The results are relevant with Imanugroho (2017), which states that the development stage focuses on literacy activities, namely listening, reading, speaking and writing. From the four literacy activities, it is hoped that the literacy skills of students can develop where they can understand reading, think critically, and can respond to enrichment books with their communication skills by utilizing learning activities in the school environment, including school yards, school libraries, city library tours, giving rewards to diligent participants in the library.

Habituation Stage II

The results of the research findings at the stage of habituation of the school literacy movement is the development of all student activities in the implementation of learning and outside of learning ranging from reading strategies in all subjects, mandatory hours of library visits, empowerment of classroom magazines, to making portfolios (Rini 2018; Rahmawati 2019; Azmi 2019; Anindya et al. 2019; Imanugroho 2017; Huda & Rohmiyati 2019; Wiratsiwi 2020; Respati 2018; Sudaryanto 2018; Ramandanu 2019).

The results are corroborated with Imanugroho (2017) study. The learning stage that has been carried out at Kuripan Lor 01 Elementary School, Pekalongan City is implementing an introduction in the form of increasing writing skills by utilizing enrichment books in subjects. The purpose of introducing this literacy activity is so that students are interested in reading by utilizing a collection of enrichment books from the library.

3.3 Evaluation of the School Literacy Movement in Central Java

Evaluation of Context

The findings of the evaluation of the context of the school literacy movement were found in the study of Sulisty (2017) review whether the school literacy movement is a school need, the goals of the school literacy movement, and the goals of the school literacy program.

The findings are corroborated with Mas et al. (2019), the evaluation of the context in the implementation of the school literacy movement program is in suitable qualification. It shows that the evaluation of the research context which includes policies at the habituation stage, policies at the development stage and policies at the learning stage is already a suitable qualification.

Evaluation of Input

The evaluation of the input component reviews what programs have been carried out in realizing the school literacy movement in elementary schools [12, 14, 19, 21].

The results were corroborated with Mas et al. (2019), the evaluation of the input component in the implementation of the school literacy movement program is in suitable qualification. This shows that the identification of school readiness, the implementation of the habituation stage, the implementation of the development stage, and the implementation of the learning stage are by the provisions, so what is the next stage in the implementation of the school literacy movement program can run smoothly, because the input component is the starting point of a school literacy movement. Activities will be carried out.

Evaluation of Process

Evaluation of process components is used to find out to what extent the plan has been implemented and what components need to be improved from the teacher's role to program implementation [7, 12, 15–17, 19, 20, 24, 32].

The findings are corroborated with Mas et al. (2019) which states that the evaluation of the components of the implementation process of the school literacy movement program is in suitable qualification. This shows that the implementation of the habituation stage, the development stage, and the learning stage are by the flow and implementation instructions to achieve the goals that have been set.

Evaluation of Product

The evaluation of the product components used to measure the extent to which a program has achieved its goals by holding a literacy program (Afifuddin 2018; Azmi 2019; Sulisty 2017).

The results were corroborated with Mas et al. (2019) which states that the evaluation of the product components of the implementation of the school literacy movement is in suitable qualification. This shows that the results of the program implementation of the refraction stage, development stage, and learning stage have achieved the expected goals, so that for the implementation of the school literacy movement program in the following year, efforts are made to be carried out optimally and run by the provisions.

4 Conclusion

First, planning for school literacy movement in Central Java consist of preparation stage, planning stage, and scheduling stage. Second, implementation of the school literacy movement in Central Java consists of habituation stage, development stage, and habituation stage II. Finally, evaluation of the school literacy movement in Central Java consists of evaluation of context, evaluation of input, evaluation of process, and evaluation of product.

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