Implementation Of The School Literature Movement Through The Reading Corner To Improve Reading Ability In Sd Muhammadiyah Metro Pusat

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Abstract. The problem in this research is that there are still SD Muhammadiyah Pusat participant educate class V Which Not yet fluent read. Study it aims For describes (1) Implementation of the School Literacy Movement (GLS) through reading corners in increase ability read in SD Muhammadiyah Center, (2) The ability to read students in Central Muhammadiyah Elementary School after being implemented reading corner, and (3) Impacts and constraints in implementing GLS through reading corner in increase ability read in SD Muhammadiyah Center. Method study in study This is method qualitative descriptive with type case study research. Data collection techniques with interviews, observation, and documentation. The results of the research show that the implementation of GLS is through corners reading in Central Muhammadiyah Elementary School has reached the habituation stage and stage development. Stage habituation done with activity read 15 min before learning begins and the development stage is carried out by visiting to the school library, there is a class reading corner, and there is a literacy movement team school. The ability to read in Central Muhammadiyah Elementary School has increased after the holding of the GLS through reading corner, but there are still obstacles faced in implementing GLS through reading corners, namely the lack of classrooms and the availability of books is still limited so that the reading books are in the reading corner No updated regularly routine.

Keywords: Implementation Literacy Movement School · Ability Read

1 Introduction

The ability to read is an important ability and must be possessed by everyone. In Indonesia ability read taught since park child, school base, middle school and even college. Reading ability also has role important in success life somebody, Because every information And knowledge One's knowledge can not be obtained apart from reading activities. The more often someone reads and the more reading sources are read, the more knowledge is also broad. Dalman in Muhammad et al. (2019:336), said that "reading is an activity of understanding or a cognitive process Which make an effort For find various information

Which there is in writing." Activity read involve process cognitive For look for, find, And translate all something Which there is in in text Good form symbol/sign/writing so that the information or message that the author wants to convey can be accepted by reader. In line with opinion the, Hodgson in Dance (2008:7), argues "reading is a process that is carried out and used by the reader to get the message the writer wants to convey through media of words/written language". The process of understanding the meaning of the words contained in the text so message Which written and implied can arrested and understood well.

Reading ability and literacy are two things that are closely related to each other education World. This is because reading is one part of the dimension literacy. According to Ministry of Education and Culture (2016:6–7) "literacy shared become literacy read and write, numeracy literacy, scientific literacy, digital literacy, financial literacy, and cultural literacy and citizenship". Literacy is a means or place for students to get to know, understand, and apply the knowledge they have acquired. Initially literate understood as ability read And write. However, along development era literacy interpreted as ability somebody For obtain information until use or apply information the in a manner intelligent in his life. As stated by ministry of education and culture (2016:2), "literacy interpreted as ability somebody For can access, understand, And use something intelligently through various activities such as reading, viewing, listening, write, and speak".

Someone can be said to be literate if someone is able to understand something gained from reading information and being able to do something based on it understanding to reading the Read No only limited capable pronounce a word or sentence but also must understand the contents in it. Therefore, the ability to read is a fundamental skill that must be possessed For learn all something. However, on in fact participant educate Still having difficulty reading. The reading ability of school students in Indonesia is still relatively low. Low reading ability can seen from the results of an international survey put forward by Mullis in Hidayah (2017: 2), that "the results of the PIRLS survey (Progress International Reading Literacy Study) in 2011, a world literacy test institute explained that the literacy test reading that measures aspects of understanding, using, and reflecting on results read in written form. Indonesia ranks 45th out of 48 countries participant, with obtain score 428 from score 500″. Results the show that literacy in Indonesia, especially in terms of reading, is still low and necessary For improved.

The ability to read is a complex ability because it involves many factors, one of which is reading interest. In fact in Indonesia besides ability read Which Still low, interest read Also belong low. The low interest in reading can be seen from the results of UNESCO in Wiedarti (2016: 2) on In 2012, he released data regarding the reading level index of Indonesians which is only 0.001 percent. That is, out of 1,000 residents there is only one person Which own interest read. Condition This very apprehensive And very ironic. Participant educate more choose For use up time like play, watch television, play gadgets, or even play games compared to read book. Availability book Which Still Not yet adequate Also become reason low ability read And Also interest read.

Based on problems Which happen in on ministry of education and culture launched a School Literacy Movement program or what is called GLS. GLS is a program launched by the government in 2015 until Now as effort in develop culture literacy in school and the development of character. The birth of GLS was based on effort growth of character.

According to the Ministry of Education and Culture's School Literacy Movement Task Force (2019:10), "Movement literacy school is movement social with support collaborative various element". Whereas According to E. Mulyasa (2018:4) "GLS is something effort Which done in a manner thorough For make school as organization learning Which its citizens literate throughout life through public engagement". This program is implemented by involving all residents schools namely students, educators, principals, education staff, supervisors schools, school committees, and parents/guardians of students. Very GLS program important to be implemented by educational institutions, because with the program This can improve skills read and write.

In practice, the GLS program has three stages, namely the habituation stage, stage development, And stage learning. Stage habituation This aim to foster interest in reading and in deep reading activities self inhabitant school with activity read 15 min before or after learning started. Stage development aim develop ability understand reading And hook it up with experience personal, think critically, and cultivate communication skills creatively through activities respond book enrichment. Development interest read Which based on 15 min of daily reading activities develop literacy skills through non-academic activities (non-academic bills that are not related to grades can done). Whereas on stage learning, activity literacy aim develop ability understand text And hook it up with personal experience, think critically, and cultivate communication skills in an effective manner creatively through activities responding to the text of enrichment books and textbooks. In matter This bill Which characteristic academic (related with eye lesson) can done. Teacher use strategy literacy in carry out learning (in all eye lesson).

One form of GLS program development namely the establishment of a reading corner. A reading corner or reading corner is a corner or place that is used as a place to read. According to the Ministry of Education and Culture (2016: 11), "a reading corner is a corners or other places in the classroom that are used to organize books or other learning resources in order to increase students' interest in reading and learning through activity read pleasant." Matter This in line with opinion Nugroho (2016: 189), which says "a reading corner is a corner of a classroom as a place collection of books from students in each class. It is hoped that there will be a reading corner add motivation participant educate in read so that can increase ability read learners."

Based on results observation in a manner direct in SD Muhammadiyah Center Which is Wrong One institution education Which has implement GLS since 2016 at the time of the government instruct the GLS program on all level of education from elementary to high school. As one form of program implementation This GLS at Muhammadiyah Central Elementary School also made a reading corner. Reading corner or something also called a reading corner is a corner or a place to read. In Central Muhammadiyah Elementary School reading corners are held in each class starting from class I- VI, the placement is in the classroom so that it makes it easier for students when want to read a book. Having a reading corner makes students more enthusiastic to read this can be seen from the enthusiasm of students when requested to read a book in the reading corner. In addition, outside of class hours, namely during school hours break not a few students who spend their time to read on reading corner.

Program GLS This utilized by SD Muhammadiyah Center For can increase ability read participant he taught, Because based on results observations and interviews conducted in the high class, namely Class V there still is a number of participant educate Which Still Not yet fluent in read. According to information from the teacher in the class concerned about students' reading ability there are still those who are not fluent in reading, and there are also those who are already fluent in reading but can not understand the reading well. Considering already in class the height should be students in class V already read fluently and also can understand reading with Good. Whereas from results observation on study In the introduction the researcher looked at the implementation of literacy movements and reading corners in class V is good enough, there are various kinds of books, both textbooks and non-textbooks lessons, the reading corner is always neatly arranged and equipped with decorations in the form of poster masterpiece learners.

Based on the explanation above, the literacy movement really needs to be implemented in The school is equipped with a reading corner to create a comfortable reading atmosphere conducive so that can increase ability read participant educate. By Because That, researcher very need do A study related with "Implementation Movement Literacy School Through Corner Read in Increase Ability Read In SD Muhammadiyah Center".

2 Method Study

This study uses a descriptive qualitative method with a type of study research case. According to Creswell in Sugiyono (2020: 5), "Qualitative methods are divided into five types, namely phenomenological research, grounded theory, ethnography, case study, and narrative research." In study This researcher use type case study research or case study. According to Creswell in Sugiyono (2020:6), "studies case is type study qualitative Where researcher do in-depth exploration of programs, events, processes, activities, to One or more people."

Study This held on semester odd year teachings 2022/2023 until completion of this research. The location of the research was carried out at Central Muhammadiyah Elementary School who are in Metro City Center. The subject in this study is the school principal Central Muhammadiyah Elementary School, class V educator at Central Muhammadiyah Elementary School, movement team central Muhammadiyah elementary school literacy, students class V SD Muhammadiyah Center. Researcher determine subject study use purposive sampling. According to Sugiyono (2020:95–96) purposive sampling is technique taking data sources is done with certain considerations. Consider this, for example person the considered most know about What Which We hope, or Possible he is the ruler making it easier for researchers to conduct research. As for object in study This is implementation movement literacy school through the reading corner in improving reading skills class V students in Central Muhammadiyah Elementary School.

Data collection techniques in this study using participatory observation passive, semi-structured interviews, and documentation as collection techniques data. This is done to obtain detailed data and explore in a manner deep about implementation GLS through corner read in increase ability read in SD Muhammadiyah Center, ability reading students at Central Muhammadiyah Elementary School after implementing the reading corner,

And impact And constraint in implementation GLS through corner read in improve reading skills in Central Muhammadiyah Elementary School. Analysis technique data use technique analysis data model interactive Which put forward by Miles, Huberman and Saldana (2014:31), which states that "We see analysis as three concurrent flows of activities: (1) data condensation, (2) data displays, and (3) conclusion draw/verification". There are three data analysis techniques namely data condensation, presentation data, and conclusion/verification.

This study uses credibility or degree of trust. Credibility done to determine the degree of trust in the research design with the results achieved. So between the design and the research results obtained must be appropriate. Credibility or degree trust in study This done with technique triangulation. Researcher use triangulation For make it easy researcher in compare data findings with various sources, techniques, and time so that the degree of trust or credibility data can achieved. Triangulation source For test credibility data done with method check data Which has obtained through various source. In this study, researchers took data sourced from school principals, teams school literacy movement, class teachers, and students. Technique triangulation is done by method check data to source Which The same with technique Which different. In In this study, the data techniques used were observation, interviews and documentation. If the data is obtained using interviews, it will be checked again using observation or documentation. Time Also often influence credibility data Which collected by interview technique in the morning when the sources are still fresh, not yet many problems, will provide more valid data so that it is more credible. Therefore in order to test the credibility of the data can be done by checking with interviews, observation or other techniques in different times or situations. When the test results produce different data then it is done repeatedly until it arrives found data certainty.

3   Results and Discussion

A. Implementation of GLS Through Reading Corners in Improving Reading Skills in SD Muhammadiyah Metro Center

Before carry out something program every educational institutions what we can be certain of is have separate preparation or planning, including the implementation of the GLS program in SD Muhammadiyah Metro. From the data obtained by the researcher, SD Muhammadiyah Metro The center before holding the GLS program, the school held a meeting first with educators and education staff at Muhammadiyah Metro Elementary School. This is done so that between school principals, educators, education staff, and all school members can equally participate in the GLS program. Apart from that party school also invites parents of students to participate in the program GLS This.

This is in accordance with what was conveyed by the Ministry of Education and Culture in Wiedarti, Pangesti (2016: 7), that GLS is a business or activity that participatory by involving school members (students, teachers, principals, education staff, school supervisors, school committee, parents or guardians of participating students educate), academics, publisher, media mass, public (figure public Which can present exemplary, world business) And stakeholders interest in lower coordination of the Directorate General of Primary and Secondary Education, Ministry of Education And culture.

Based on data Which got researcher that after do meeting with in educators and education staff as well as coordinating with parents of students and whole inhabitant school. Step furthermore Which done party school in GLS program planning is to conduct outreach with all school members regarding the implementation of the GLS. Socialization is carried out so that all school members understand How implementation GLS up to GLS evaluation.

So that implementation program GLS can achieved in a manner maximum, naturally needed means And infrastructure To use support the way program the. Matter This Also Which done Muhammadiyah Elementary School Metro, the school prepares means And infrastructure Which needed in implementation GLS like book reading, library with source reading Which varied, And Also environment school Which rich will literacy Where there are wall magazines/cultural posters read.

In addition, in planning and implementing the school literacy movement, the activities Implementation must also be adjusted to the existing curriculum, namely the 2013 curriculum. Matter the done For support ability participant educate including ability read. Given the ability to read is a very important thing to have For meet the need for information.

Matter the in accordance with decree Ministry Education And culture Which states that, in carrying out the literacy movement must also be adjusted to curriculum 2013 mandatory for all levels of school education base both the SD and MI levels. Referring to the 2013 curriculum which places educators as a facilitator and students as learning subjects, as well as literacy activities where students are actively involved in every literacy activity and teachers should be able to become facilitators for students in accessing various information And capable direct participant educate For obtain information Which Good.

After all preparation finished done, party school SD Muhammadiyah Metro Center started implementing GLS. GLS implementation is divided into several stages, namely stage habituation, stage development, And stage learning. However, in SD Muhammadiyah Metro Central still Not yet apply all stages GLS. In SD Muhammadiyah Metro Center to apply stage habituation And stage development. The habituation stage is the initial stage in implementing the GLS. This habituation stage is stages Which aim For grow interest to reading And towards reading activities in school members including students. In Indonesia interest read Still belong low Which proven with a number of results test Which done. By Because That, stage beginning in implementation GLS aim For grow reading interest.

In accordance with the GLS guidelines, the activities at the GLS stage include: 15 min book reading activity at the beginning of learning or at other times. Besides that, the next activity is to build a school physical environment that is rich in literacy, among others: (1) providing a comfortable school library, reading corner, and reading area; (2) development of other facilities (UKS, canteen, school garden); and (3) provision of text collections print, visual, digital, nor multimodal Which easy accessed by whole inhabitant school; (4) creation of rich text materials (print-rich materials).

Activities at the habituation stage are also an effort to grow character, namely by formation habituation Good in school. Matter This Also Which underlying implementation of the GLS program at all levels of education. One of habituation positive in school that

is habituation read. Activity habituation read Which carried out, namely the activity of reading books for 15 min every day before learning started or at another time. It is hoped that this activity will be carried out continuously as habituation positive at school.

Based on the data obtained by researchers from interviews, observations, and documentation in SD Muhammadiyah Metro Centralstage habituation held For grow and increase students' interest in reading. This is of course in accordance with the existing theory. The activities carried out at this habituation stage are reading books 15 min before the learning activity begins. In this activity students No only do activity read but Also There is activity write with make summary/resume of the contents reading Which has be read.

Stage development is stage advanced from stage habituation. Stage This aim For develop ability understand reading And hook it up with personal experience, critical thinking, and cultivate communication skills in an effective manner creative through activities respond to enrichment books.

On stage development activity Which done in SD Muhammadiyah Metro Center, namely visit to library school. Library school become means support in activity literacy. Visit library usually done in a manner scheduled. Each class will visit to library in a manner alternate. Matter This is done of course so that students are orderly and each class is not disturbed with class other moment visit to library. Besides visit to library school, in SD Muhammadiyah Metro Central too there is corner read class. As for Activities carried out in the reading corner of the class include reading books 15 min before the lesson begins, exchange books with friends, and summarize the results reading.

One of the indicators in the development stage of the school literacy movement is the establishment school literacy movement team. Likewise what was done at Muhammadiyah Metro Elementary School, through the decree of the principal a responsible school literacy movement team was formed in organize to evaluate the implementation of the movement school literacy.

B. Ability Read Participant Educate in SD Muhammadiyah Metro Centerafter Applied Reading Corner

Ability read is ability Which fundamentals for participant educate. Ability read must owned by participant educate Because read Which will bridging students to gain knowledge. Hence, ability read Also become part important Which become attention special in SD Muhammad Metro. GLS is one of the strategies in improving capabilities read at Muhammadiyah Metro Elementary School.

Based on data Which obtained researcher show, ability read in SD Muhammadiyah Metro Center is quite good. It can be said that because there is enhancement ability read on participant educate especially after the implementation of the reading corner. This can be seen from the results of the reading ability test carried out by educators who showed an increase from the results of the previous test and most students have reached the specified KKM. Nevertheless, Still There is a number of participant educate Which Still Not yet fluent read And own reading ability is not good. From the results of observations show there are still 3 students who are still lacking in ability pronounce the word, still not can understand reading, summarizing/making the essence of reading, and also telling return content reading in a manner coherent. Participant educate Which Still Not yet Good ability reading it does not exceed the percentage of students who are

classified as good reading ability. The school literacy movement team said students who categorized as good ability read it on each class exists more than 50%.

Perma error-problem in ability read Which experienced participant educate the naturally own factor reason. Based on results interview with educators the cause of the lack of reading ability of students in grade V because they still lack of interest in students to read. Interest is an important factor in improving one's reading ability. In addition, the lack of guidance Parents are also the cause of the low reading ability of fifth grade students SD Muhammadiyah Metro. Matter This naturally become attention educator For can overcome these problems.

C. Impact and Constraint in Implementation GLS Through Corner Read in Increase Ability Read in SD Muhammad Metro Center

Implementation GLS through corner read give impact Which positive for SD Muhammadiyah Metro. Every program Which run Certain expected can have a positive impact on the implementer. At Muhammadiyah Metro Central Elementary School the implementation of GLS through reading corners has an impact on increasing participants' interest in reading educate. This is in accordance with the research data conducted by researchers that after holding a reading corner in every class at Muhammadiyah Metro Central Elementary School grow interest read on participant educate. Interest read the can seen from increasing the frequency of reading students. Students spend a lot of time to read in the reading corner. In addition, students ' interest in reading books as well This can be seen when educators invite students to carry out activities read participant students are very enthusiastic.

Students' interest in reading will also have an impact on improving reading skills learners.

Both are two things that are closely related to each other. Therefore can said application GLS through corner read in SD Muhammadiyah Metro The center was largely successful because of the goals it was envisioned in implementation The program has been achieved although it is still not optimal. Besides having a good impact with the achievement of the expected goals in the implementation of the GLS. Implementation GLS at SD Muhammadiyah Metro Pusat is also inseparable from the constraints that arise faced. As for constraint faced by schools in implementation GLS through the corner read namely the minimum room class, and limited availability of books.

In the process of making a class reading corner has several stages. Deep stages make corner read class between other: 1) provide part area in class For keep collection material References, 2) designing plan placement with notice lighting, circulation air, security And comfort student, 3) designing a model for structuring a collection of library materials by providing a place or shelf collection Which Enough strong, safe, determine, choose, And provide type collection library materials that will be placed in the class reading corner, 5) organize a collection of library materials on a place or shelf that has been provided and provides reading recap books, and 6) the collection of class reading corners should always be updated to maintain reading interest student at least once a month.

At a minimum room class become Wrong One constraint in implementation GLS through reading corner at SD Muhammadiyah Metro. Therefore, preferably in the

arrangement space must design a placement plan with attention to lighting, circulation air, security And comfort participant educate. Constraint other Which faced that is limitations availability book. Book become part Which very important in implementation GLS. However, in SD Muhammadiyah Metro Central still experience lack of availability of books so that books in the reading corner of the class are not updated periodically. Even though updating reading books on a regular basis is very important because students really need reading books with the latest references participant students are not left behind obtain new knowledge.

4   Conclusion and Suggestion

Based on results from study about "Analysis Implementation Movement Literacy School Through Corner Read in Increase Ability Read in SD Muhammadiyah Metro" it can be concluded that the implementation of the GLS is through a corner read in increase ability read in SD Muhammadiyah Metro Center to the stage of habituation and development. At the stage of habituation aims to foster students' interest in reading and foster habituation Good in school through activity read 15 min before activity learning started.

The next stage of GLS implementation namely stage development. At stage This activity is carried out by visiting the school library, there is a reading corner classes, and the formation of school literacy movement teams. GLS implementation through the reading corner at SD Muhammadiyah Metro centralcapable increase ability read And has a positive impact, namely growing students' interest in reading which is marked with the increasing frequency of students' reading and their existence interest in reading books at Muhammadiyah Metro Elementary School. However, there are still some students who experience problems in reading still lack interest in reading from within self participant educate, lack of trust self, And lack of guidance person old become factor the cause. Besides That, minimal room class And limitations availability of books which causes the books in the reading corner not to be updated regularly periodically Also become constraint Which faced SD Muhammadiyah Metro Inner center application GLS through reading corner.

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