



Implementation of the School Literacy Movement Program (GLS) In SD Negeri Triwidadi Pajangan and SD Negeri Puncak Pajangan

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ABSTRACT

Low literacy skills lead to low interest in reading among elementary school students. One of the government's steps in increasing students' reading interest is with the School Literacy Movement (GLS) program. However, various obstacles arose regarding the implementation of the GLS program. Many teachers complained about the lack of motivation from the school principal and the community to facilitate the implementation of the GLS, besides that the teachers also complained that the implementation time was not optimal. The purpose of this study was to determine the implementation of the GLS program and the obstacles encountered during the implementation of the GLS program. This study uses a type of qualitative research. The research design used in this study is a case study. The results of research from the two schools show that several GLS stages have been carried out, namely habituation and development. In the first school, the program implemented was writing diaries on Mondays, telling stories on Wednesdays, reading 15 minutes on Tuesdays and Thursdays, memorizing Asmaul Husna and short letters on Fridays, literacy competitions, and using the class reading corner. Whereas in the second school the GLS program that has been implemented is the provision of a school library, Serasi (literacy Wednesday Tuesday), reading together every Thursday. Some of the obstacles to the implementation of the GLS, namely the lack of communication between the school and parents, the lack of facilities and infrastructure owned by the school, teachers find it difficult to implement the program because teachers have other responsibilities, namely teaching and other administrative obligations.

Keywords: *implementation, school literacy movement*

1. INTRODUCTION

Literacy abilities are greatly influenced by students' reading abilities. Reading is one of the most important activities for elementary school students in acquiring knowledge and information. But currently literacy skills are still low. According to [2] low literacy skills cause low interest in reading among elementary school students. This low interest in reading results in low cognitive and intellectual abilities of students. Students are more likely to be interested in using social media and games than reading books. According to [8] one of the causes of students' low interest in reading is students'

difficulties in understanding reading and the school's lack of attention in providing learning resources.

Apart from low interest in reading, students' interest in visiting the library is also still low, this happens because the reading materials available in the library are still not varied. One of the government's steps in increasing students' reading ability is the School Literacy Movement program. GLS is one of the government's breakthroughs to improve the quality of education through a reading culture that is linked to various abilities. Apart from that, GLS aims to maintain continuity of learning by presenting a variety of reading books and accommodating various reading strategies [18]. One of the stages of the School Literacy Movement

(GLS) program activities contained in the Minister of Education and Culture Regulation No. 23 of 2015 is the obligation to read literature for 15 minutes before teaching and learning activities begin [5]. This activity is carried out to foster students' interest in reading and improve students' cognitive, intellectual and character abilities. The books that students read contain moral values, local, national and global wisdom.

Apart from implementing GLS, students' interest in reading can be increased by the learning process carried out by the teacher. The choice of learning model is also a determinant in growing students' interest in reading. Multiliteracy learning can be implemented simultaneously with the GLS program. According to [1] the concept of multiliteracy arises because humans do not only read or write, but they read and write in certain genres that involve social, cultural, and political goals which are the demands of the globalization era, so this is the basis for the birth of multiliteracy in the world of education.

Various obstacles arise regarding the implementation of the GLS program. Many teachers complain about the lack of motivation from school principals and the community to facilitate the implementation of GLS, besides that teachers also complain that the implementation time is not optimal. According to [16] the students also complained about the indiscipline in implementing this program, the books provided were still not varied. Schools, communities and families must be active in ensuring the sustainability of the GLS programs. Each party must try to build how to properly implement this program. Each party must be able to work together in developing libraries, school reading corners, class reading corners, and striving for a literate school ecosystem.

Based on this explanation, the purpose of this research was to find out the implementation of the GLS program, the obstacles encountered during the implementation of the GLS program, as well as the influence of students' reading interest with the GLS program and the application of multiliteracy learning. With the results of this research there will be accountability to the community and the public regarding various aspects related to the implementation and results achieved from the GLS program. It is impossible to find accurate information regarding the implementation of the GLS program if there is no evaluation and follow-up of the GLS.

2. METHOD

This research uses qualitative research. The research design used in this study is a case study.

The research locations in this study were SD Negeri Triwidadi and SD Negeri Puncak, Pajangan District, Bantul Regency.

The researcher took the two schools with the first reason that in the preliminary study the two schools claimed to have implemented the School Literacy Movement. While the second reason is that the two schools are in different environmental situations, namely Triwidadi Public Elementary School is in a fairly crowded environment while Puncak Public Elementary School is in a rural environment. Therefore, researchers are interested in seeing the differences in GLS implementation in these two environmental conditions. This research was conducted for one semester from January to June 2023.

This study uses two data sources, namely primary data sources and secondary data sources. Primary data sources in this research include 1) data from interviews with school principals, teachers, students and education staff, and 2) data from observations regarding the implementation of GLS in the field, namely regarding physical conditions, documents and existing conditions. Secondary data sources in this research include scientific journals and reference books which can be used to complement research results.

The research subjects in this study included school principals, teachers, students, librarians and education staff.

Data collection techniques in this study are (a) observation; (b) interviews; and (c) documentation study. The data collection instruments used in this study were (a) observation sheets; (b) interview sheet; and (c) documentation study guidelines.

There are four criteria for checking the validity of data during data collection, namely first, credibility or degree of trust, second, transferability or transferability, third, dependability, and confirmability or certainty [17].

Data analysis used in this research is data reduction, data presentation, and drawing conclusions. These three steps are data analysis of the Miles and Huberman models [3].

3. RESULTS AND DISCUSSION

Implementation of the School Literacy Movement (GLS) Program

The School Literacy Movement (GLS) in elementary schools is implemented in stages taking into account the readiness of each school. According to [9] schools are free to determine how to implement GLS based on the readiness and time the school has. This readiness includes the physical capacity of the school (availability of literacy facilities, infrastructure and facilities), the

readiness of the school community (students, teachers, parents, and the community), as well as the readiness of other support systems (public participation, institutional support, and relevant policy tools). According [12] the continuity of GLS in elementary schools is carried out in three stages, namely habituation, development and learning.

The implementation of the GLS program in schools that are the subject of research is still at the familiarization and development stage. While the learning stage is still in the process, besides that there are also those who are still in the habituation stage. The following is a description of the implementation of the GLS in the schools that are the subject of the study.

Implementation of GLS at Triwidadi State Elementary School

The implementation of the School Literacy Movement at SD Negeri Triwidadi is based on programs designed by the school, namely routine programs and supporting programs. Routine programs implemented in the context of GLS implementation are as follows:

1. Write Daily Notes on Monday.

Writing a diary is an activity to accustom students to love writing, starting to write from simple things such as writing down their playing experiences, writing about their learning experiences at school, or writing down student activities while at home.

2. Tell stories on Wednesday

This storytelling activity is carried out by students telling about their favorite objects they brought from home. The previous day the teacher had appointed 3-4 students to bring favorite objects and on Wednesday the designated students came to the front of the class to tell about the favorite objects that had been brought. This activity is very interesting for students because with this activity students learn to listen to stories from their friends in front of the class. This activity begins with conditioning the students by the class teacher, after the class is conditioned the class teacher calls the name of the student whose turn it is that day, then the student whose name is called comes forward to the front of the class and introduces himself and tells what object he will tell about and finally the student is allowed to tell his favorite thing. Students who appear in front of the class are given the freedom and freedom to tell and express about the favorite objects they have brought.

After students have finished telling their favorite objects, other students are allowed to ask questions related to the

objects that have been told. For students who appear in front of the class this activity will train self-confidence. Students speak in front of their friends, then for students who listen to stories, this activity will train students to actively ask questions.

3. Read 15 Minutes on Tuesdays and Thursdays

This activity is a 15 minute reading activity before learning starts which is carried out every Tuesday and Thursday. The 15-minute reading activity is carried out in each class which is guided by the class teacher to read non-learning books in the class reading corner. One of the stages of the School Literacy Movement (GLS) program activities as stipulated in the Minister of Education and Culture Regulation No. 23 of 2015 is the obligation to read literature for 15 minutes before teaching and learning activities begin. This activity was carried out to foster students' interest in reading so as to broaden students' insight [14]. In addition, according to [13] this reading activity is expected to increase students' basic literacy and improve students' cognitive, intellectual, and character abilities. The books that students read are mostly fairy tales or encyclopedias which contain moral values, local, national and global wisdom. The books are arranged and tidied up every time the students have finished reading.

4. Memorizing Asmaul Husna and Short Letters on Friday

The activity of memorizing Asmaul Husna and Short Letters which is carried out on Friday, is an activity of reading Asmaul Husna, short letters, reading Juz Amma, reading the Al-Quran for Muslims. Religious literacy activities are carried out in each classroom. After reading the short letters the teacher conveys the message/wisdom from the contents of the letters that have been read. The purpose of carrying out the memorizing of asmaul husna and short letters is to foster and shape the character of students and to accustom students to reading the Koran and is also a form of fostering affection in schools. This short letter and asmaul husna memorization activity lasts for 30 minutes.

In addition to the routine programs described above, SD Negeri Triwidadi also runs supporting programs to implement GLS, including the following:

1. Literacy Competition

This activity is the school's effort to actualize the potential of students in the field of literacy as well as to give appreciation to students who have been able to create works in the field of literacy. Literacy competition activities are held once a year. Literacy competition

activities carried out were wall magazines, poetry writing competitions, poetry reading competitions, class corner competitions, and short story writing competitions.

2. Utilization of the Reading Corner

Utilization of the reading corner is an activity to utilize the reading corner in each class. Each class has a reading corner or mini library. This activity was carried out because of the support and assistance of parents of students. Parents provide assistance in providing reading material which is then placed in the corner of the classroom. This reading corner functions to bring children closer to reading material and is a literate environmental conditioner.

Implementation of GLS at SD Negeri Puncak

The implementation of the GLS program at SD Negeri Puncak has not been implemented properly because it is still at the habituation stage. GLS implementation that has been implemented is as follows:

1. Procurement of School Libraries

The library is one of the infrastructure facilities provided by the school in fostering students' interest in reading. The library is equipped with facilities such as textbooks, non-textbooks, multimedia, blackboards, and other books needed by students and school residents to increase information and knowledge. According to [10] the library has an important role in the successful implementation of GLS in schools.

2. Harmonious (Tuesday Wednesday Literacy)

Matching activities are only carried out in high grades, because this activity is a mandatory school program for implementing GLS. Serasi is an activity carried out by students every Tuesday and Wednesday. Teacher Gives terms or names for each of these Tuesday and Wednesday activities. Tuesday is abbreviated Fasting or poetry on Tuesday, while Wednesday is called Dora or Wednesday Fairy Tales. Then at the end of the semester the poems and fairy tales were collected by the students so that they became a book entitled "Dora Fasting". Classes that carry out matching each week are different. For example, in the first week of fourth grade, the second week of fifth grade, and the third week of sixth grade. And so on so that each student gets a turn to write poetry and tell stories.

3. Read together every Thursday

One of the stages of the School Literacy Movement (GLS) program activities contained in the Minister of Education and Culture Regulation No. 23 of 2015 is the obligation to read literature for 15 minutes before teaching and learning activities begin. Reading together is attended by the principal, teachers, employees and all

students which is carried out in the school yard. This activity is carried out in the morning before students enter class and is guided by the literacy activity coordinator. This activity is filled with reading together, then writing down the contents of the reading again in the reading journal owned by each student.

This activity was initiated by the class teacher who coordinated students in their respective classes to take reading books and reading journals from the library and then immediately gathered in the school yard. After all have gathered in the school yard, the literacy coordinator will condition the reading activities together. The books read during this activity varied, some read short stories, illustrated stories, or novels. After reading together for about 15 minutes, students are asked to write back what they have read in the reading journal that each student has. Before the activity ended, several student representatives were asked to retell what they had read and other students were asked to listen.

Obstacles faced during the implementation of the GLS program

The obstacles faced by schools during the implementation of the GLS program are as follows:

1. There has not been any communication between the school and parents so that some parents are less concerned with the literacy activities that have been programmed by the school, this happens because of the difficulty of the school in contacting parents. The main factor that causes GLS not to be fully implemented is family or parental factors. All elements, including families, schools and communities should work together so that GLS runs according to our expectations [7]. GLS implementation should be able to influence students' reading skills to improve students' literacy skills.
2. The lack of facilities and infrastructure owned by the school makes it difficult for the school to carry out all stages of the School Literacy Movement which has been proclaimed by the government.
3. Teachers find it difficult to implement the program because teachers have other responsibilities, namely teaching and administrative obligations, besides that the teacher feels that the time for implementing the GLS takes up student learning time

Obstacles during the implementation of the School Literacy Movement, namely: 1) there is no communication between the school and parents 2) Lack of facilities and infrastructure owned by schools 3) Teachers find it difficult to implement the program because teachers have other responsibilities, namely teaching and other administrative obligations.

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