Implementation of the School Literacy Movement in Lagging, Frontier, and Outermost Areas

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Abstract. As an effort to support students' interest and reading ability, the Ministry of Education and Culture of the Republic of Indonesia has launched the School Literacy Movement (SLM) since 2015. SLM is motivated by the low reading culture of Indonesian society, especially students. The results of a study conducted by the Center for Policy Studies on the index of reading literacy activities conducted in 34 provinces in Indonesia showed that there was 1 province with very low literacy status, 24 provinces with low literacy status, and 9 provinces with moderate literacy status. However, there are few studies that explore SLM practices in schools that fall behind. This research is intended to describe the implementation of the school literacy movement, the constraints and obstacles that exist and the solutions taken by the school to anticipate these obstacles. This study uses a survey research method with a qualitative descriptive approach. The results of this study indicate that the School Literacy Movement (SLM) has been implemented in schools. The 15-minute reading activity at the beginning of learning has been carried out but has not been integrated into the learning schedule.

Keywords: implementation, school literacy movement, lagging area, frontier area, outermost area

1 Introduction

Reading is an important activity carried out in order to transform science, insight, and ICT [1]. Reading is closely related to books and insights [2]. By reading we can open a window to the world. Through reading books, one is welcome to enter staring and explore a vast world. This is certainly in line with one of the slogans, namely Book is a window to the world and reading is the key to opening it. By reading books, we can receive a lot of information that can open up insights thinking and staring at the world from different sides. Data from the Progress in International Reading Literacy Study (PIRLS) in the field of reading in grade IV elementary school children around the world under the coordination of The International Association for the Evaluation of Educational Achievement (IEA) which is followed by 45 countries or states, both from developed countries and from developing countries, the results show that Indonesian students are ranked 41st in the research object of interest in reading and writing [3].

Indonesians' interest in reading is very low. Based on the results of a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia is ranked 62nd out of 70 countries, or is the bottom 10 countries that have low literacy rates [4]. The Government of Indonesia through the Center for Policy Research conducted research on the index of reading literacy activities conducted in 34 provinces in Indonesia. The National Reading Literacy

Activity Index is the result of a study conducted by the Center for Education and Cultural Policy Research, Research and Development Agency, Ministry of Education and Culture of the Republic of Indonesia related to the map of the condition of community literacy nationally. The results showed that there was 1 province with very low literacy status, 24 provinces with low literacy status, and 9 provinces with moderate literacy status [5]. One of the provinces in the low literacy category is East Nusa Tenggara Province with an alibaca index of 29.83 and is in 31st place, following West Kalimantan, West Papua and Papua [6]. The results of this study are the basis for considering the need for attention and cooperation from all parties including the government, education observers and literacy activists.

Realizing the importance of literacy for the community, the Government, through the Ministry of Education and Culture is trying to improve reading and writing literacy for the community, especially students. The School Literacy Movement Program is based on the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Ethics. One of the objectives of the minister of education regulations is to make education a movement that involves all components related to the delivery of information to students as a form of literacy movement. With the involvement and habituation of all components of the institution in the implementation of this School Literacy Movement (SLM), it will form individuals as lifelong learners.

These efforts are as for example stated in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Ethics [7]. Furthermore, for the realization of this hope is the implementation of the School Literacy Movement or familiarly called SLM. According to the Minister of Education and Culture Number 23 of 2015, the growth of ethics can be carried out through the School Literacy Movement. SLM can shape the reading habits of students in school. The application of the school literacy movement can support the formation of students' reading character through the habit of reading for 15 minutes every day [8]. This concerns the observers and implementers of the education system in Indonesia. The definition of school literacy in the context of the SLM is the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, writing, and or speaking [9]

The results of research from the policy research center or which examines the implementation of the school literacy movement in 4 major cities in Indonesia, namely Batu Malang City, Jogjakarta City, Makasar City and Badung Regency contain data related to SLM implementation and also design SLM evaluation instruments [6]. The data from these findings shows that the implementation of SLM in cities/districts that are sampled in data collection is extraordinary because it gets adequate support and supporting facilities. The implementation of the SLM in major cities in Indonesia has met very good standards and criteria because it has received financial support and adequate supporting facilities. In this study, the researcher wanted to describe the implementation of SLM in the Sumba Area which is the frontier, outermost and disadvantaged area.

2 Method

This research is a qualitative descriptive research, describing the current state of the subject or object of study based on visible facts or as they are. Descriptive research is simply exposing research situations or events, not seeking or explaining relationships, not testing hypotheses or making predictions. In addition, this research focuses on observation and natural atmosphere.

The survey research steps carried out consist of 1) formulating problems and determining the objectives of the survey, 2) identifying the research subject, 3) selecting data collection techniques, 4) instrument making, 5) instrument dissemination, and 7) data analysis and reporting. Data collection techniques in this study using interview techniques and documentation study techniques. Obstacles and strategies overcome their obstacles. Meanwhile, documentation study techniques are used to find out authentic evidence of the implementation of the school literacy movement that has been implemented.

3 Results and Discussion

This study was conducted in Southwest Sumba District with head respondents and teachers in 30 primary schools with details of 73% being teacher respondents and 27% being principal respondents. Based on the results of the interviews, data was obtained that most of the school subjects who were the subject of the study did not have a decree from the school principal regarding the formation of a SLM team. Details of the data on the existence of a principal's decree related to the SLM Team can be seen in figure 1.
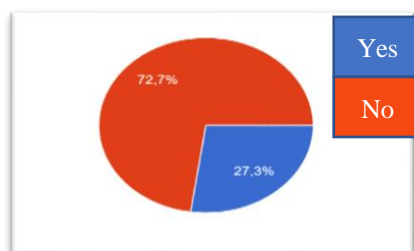

Figure 1. SLM Team Availability

Based on figure 1, the form of school literacy movement activities carried out in schools that are sampled in this study is as reading 15 minutes at the beginning before starting learning activities, conducting initial tests for students regarding reading ability and then conducting learning according to the level of ability of students. Another activity is the Five-Word Reading every day which is carried out after the learning is over and reading 5 minutes at the beginning of the lesson in the reading corner in the classroom, doing guided reading activities, reading together and also interactive reading. One of the literacy activities in school is to read 15 minutes at the beginning of the lesson. Some of these activities are listed in the lesson schedule and some are not listed in the lesson schedule. 36.4% of respondents stated that the 15-minute reading literacy activity at the beginning of the lesson was not contained in the school lesson schedule but they still carried out the activity. Details of the data of respondents who carried out a 15-minute reading activity at the beginning of the lesson can be seen in figure 2.
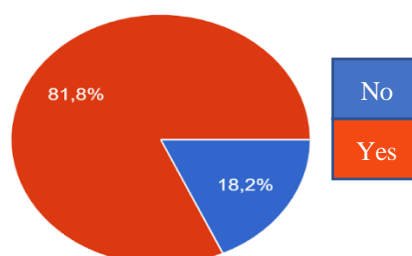
Figure 2. Implementation Data Read 15 Minutes

81.8% of respondents stated that they had performed a 15-minute reading activity at the beginning of the lesson which although there were some schools that did not include it in the school lesson schedule. This is in accordance with the SLM master design guidelines compiled by the government, that stage-1 habituation of fun reading activities in the school ecosystem regarding fifteen minutes of reading every day before class hours. In addition, one of the activities that can instill positive behavior in SLM is a 15-minute literacy activity to read non-learning books whose reading materials contain values such as ethics, love for the homeland, local, national and global wisdom has an important role in growing student character in accordance with student development [10].

In addition, the presence of a library, reading corner and a reading rich environment are supporting facilities in implementing the school literacy movement. The following is shown data related to supporting facilities for the implementation of the school literacy movement.
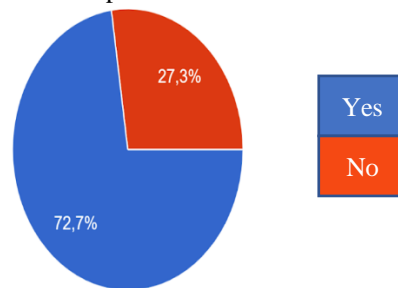

Figure 3. School Library Availability

Based on figure 3, data was obtained that 73% of schools do not have library room facilities. They have subject reading books or thematic books arranged on a bookshelf or stored on a table in one of the rooms for example in the teacher's room, the principal's room or in the classroom itself. There is no special room used as a library room. Data on the unavailability of library space is an obstacle in building a literate school. Infrastructure is a key factor in supporting the progress of literacy in schools [11]. The urgency of the need for a library to support basic literacy practices, namely the library is a learning vehicle for children, and the library can function as a means of developing children's critical thinking skills [12]. A large and diverse collection of books will further attract students to read and expand vocabulary and knowledge.

In addition to the library, other facilities that also support the implementation of the school literacy movement are the reading corners available in each classroom. Data related to the availability of reading corners in each class in the sample school can be seen in figure 4.
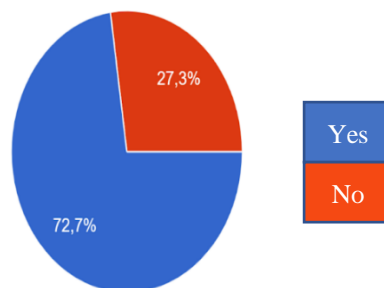

Figure 4. Reading Corner Availability Data

Based on the diagram above, it is known that 73% of respondents said that in their schools there is a reading corner available using various means such as a table as a place to store reading books, both subject reading books and non-subject reading books. The following are shown some pictures related to reading corners in some schools.

Figure 5. Reading Corner in 3 Sample schools

The reading corner prepared by the teacher in each class utilizes one corner of the classroom and the available facilities and infrastructure such as student tables and chairs. The existence of a reading corner in a classroom is important because it is a government program that aims to direct students to foster an interest in reading and a passion for reading. The reading corner is a corner or place in the classroom that is used to organize books or other learning resources in order to increase interest in reading and learning through fun reading activities

Another form of activity carried out in schools as one of the activities in the school literacy movement is the availability of rich text materials and posters about habituating clean, healthy, and beautiful living in the school environment. Data related to the availability of text-rich materials and posters related to the habituation of clean and healthy living can be seen in figure 6.
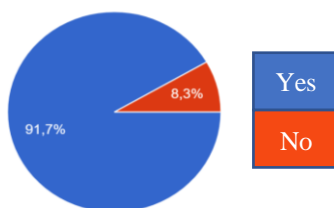

Figure 6. Data on the availability of rich text materials in the classroom and habituation of Clean and healthy Living

The text-rich materials available in schools are in the form of reading materials such as science trees, posters, student name-labels, independent attendance, word cards and number cards, word walls, student works in the form of writing, pictures, or graphics and others. Meanwhile, some posters related to the habituation of clean and healthy living can be in the form of a class janitor's schedule, poster posters about the habit of washing hands and throwing garbage in its place. The following is shown some documentation related to a class environment rich in rich text materials as follows.

Figure 7. A text-rich classroom environment.

The science tree is designed using pictures on the walls of the classroom or also utilizing certain plants such as dried bamboo which is then used as a science tree to attach students' work. The role of teachers in the implementation of SLM is as a companion. The implementation of literacy activities is also carried out with the cooperation of various parties who can support the implementation of these activities such as non-governmental organizations (NGOs). There are several NGOs that participate in literacy activities in schools are Inovasi, Yayasan Suluh Insan Lestari, Yayasan Literasi Anak Indonesia and also Taman Baca Pelangi. Here's a look at one of the schools that got library help from the Rainbow Reading park.

Figure 8. Taman Baca Pelangi Library at SD Negeri Bina Watu

A library in a school is essentially a place where there are sources of information (information materials) for the purposes of learning, reading and seeking information for the wider community. Schools and libraries are an inseparable unit as a center for managing knowledge and learning resources in schools [13]. The elementary school library should ideally play a role in coordinating the management of classroom reading corners, reading areas, and other literacy infrastructure in elementary schools [14]. Libraries are no longer just a place to read and borrow books. More than that, it becomes a center for learning and interaction of students who want to advance through a variety of literacy activities, including composing, book surgery. The position of the school library is crucial both in supporting the learning process and in the SLM program.

Some of the challenges faced by principals and teachers in implementing the school literacy movement are 1. Literacy activities carried out in schools are carried out at the initiative of homeroom teachers and also look at some examples of good practices in other schools. 2). There are some students in elementary schools, especially in lower grades who cannot read, so it becomes an obstacle in implementing the school literacy movement. 3). Different students' abilities differ in literacy so it is necessary to prepare additional activities for students to meet

their different abilities. 4). There is no availability of reading books, both books and non-lessons.   5). Lack of facilities such as classrooms so that the number of students in 1 class exceeds the limit. Not to mention the problem of lack of student seats so that students have to sit jostling with other students. 6). Lack of interest in reading students. 7). The attendance rate of students in schools is still lacking, especially in traditional activities or ceremonies such as death and traditional marriage rituals and also at the time of planting and harvest season. Students will prefer to follow their parents at traditional ceremonies or help parents during harvest rather than attend school.

Facing the various challenges mentioned above, the principal and teachers implement various alternative solutions such as: 1). using interesting learning media such as letter cards, syllable cards, word cards and also invite students to learn while singing. 2). holding reading books, especially for non-lesson reading books in order to arouse students' interest and motivation in terms of reading. 3). Principals and teachers make visits to the homes of students who often do not attend school and provide understanding to the parents of students. 4). Student seating arrangements in varied learning activities so that students are not bored and saturated with conventional class arrangements.

With the challenges in implementing SLM, principals and teachers remain committed to continuing to implement SLM. Although the main obstacles in implementing SLM are low student interest in reading and lack of supporting facilities such as libraries and non-student reading books, schools still strive to implement literacy by continuing to build students' interest in reading through reading books available in schools. This is certainly in line with several studies on literacy, both conducted by national and international institutions, both conducted by government and nongovernmental institutions, indicated that the index of reading interest and literacy level of our society is still very concerning. The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization for Economic Cooperation and Development (OECD) have released data on the subject. Data uploaded by UNESCO shows that the reading interest index of Indonesians is only 0.001 percent.

In addition to reading interest, the availability of facilities and infrastructure to support the SLM program, namely libraries and school library management staff is far from adequate. The number of elementary libraries is recorded at about 61.45 percent of the total number of schools, but only 19 percent of them are in good condition; Middle schools were 76.25 percent and only 22 percent were in good condition; SMA is about 76.40 percent and only 33 percent is in good condition; SMK amounted to 60.34 percent and only 27 percent were in good condition [3], [6].

Other studies have shown that although policies on standards of facilities have been published since 2007, many schools have not met the standards as required. For example, in terms of the number of enrichment books, only 5% of the schools studied meet the standards. Nevertheless, the implementation of SLM in schools continues, albeit with various shortcomings. Schools and teachers are trying to be creative in reading by clipping stories from newspapers, empowering students to bring storybooks to school, exchanging books between classes, and inviting mobile library attendance to school [15].

The obstacles to the implementation of SLM include the lack of facilities, namely enrichment reading books for students, as well as the ability and creativity of teachers in implementing this program. The school's lack of attention to the procurement of reading books was solved through the recommendation that students bring books to school. However, this step is considered inappropriate because some of the students come from poor families. The study also confirmed that students from poor families have minimal access to books both at home and in the community because they are unable to access books to public libraries and bookstores. Standardization of school libraries is important to provide students with good access to books,

especially for those from poor families. The study also concluded that the existence of a library with adequate reading materials is an important factor for the development and success of the SLM program.

However, the limited facilities and infrastructure supporting this does not become an obstacle for schools in the left behind area to implement SLM in their respective schools. Schools continue to implement SLM by utilizing various resources and existing funding sources in order to improve student literacy in their respective schools.

4 Conclusion

The main objective of this research is to reveal the implementation of the school literacy movement, the constraints and obstacles that exist and the solutions implemented by the school. The research findings reveal that the School Literacy Movement has been implemented in schools in the form of reading 15 minutes at the beginning of learning. This activity has been integrated into the learning schedule. However, as a whole, schools still have limitations, especially with regard to non-learning books that support the implementation of the school literacy movement. This study contributes to the literature and the government regarding problems that exist in schools and alternative solutions and plans for further investigation.

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