

# The Implementation of School Literature Movement in Senior High School

Kokom Komariah<sup>1</sup>, Sarwiji Suwandi<sup>2</sup>, St. Y. Slamet<sup>3</sup>, Sumarwati<sup>4</sup>

{kokom.komariah09@student.uns.ac.id<sup>1</sup>, sarwijisuwan@staff.uns.ac.id<sup>2</sup>  
slametsty@yahoo.co.id<sup>3</sup>, watik\_uns@ymail.com<sup>4</sup>}

Universitas Sebelas Maret, Street. Ir.Sutami 36, Kentingan, Surakarta City, Central Java

**Abstract.** The school literacy movement is a government-sponsored initiative aimed at improving Indonesia's reading culture and educational quality. The goal of this article is to offer an overview of the implementation of the school literacy movement in senior high schools. The approach of literature review was used. This study material was gathered from a number of sources, including libraries and internet websites that house dictionaries, books, journals, periodicals, encyclopedias, and other publications. In this study, documentation was employed as a data gathering approach. This study's findings try to illustrate how the school literacy movement has been implemented in high school.

**Keywords:** literacy, school literacy movement

## 1 Introduction

Literacy is defined as the ability to digest and decipher information obtained through reading and to rewrite it both orally and in writing. Literacy is a collection of reading, writing, and arithmetic skills acquired through the learning process both in and out of school [25]. Literacy is defined in the 2017 law as "the ability to critically interpret information so that everyone can access science and technology in aimed at improving the quality of life"[24].

Literacy is closely related to education, so literacy for students is a way to recognize, master, create, and even use the knowledge they have gained as a result of participating in school-based learning. As an educational institution, schools play an important role in improving and fostering a literacy culture [16]. Literacy is at the centre of education; literacy is an essential component of education, and it is the right of every individual [25].

Literacy strategies in all subjects can strengthen the 2013 curriculum, so literacy in learning is essential. In addition to implementing the 2013 curriculum, the government is promoting the school literacy movement as part of its efforts to improve educational quality. The goal of the school literacy movement is to make schools a place where students can learn to read and write, as well as to make all school members literate citizens throughout their lives, including teachers, students, principals, librarians, and school committee members. The school literacy movement is a government-mandated method of encouraging students to read and write in order to increase

their knowledge. The School Literacy Movement is also a means for the government to achieve the learning objectives outlined in the 2013 Curriculum.

Since March 2016, the government has been implementing the school literacy movement through the Ministry of Education and Culture's Directorate General of Primary and Secondary Education by conducting outreach and coordination to all Education Offices at both the Provincial and City/Regency levels. The government is promoting the school literacy movement because Indonesians still have a low interest in reading and writing. According to the PIRLS 2011 International Results in Reading, Indonesia is ranked 42 out of 45 countries, with a score of 428 out of a possible 500 [14]. In PISA 2015, Indonesian students were ranked 62 out of 70 countries, with a score of 397 out of a possible score of 493 [17]. PISA 2018 results for Indonesian students were 371 (OECD average score 487)[18]. According to INAP 2016 data from the Ministry of Education and Culture's Education Research Center (Puspendik), the national average literacy rate for students in Indonesia is 46.83 percent in the poor category, 6.06 percent in the good category, and 47.11 percent in the sufficient category[9].

Problems with the school literacy movement's implementation According to previous research, many schools have not implemented the literacy movement as the government had anticipated. The school literacy movement's implementation has not been evenly distributed in terms of carrying out programs in accordance with what the government has planned. The implementation of the new literacy movement is part of what was intended, namely only at the habituation and/or development stages, whereas at the learning stage, some have implemented it and some have not. Based on this, the authors intend to conduct research to describe the implementation of the school literacy movement in high school.

## **2 Methodology**

The library research method was used in this study. The literature study method uses data from library sources such as books, encyclopedias, dictionaries, journals, documents, magazines, and the internet [7]. Data collection techniques are documented. The search for information in the form of public documents (e.g., press newspapers, meeting minutes, official reports) or personal documents is known as documentation (e.g., personal journals and diaries, letters, emails)[3]. The data analysis technique employed in this study is content analysis. The process of selecting, comparing, and combining various meanings in order to choose the most appropriate one is known as content analysis[19].

## **3 Discussion and Discussion**

### **Literacy**

The definition of literacy has developed over time. Literacy skills develop in response to changing social, economic, and cultural conditions. The definition of literacy is adapted to the characteristics of the language, education, institutional, and cultural context in which it is used [5]. Literacy is defined as knowledge, language, and culture-related practice and social relations [25]. Literacy, in various forms, is linked to knowledge [23]. Literacy is defined by UNESCO in the book Literacy Education in Schools as proficiency in reading and writing [5]. Illiteracy is defined as the inability to read and write. Literacy is defined as "the ability to read and write, also known as "literate" or "literacy"[22]. The ability to read and write is referred to as literacy [10]. Literacy is defined as a set of reading, writing, and arithmetic skills that are acquired

through the learning process both in and out of school [2005]. Literacy refers to the ability to write and read [6].

### **School Literacy Movement**

The ability to access, comprehend, and use information intelligently through a variety of activities such as reading, viewing, listening, writing, and/or speaking is defined as school literacy in the context of the School Literacy Movement [21]. The school literacy movement aims to foster and develop a reading culture in schools that includes the entire school community and develops the character of students so that they can be literate citizens and lifelong learners. The school literacy movement is a concerted effort to modify the school into a learning community whose citizens are literate for life as a result of public participation [21]. The school literacy movement is an activity which involves school members (students, teachers, school principals, education staff, school supervisors, school committees, parents/guardians of students), academics, publishers, mass media, community (exemplary community leaders, the business world, etc.), and stakeholders, and is coordinated by the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture [28]. The school literacy movement is an effort to encourage students to read and write in school. Attempts to enhance literacy are growing rapidly not only reading but also writing interest. Reading is one of the literacy activities that is essential for academic progress. Writing is the one of the language skills that students must be mustered [15].

#### **1. The rationale behind the implementation of the School Literacy Movement**

Since reading culture in Indonesia remains relatively low, the school literacy movement program was born. According to the PIRLS 2011 International Reading Results, Indonesia was ranked 42 out of 45 participating countries, with a score of 428 out of a possible 500 [14]. According to the PISA 2012 Program for International Student Assessment, Indonesian students rank 64th out of 65 participating countries [27]. Thus according PISA 2015, Indonesian students rank 62 out of 70 countries participating in PISA 2015, with a score of 397. (OECD average score 493) [17]. PISA 2018 scores obtained by Indonesian students 371 (OECD average score 487) [17].

Based on PIRLS and PISA data, students' competence, particularly in understanding reading, is low and needs to be improved. The Ministry of Education and Culture established the School Literacy Movement program in an effort to improve educational quality and solve issues in basic skills such as reading and writing. A guide book is created in order for the school literacy movement program to run according to its objectives. Each educational level, beginning with Elementary School, Junior High School and High School has its own handbook. The School Literacy Movement handbook is published by the Ministry of Education and Culture's Directorate General of Primary and Secondary Education.

#### **2. School Literacy Movement Philosophy Foundation**

According to the third point of the Youth Pledge, "to uphold the unity of Indonesian language that has meaning recognition of the existence of hundreds of regional languages that have the right to life and opportunities to use foreign languages in accordance with needs." This item emphasizes the significance of language learning in national education.

(1) The UN Convention on the Rights of the Child in 1989 about the importance of the use of the mother tongue. Indonesia, which has various ethnic groups, especially microcultures,

- certainly needs to be facilitated with their mother tongue when they enter low-grade basic education (grades I, II, III).
- (2) The United Nations Convention on Basic Literacy and Library Skills, signed in Prague in 2003, is effectively the key to people who literate in the face of the rapid flow of information technology. Basic literacy, library literacy, media literacy, technology literacy, and visual literacy are the five essential components of literacy (score 493).

### **Basic Concepts of School Literacy Movement**

#### 1) Literacy

Literacy activities have traditionally been associated with reading and writing, ignoring the fact that literacy encompasses much more than reading and writing. Literacy is more properly associated with the concepts of reading and writing [22]. According to the 2003 Prague Declaration, literacy also encompasses how people communicate in society. Literacy also refers to meaningful knowledge, language, and cultural practices and social relationships [25]. According to Wiedarti (2019), students must also learn about health, safety (roads, disaster mitigation), and criminal literacy (known as "safe school" for elementary students) [28].

#### 2) School literacy movement

The school literacy movement is a public participation business or activity that requires school members (students, teachers, principals, education staff, school supervisors, school committees, parents/guardians of students), academics, publishing companies, mass media, community (community leaders who could present examples, the business world, etc.), and stakeholders coordinated by the Ministry of Education and Culture's Directorate General of Primary and Secondary Education [28]. The basic concept of the school literacy movement is an activity that involves the participation of the school, and there are steps that must be applied to ensure the school literacy movement's goals. The stages are as follows: habituation, development, and learning.

### **School Literacy Movement Components**

Ferguson outlines the literacy component in the guidebook School Literacy Movement, which includes information on early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy. The literacy component can be described below.

- 1) Early Literacy, defined as the ability to listen to, understand spoken language, and communicate visually and verbally, is shaped by his experience interacting with his social environment at home. The experience of students communicating in their mother tongue serves as the foundation for basic literacy development.
- 2) Basic Literacy (Basic Literacy), such as the ability to listen, speak, read, write, and count (counting) in relation to the analytical ability to calculate (calculating), recognize information (perceiving), communicate, and describe information (drawing) based on comprehension and personal conclusion. Reading ability is the ability to comprehend information or discourse conveyed by others in writing [20].
- 3) Library Literacy aims to teach students how to distinguish among fiction and nonfiction reading, how to use reference and periodical collections, how to use the Dewey Decimal System as a skills classification that makes it easy to use libraries, how to use catalogs and indexing, and how to interpret data while using it. finish a piece of writing, conduct research, work, or solve a problem

- 4) Media Literacy is the ability to understand and use various forms of media, such as print media, electronic media (radio media, television media), and digital media (internet media).
- 5) Literacy in Technology (Technology Literacy), the ability to interpret the thoroughness of such technology (hardware), software (software), and the ethics and etiquette in using technology. Following that is the ability to understand technology for printing, presenting, and accessing the internet. Practice understanding with a computer (Computer Literacy), which includes turning on and off the computer, storing and managing data, and running a software program. The amount of information required in the development of today's technology demands a thorough understanding of how to manage the community's information requirements.
- 6) Visual literacy is a more advanced understanding of media literacy and technological literacy that promotes the development of learning abilities and needs through the critical and dignified use of visual and audio-visual materials. Incredible visual material, whether it's in print, auditory, or digital form (a combination of the three is known as multimodal text), must be effectively controlled. There is a great deal of deception and entertainment that must be filtered for ethics and propriety.

### **School Literacy Movement Activity Stage**

#### **1) Habituation Stage Activities**

The primary objective of the habituation is to increase reading interest in the school community. Increasing student interest in reading is critical for literacy skill development. One method for increasing reading enthusiasm is to encourage students to read for 15 minutes every day. Activity 15 minutes of reading can be completed before the lesson begins or at any other time. The activities aimed at fostering reading interest were provided at no cost until the school community's reading interests grew, thrived, and became fond / love reading [27].

Habituation activities are activities that foster interest in reading by reading texts or multimodal texts other than textbooks for 15 minutes before, between, or after learning hours [8]. The purpose of this activity is to instill a love of reading, improve reading comprehension, boost self-esteem as a good reader, and encourage the use of multiple reading sources.

#### **2) Development Phase Activities**

The development activity is a step after the habituation stage. Anderson and Krathwol (2001) explained that literacy activities in this phase aim to develop reading comprehension skills and relate them to personal experiences, think critically, and cultivate creative communication skills through activities responding to enrichment books in the Main Design of the School Literacy Movement [28]. The development of a reading interest based on 15 minutes of reading per day to develop literacy skills through nonacademic activities (nonacademic charges unrelated to the values can be done). Example: write a synopsis, a discussion about the books that have been read, extracurricular activities, and a mandatory visit to the library (literacy hour).

The following are examples of development activities.

##### **1) Writing activities**

This activity can be carried out in the form of writing poetry, prose, and synopsis of books or other multimodal texts that have been read. Writing is a process of expressing thoughts, feelings, ideas, findings, virtues that are poured into written symbols or essays that can be understood by others [4].

- 2) **Literacy Ambassador Award**  
 One of the programs to improve the success of the school literacy program is the selection of School Literacy Ambassadors. Schools and TLS develop criteria for students who will be appointed as School Literacy Ambassadors. A synopsis demonstrates these criteria, which are based, for example, on the number of books borrowed and read by students over the course of one semester. School Literacy Ambassadors are tasked with assisting schools in socializing and ensuring the success of literacy programs both internally and externally.
- 3) **Literacy Festival**  
 Through literacy, the Literacy Festival hopes to inspire young people to value diversity, mutual respect, and sharing, as well as to have a strong mentality. This activity is carried out at both the school and national levels. The Ministry of Education and Culture implements national-level activities through the School Literacy Festival program (FLS), which has a different theme each year. These activities consist of open dialogue literacy, collaboration on literacy lectures, volunteer millennial, surgical and book launch literacy, literacy presentation of good practices, lokarya, performing works of art, literary exhibitions, and various literacy competitions. The competition, for example, race wall magazine, digital magazine, tree literacy, reading corner, library class, race musical poetry, and race performance integration 6 basic literacy in the form of a class project or a school with a contextual theme, such as the theme of environment, technology, and society.
- 4) **Workshop Literacy Workshop**  
 Literacy workshops are gatherings where people can discuss issues concerning the six basic literacys. Literacy workshops can introduce participants to literacy activists, book authors, and people from various professions who inspire them.
- 5) **Award**  
 Awards are given to students, teachers, or classes in a variety of categories related to the school's literacy program. The Reading Award, for example, is given to students and teachers who have read a certain number of books (as determined by TLS), as evidenced by a literacy journal. Class awards can also be given in the "creative class" category by managing the classroom reading corner for using recycled materials or awarding other award categories that are inspired by the integration of the six basic literacys (reading and writing, digital, numeracy, financial science, and culture and education). The award is intended to encourage them to participate in literacy activities.
- 6) **Literacy Activities outside of School**  
 Literacy is introduced outside of the school environment, for example, through car-free days, Market Days, and other social activities such as exhibitions of literacy works, book exhibitions, opening mobile libraries, book reviews, literacy stages, and so on, where the principle of this activity is the establishment of cooperation between the school and the surrounding community in an effort to raise literacy awareness.

### **3) Learning Stage Activities**

Anderson and Krathwol (2001) explained in the master design of the school literacy movement that literacy activities at the learning stage aim to develop the ability to understand texts and connect them to personal experiences, think critically, and cultivate creative communication skills by activities responding to texts from enrichment books and textbooks [28]. Formalized paraphrase The bill is academic (related to subjects) in the sense that it is workable. Teachers employ literacy strategies in the implementation of learning (in all subjects). The use of a visuals regulator helps with the literacy strategy's implementation. All subjects should use a variety of text (printed / visual / digital) that is available in books for enrichment or other information that

is not included in the textbook. Teachers are expected to be resourceful and proactive in their search for relevant learning resources.

Literacy-based learning helps in implementing the 2013 Curriculum, that further requires students to read non-textual textbooks, which can be books on general knowledge, hobbies, special interests, or multimodal texts, and can be linked to specific subjects, as much as six books for elementary students, 12 books for junior high students, and 18 books for high school/vocational students. This reading activity report book is provided by the teacher. The title and number of books read are considered when determining grade promotion or graduation at a specific level.

### **Implementation of the School Literacy Movement in High Schools**

As shown in the findings of the study conducted by Simabur, Umasugi, Anfas, and Yusuf [12], the school literacy movement has only progressed to the step of habituation with reading books 15 minutes before learning activities begin at SMA Negeri 3 Tidore Islands. Meanwhile, the school literacy movement in SMA Negeri 1 has gone through three stages: habituation, development, and learning [12].

Kurniawan, Sriasih, and Nurjaya carried out research [11]. According to the study's findings, SMA Negeri 1 Singaraja can fulfill 20 of the 26 indicators in the performance of the emphasis of activities in the promotion of literacy in schools. Constraints experienced during the execution of the SMAN 1 Singaraja School Literacy Movement program, such as complaints about the clock in and after school due to literacy, a lack of financing for literacy activities, frequent break and ble hours of initial learning, and so on [11].

According to Marjoni and Wirdanengsih (2019), his study shows that, first, the literacy movement School has been applied in SMA 1 Lubuk Sikaping and its implementation in accordance with the stages of the literacy movement School, but there are a few things deemed not optimal in the implementation. Second, kids' interest in reading has grown when the literacy program delivers positive feedback to those who read. Third, in addition to literacy and technical literacy libraries such as the Internet, SMA Negeri 1 Lubuk Sikaping has begun to establish new literacy programs (digital media) [13].

## **4 Conclusion**

The school literacy movement is a congressional campaign to enhance education quality in Indonesia. The school literacy movement was implemented because the reading ability of the Indonesian people is still relatively low; it is based on PISA 2015, PIRLS 2011, and INAP 2016 data. 23 of 2015 concerning character, in which there is a suggestion that teachers lead students to read books for 15 minutes before learning begins. As a result of this rule, a school literacy movement program was created.

The school literacy movement must be supported by all schools, especially high schools. The school literacy movement's approach is divided into three stages: habituation, development, and learning. On average, all high schools have implemented school literacy campaigns, however not all of them are as organized by the government. The school literacy movement is still in its early phases of habituation and growth, but in the learning level, some have adopted it and others have not. Implementing the school literacy movement has several advantages, including

enhanced reading culture among students and pupils who are more involved and creative in generating works.

## References

- [1] Anindyarini, Atikah, S Sumarwati, Budi Waluyo, Sri Hastuti, and Yant Mujiyanto, 'Strategi Menghidupkan Budaya Literasi Melalui Dongeng', *Senadimas Unisri*, 6.2 (2019), 253–58
- [2] Antoro, Billy, *Gerakan Literasi Sekolah : Dari Pucuk Hingga Akar*, Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan, 2017
- [3] Creswell, John W., *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Sage Publications, 2009
- [4] Darsosno, winarno, and ST. Y Slamet, 'The Need Textbook Writing of Children's Story Based on Character Education', *International Journal of Educational Research Review*, 3.2 (2018), 1–8 <<https://doi.org/10.24331/ijere.391780>>
- [5] Freebody, P, *Literacy Education in School*, *Australian Education Review*, 2007, LII
- [6] Graff, Harvey J., *Literacy* (Microsoft® Encarta® [DVD] . Redmond, WA: MicrosoftCorporation 2005, 2006)
- [7] Harahap, N, 'Penelitian Kepustakaan', *Iqra'*, 8.1 (2014)
- [8] Hartati, Marni;, Foy Ario;., Nurhafni;., Rina Imayanti;., and Yusuf Andrian, *Panduan Gerakan Literasi Sekolah Di SMA Tahun 2020*, 2017
- [9] Kemendikbud, P., 'Hasil Indonesian National Assesment Programme (INAP).', 2017, 2019, 2019
- [10] Kern, Richard, *Literacy & Language Teaching Richard Kern 2000* (Oxford: Oxford University Press, 2000)
- [11] Kurniawan, Komang Indra, Sang Ayu Putu Sriasih, and I Gede Nurjaya, 'Implementasi Program Gerakan Literasi Sekolah (GLS) Di SMA Negeri 1 Singaraja', *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 7.2 (2017), 732–44
- [12] Lisda Ariani Simabur, Mohbir Umasugi, Anfas, & Helmi Hi Yusuf, 'Pelaksanaan Gerakan Literasi Di Sekolah Menengah Atas (SMA) Di Kota Tidore Kepulauan (Studi Di SMA Negeri 1 Dan SMA Negeri 3 Kota Tidore Kepulauan)', *Jurnal Akrab Juara*, 5.1 (2020), 10–25
- [13] Marjoni, Satri, and Wirdanengsih Wirdanengsih, 'Implementasi Gerakan Literasi Sekolah ( GLS ) Di SMA Negeri 1 Lubuk Sikaping', 2.3 (2019), 215–23
- [14] Mullis, Ina V S, Michael O Martin, Pierre Foy, and Kathleen T Drucker, *PIRLS 2011 International Results in Reading, TIMSS & PIRLS International Study Center*, 2012
- [15] Mundziroh, Siti, Andayani, and Kundharu Saddhono, 'Peningkatan Kemampuan Menulis Cerita Dengan Menggunakan Metode Picture and Picture Pada Siswa Sekolah Dasar', 2.April (2013), 1–10
- [16] Muslimin, 'Foster a Culture of Literacy Through Increased Reading', *Cakrawala Pendidikan*, 2, 2018
- [17] OECD, 'Pisa 2015', *Pisa 2015*, 2015, 1–27
- [18] ———, *What Students Know and Can Do, PISA 2009 at a Glance*, 2019, I<<https://doi.org/10.1787/g222d18af-en>>
- [19] Purwoko, B., 'Studi Kepustakaan Mengenai Landasan Teori Dan Praktik Konseling



Expressive Writing', *Jurnal BK UNESA*, 8.1 (2017), 2017

- [20] Slamet, S T Y, 'Kemampuan Membaca Pemahaman Mahasiswa', *PAEDAGOGIA*, 2 (2009), 118–19
- [21] Sutrianto, Nilam Rahmawan, Samsul Hadi, and Heri Fitriyono, *Panduan Gerakan Literasi Sekolah Di Sekolah Menengah Atas, Direktorat Jenderal Pendidikan Dasar Dan Menengah Kemendikbud*, 2016
- [22] Suwandi, Sarwiji, *Pendidikan Literasi* (Bandung : PT Remaja Rosdakarya, 2019)
- [23] Szabo, Susan, Leslie Haas, and Sheri Vasinda, *The World of Literacy, Assoc. Literacy Educators and Researchers Yearbook*, 2014, xxxvi
- [24] Undang-Undang Republik Indonesia, 'Undang-Undang Republik Indonesia Tentang Sistem Perbukuan No. 3', 2017
- [25] UNESCO, *Towards an Information Literate Society*, 2003
- [26] UNISCO, *EFA Global Monitoring Report, Encyclopedia of Quality of Life and Well-Being Research*, 2006 <[https://doi.org/10.1007/978-94-007-0753-5\\_101111](https://doi.org/10.1007/978-94-007-0753-5_101111)>
- [27] Wiedarti, Pangesti; Laksono, Kisyani;, Pratiwi; Retnaningdyah, Sofie; Dewayani, Wien; Muldian, Susanti; Sufyadi, Dwi Renya; Roosaria, and others, *Desain Induk Gerakan Literasi Sekolah*, 2019
- [28] Wiedarti, Pangesti;, and Kisyani; Laksono, *Desain Induk Gerakan Literasi Sekolah* (Direktorat Jendral Pendidikan Dasar dan Menengah, Kemendikbud, 2019)