School Literacy Movement to Increase Interest in Reading for Elementary School Students

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Abstract

Low literacy skills lead to low interest in reading among elementary school students. One of the steps taken by the government and schools in increasing students' interest in reading is with the School Literacy Movement (GLS) program. This study aimed to determine students' reading interest with the existence of a school literacy movement program. This study uses a qualitative approach using the library study method. Data collection techniques using listening and note-taking techniques. The results obtained in this study indicate that school literacy activities which include reading 15 minutes before learning begins, setting up a reading corner, and establishing a reading corner can increase elementary school students' interest in reading, create a text-rich environment, create weekly school bulletin boards, create literacy tree in each class, add interesting reading books, hold various contests to support literacy activities, and attract students' attention to books Create space Literacy movement encourages students to read books enthusiastically.

Keywords: *School Literacy Movement, Interest in Reading, Elementary School*

Gerakan Literasi Sekolah Untuk Meningkatkan Minat Baca Bagi Siswa Sekolah Dasar

Abstrak

Kemampuan literasi yang rendah menyebabkan rendahnya minat baca dikalangan siswa sekolah dasar. Salah satu langkah pemerintah dan sekolah dalam meningkatkan minat baca siswa adalah dengan program Gerakan Literasi Sekolah (GLS). Tujuan penelitian ini adalah untuk mengetahui minat baca siswa dengan adanya program gerakan literasi sekolah. Penelitian ini mengunaka pendekatan kualitatif dengan menggunakan metode studi kepustakaan. Teknik pengumpulan data mengunakan teknik menyimak dan mencatat. Hasil yang diperoleh dalam penelitian ini menunjukkan bahwa kegiatan literasi sekolah yang meliputi kegiatan membaca 15 menit sebelum pembelajaran dimulai, mendirikan pojok baca, dan mendirikan pojok baca dapat meningkatkan minat baca siswa sekolah dasar, ciptakan lingkungan yang kaya teks, buat papan buletin sekolah mingguan, buat pohon literasi di setiap kelas, tambahkan buku bacaan yang menarik, adakan berbagai kontes untuk mendukung kegiatan literasi, dan tarik perhatian siswa pada buku Buat ruangan Gerakan literasi mendorong siswa untuk membaca buku dengan antusias.

Kata kunci: *Gerakan Literasi Sekolah, Minat Baca, Sekolah Dasar*

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INTRODUCTION

In today's technological era, many people think reading is unimportant. Moreover, today's younger generation often prefers to play with their mobile phones instead of reading books. Reading is a way of receiving messages and information conveyed by the author in writing. Reading is also defined as a way to find and understand information that has yet to be discovered. Reading is very important in learning at school. According to Tarrigan, reading is seeking and obtaining information, absorbing content and understanding what is being read is the main goal in reading. The fact is that not all students can achieve their own reading goals. Many students still need to understand the content or message of the book they read. In 2000, the International Educational Achievement (IEA) conducted a survey whose results showed that Indonesia ranked 29th out of 31 countries surveyed ... (Rohim & Rahmawati, 2020)

The results of Indonesia's basic literacy survey in 2011 based on PIRLS (Progress in International Reading Literacy Study) data, were in 41st position out of 45 other countries. and OECD (Organization for Economic Cooperation and Development) claims that the number of Indonesian students with 397 points and in 2015 was at level 62 about PISA (International Student Assessment Programme) with participants from 72 countries. With this, it shows that in Indonesia there is still low interest in reading. (Dharma, 2020)

In addition, in March 2018, Central Connecticut State University President John W. Miller conducted The World's Most Learned Nations (WMLN) study. Indonesia ranks 60th out of 61 countries related to reading interest. According to some news, Indonesia is ranked 59th below Thailand and above Bostwana at 61st regarding reading interest. In addition, according to the PISA report that Indonesian students do not achieve literacy or information processing skills at level 5, and 0.4% of students who have literacy at level 4. Others ranked 3rd, even lower than level 1. (Ichsan, 2018)

Based on a survey in 2014, the United Nations Development Program (UNDP), explained that Indonesia was recorded as a country that succeeded in reducing illiteracy and recorded the reading and writing rate of Indonesian people close to 92.8% in the adult category, and close to 98.8% in the adolescent category. This shows that Indonesia has overcome the problem of literacy crisis in reading and writing activities. However, according to the Ministry of Education and Culture, Indonesia's current challenge is a need for more interest in reading. (Fauziah et al., 2020). So, according to the United Nations Educational, Scientific and Cultural Organization data, translate (UNESCO 2012), Only 1 in 1,000 people are interested in reading, but this statistic can go up or down at any time.

Based on these facts, this is a tremendous concern for Indonesia. Over the past 10 years, Indonesia's education improvement budget has increased. In 2018, the government allocated Rp.444.131 trillion for education. At present, there are other issues that need to be looked at more closely and resolved together. In other words, lack of reading is not an education budget problem. If the solution is the budget, then the current expenditure of the education budget must be proportional to the results achieved, so that interest in reading in the education framework grows. When a country has strong public literacy, it is certainly a strong indicator of progress. (Ichsan, 2018)

Ayip Rosidi found in his research that Indonesian children only read in a year only 17 pages, or 15 days only one page. Even senior Indonesian poet and writer Taufiq Ismail said that literature books have not been read in schools since Indonesian independence. Taufiq Ismail called Indonesia's situation a zero-book tragedy. Wandasari in (Wanelly, 2019). According to the survey, literacy skills, especially the language skills of Indonesian students, still need to improve. Reading and writing are not daily habits.

This low interest in reading hurts the ranking of the Indonesian nation. Lazy reading is the cause of lack of interest in reading among elementary school students. If it is not forced by the teacher, students would rather play and chat with their classmates than read books. In addition to the lack of interest in reading, students' interest in the library is also

still low. The reason may be due to lack of reading material, where the available reading material does not vary so that it makes students lazy to read (Ilmi et al., 2021). The school literacy movement is a government solution to increase students' interest in reading. Interest in reading is important because reading can find out new information and insights. Decreased motivation to read is a problem that must be faced by the government today. Most students now find it difficult to read due to lack of motivation from teachers and parents. This is concerning because the entire age of technology and information demands text understanding in terms of analysis, criticism and understanding of texts.

The low interest in reading Indonesian people, the low reading ability of elementary school students, the low reading ability of high school level, and the lack of information literacy and the importance of information literacy make the government anxious as the person in charge of education. The school literacy movement is the government's solution to increase school-age children's reading interest and reading skills. The rule explains one way to build character, namely by .

METHODS

This study aimed to identify various school literacy programs to increase students' interest in reading. The research used is literature research which includes theoretical explanations, conclusions and other research materials derived from reference results used as a basis for research activities. (Dharma, 2020). Qualitative research is research whose material is presented orally and analyzed without statistical techniques. Based on some definitions of qualitative research above, it can be concluded that qualitative research is research whose material is presented orally, without numbers, and analysis without statistical techniques.

The journals used in this study are national and international journals published in 2018-2022, with a total of 25 journals with research objectives and problems in literary studies. For literature surveys, electronic media such as Google Scholar are used with keywords school literacy movement, reading interest, and elementary school students.

FINDINGS AND DISCUSSION
1. Understanding the Literacy Movement

    According to Barton, literacy is "the ability to read and write". Literacy etymologically refers to the ability to read and write. Conversely, in terminology, literacy is technology, religion, and others, so it positively impacts someone whose literacy is good. In addition, according to other definitions, literacy is also meant as literacy, knowing writing, and reading and writing. (Hayun & Haryati, 2020)

    Abidin et al (dalam Dasor et al., 2021) Defining literacy as the ability to use images and language in various forms such as writing, reading, speaking, listening, presenting and critical. While the school literacy movement (GLS) is a solution to make schools the driving force of student literacy. The Ministry of Education and Culture stated that the School Literacy Movement (GLS) is a participatory activity that requires the participation of school residents such as teachers, students, principals, school counselors, lecturers, parents/guardians, and student committees, which is coordinated by the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture.(Dasor et al., 2021)

    The school literacy movement campaign was developed based on nine priorities (nawacita) related to the mission and function of the Ministry of Education and Culture. The sound of nawacita is (5) improving the quality of life of the Indonesian people and (6) increasing the productivity and competitiveness of the community in the international market so that the Indonesian people can develop and rise together with other Asian countries (8) change the character of the nation (9) strengthen diversity and strengthen the four points of Nawacita of Indonesian social restoration,

closely related to literacy as the basis for the formation of quality human resources, productive, competitive, personable and national-minded. (Mustakim, 2020)

The overall purpose of organizing the school reading movement is to develop student character by creating a reading environment in schools that is embodied in the school reading movement, so that students become lifelong learners. Literacy also has a specific purpose.

1) Fostering a culture of literacy in the school environment
2) Improve the literacy of residents and the school environment
3) Turn the school into a fun and friendly learning park so that school children are well informed
4) maintain continuity of learning by introducing different textbooks and offering different reading strategies

The overall goal of organizing the school literacy movement can be achieved by reading readings that contain moral messages in the context of nationality and statehood, such as character values, local wisdom, nationalism, and international, which are taught as one of the efforts to build student character, depending on the level.

2. Definition of Interest

Everyone has their own preferences that are always related to something that is considered to make them happy and happy. From that joy comes the ambition to obtain and develop what makes them happy and satisfied. Slameto (dalam Sufya, 2021) Activities in which a person is interested can provide continuous pleasure. Attraction is always accompanied by excitement, and from that excitement comes satisfaction.

The Liang Gie (dalam P, 2019) gives a basic definition of interest, Interest means to be interested, and engage in that activity because we realize its importance. Furthermore, Agus Sujanto(dalam P, 2019) Given the definition of interest, interest is an involuntary focus of attention that is generated voluntarily and depends on talent and the environment. From the understanding of interest according to experts, it can be said that interest is an object of attention that contains elements of pleasure, tendency and subconscious active desire to obtain something from outside the environment. Interest is very important for a person's activity. Because people strive to achieve their goals. Therefore, interest is seen as an aspect of the human psyche that can motivate the achievement of goals.

3. Reading Comprehension

Reading is understanding the content of a book. The purpose of reading is also to strengthen the reader's ability to understand what is being read. Reading can also benefit from the writing and words contained in the reading, as well as provide new insights and knowledge. Reading is an important activity in everyday life because it not only provides information but also serves as a medium to improve language skills. Therefore, grade 1 elementary school students need good reading practice, especially in the early stages of reading.

According to Gibbons, Reading (dalam Sa'adah & Mustaghfirin, 2021) is about interpreting the reading. Reading is not only a passive and respectful activity, but it also requires readers to think actively. To derive a moral message from a text, the reader must include his background in his own understanding of knowledge, subject, and language system. Without this, the text means nothing.

Reading according to Gondmen (dalam Elendiana, 2020) Is an activity that takes meaning or understanding not only from the lines of the written word (reading the lines), but also the meaning BEHIND THOSE lines (reading between the lines). reading

according to Tarigan (dalam Elendiana, 2020) is to change writing or reading to sound meaningful.

According to Susilowati (dalam Ama, 2020), Reading is a skill that must be mastered by all stakeholders in education. The key that students must have if they want to succeed in their studies is reading. In addition, reading makes students become qualified individuals. For students, reading makes it easier for them to achieve their goals. Not all students can easily understand the reading. Interest is one of the materials needed by students to read books.

4. Interest in Reading

Interest in reading is the desire, drive and motivation of students that are related. Furthermore, the interest in reading is a motivation to make us feel fascinated and enjoy reading and acquire extensive knowledge about reading, both reading books and understanding literary reading. The process that arises from within students is called interest in reading. Teacher guidance is very necessary so that students can cultivate and develop an interest in reading. Factors that encourage the growth of interest in reading are the will, desire and motivation of the students themselves, teachers and parents. The curiosity of an interesting reading gets an answer to the question (Astuti, 2021).

Tarigan (dalam Elendiana, 2020) Interest in reading is a person's ability to relate to himself to digest the messages contained in the reading and evoke emotional feelings due to reading to get meaning. Students are encouraged to read of their own accord and pleasure, because the interest in reading is a strong and deep interest with pleasure. Therefore, teachers should do reading activities before learning activities take place. A student's interest in reading is manifested as a strong desire to acquire new knowledge in the form of writing in order to obtain information contained in the reading that the student has read

Understanding reading interest according to Sudarsana (dalam Ama, 2021) is an activity that requires perseverance in order to form a pattern of relationships with oneself. Readers are expected to accept the importance of reading and be able to receive information as a form of thought transmission to develop intelligence and lifelong learning, as well as awaken awareness and pleasure to the fullest. Students' reading comprehension was measured by how much they perceived the benefits of reading, how attentive they were to reading, and how enjoyable they were to read.

5. Implementation of School Literacy Movement

In the implementation of school literacy activities, various efforts so that school literacy activities can be carried out properly and optimally. The implementation of the school literacy rally is as follows:

 1) Read 15 minutes before learning

This activity is carried out 15 minutes before learning begins, the activity is a habituation process that can increase students' interest in reading. In this activity, students are required to read a book for 10 minutes on a book they are interested in and if they have finished reading students are asked to record the meaning of the reading they read or describe it. This activity aims to instill character through the books he reads.

In high class, the reading activity carried out is reading for 15 minutes where students are required to read then assigned to explain back the story book they read and convey the message contained in the reading. Storytelling activities are carried out in low grades. Storytelling is done to stimulate students who are not good at reading, after finishing storytelling students are asked to greet the message contained in the fairy tale.

According to (Dafit & Ramadan, 2020) reading 15 minutes is expected to improve students' reading skills and improve their cognitive, intellectual, and personal skills. Most of the books read are fairy tales and encyclopedias containing moral values, local, national and global wisdom.

2) Create a raw corner

The reading corner is one solution to increase students' reading interest by turning the classroom corner into a mini library. Each class should have a corner so that each student has the opportunity and can focus on his own not disturbing other classes who are reading. The reading corner is a classroom corner equipped with bookshelves filled with various types of books that attract students to read. With a reading corner, students can be trained to get used to reading books. The book can be brought by students to read at home (Aswat &; G, 2020). When creating a reading corner, make it as interesting as possible to foster interest in reading, then add Books that students are interested in reading.

3) Create Madding

Wall magazines are communication tools for information and entertainment purposes that combine various texts and/or images on plywood, cardboard, walls, etc. Wall magazines are also used as learning resources, learning media, communication, means of organizing and socializing, as well as to foster students' creativity and imagination as provisions for themselves for their future. In addition, mading also attracts students into the culture of leteration, the role of teachers is very important in making school mading as a guide for student creativity.(Baroroh et al., 2021).

4) Create a tax-rich environment

A text-rich environment can stimulate students' reading interest. Creating posters containing texts is an effort to stimulate students to read not only in class. These posters are not only installed in classrooms and school mading but can also be installed in school health unit rooms and school canteens. Posters that can be displayed in school health units include posters about healthy lifestyles and smoking bans. In parks and school yards, posters can be installed that invite to maintain the cleanliness of the school yard. In the cafeteria, posters are posted calling for clean and healthy food to be prepared in the canteen and also potters about the invitation to wash hands before eating.

Small things like this can be applied in the school environment and done as part of students' reading habits.

5) Create a literacy tree in each class

One of the media used by teachers to encourage students to carry out literacy activities is the literacy tree. The teacher drew a tree THAT and stuck it ON the wall of the classroom. Each student must attach the paper to the branch. The paper is written what books the students have managed to read during the week. As a supervisor, the teacher records students who can read one book a week. This activity can encourage students who don't reach their reading goals to achieve them immediately. Libraries can also offer rewards in the form of gifts to students who frequent the library and borrow books frequently. (Priyono et al., 2022)

The literacy tree can also be used as a medium to write down ideals or noble behaviors that students have done in one week with the guidance of homeroom teachers and subject teachers.(Khoirotin, 2022)

6) Organizing various competitions to support reading and writing skills

The school organizes various competitions at the end of the semester to support reading and writing. Types of competition activities include poetry reading competitions, orations and other literacy activities. This competition is held to improve reading skills and motivate students to read and reward students with prizes.

Each class can also conduct competition activities, teachers hold recitation competitions. The implementation is simple, followed by all class members, the type of competition is adjusted to the expertise of the class. For example, in grade 1 assessments emphasis is placed on reading skills, in grade 3 assessments competitions are subject-specific and to identify talents, in grade 5 emphasis is placed on reading skills in speed reading techniques and rhyme reading skills. In grade 4, the competition emphasized the ability to read poetry. With these competitions, students are encouraged to become champions. (Rahmatullah, 2022)

7) Create a library that attracts students' attention

A library is a school facilitated infrastructure to increase interest in reading, and contains a variety of text books, nonfiction, blackboards, and other books needed by students to obtain knowledge and information. According to (Batubara & Ariani, 2018) libraries play an important role in the successful implementation of GLS in schools.

As a place rich in various kinds of books, the library is a place that is rarely visited by school students because many books are less interesting so that students are reluctant to go to the library. To prevent reluctance to visit the library, it can be done by decorating the library to attract students, namely by installing stunning pictures. After that, other ways to get students' attention can also be to thank students who read the most books and visit the library.

6. Stages of the School Literacy Movement

The school reading literacy movement is carried out gradually by paying attention to school readiness. The preparedness includes the availability of literacy facilities and infrastructure, as well as the readiness of school residents such as students, teachers, parents and other community elements, involvement in the community, and physical competence of the school. including Preparing a support system. , and similar policy instruments.(Shela, 2020)

According to Lian & Nopilda in (Dafit & Ramadan, 2020), the implementation of school literacy in elementary schools is carried out in three stages : habituation, development, and learning. According to the Direction General of Primary and Secondary Education (Kunusta, 2021), the stages of implementation school literacy campaigns are:

1) 1st Stage of Habituation

This first stage aims to stimulate students' interest in reading and reading activities. An example is the activity of reading slowly silently.

2) 2nd Stage of Development

This second stage aims to develop reading comprehension and creative communication processing skills through activities that address personal experience, critical thinking, and reading enrichment. The discussion is an example of the implementation of this phase.

3) 3rd Stage of Learning

In the implementation of school literacy, the third stage is the implementation of literacy learning. This stage encourages students to develop their ability to understand texts, connect with their own experiences, think critically, and develop creative communication skills through reading books and textbooks and responding to text enrichment.

CONCLUSION

From the discussion above, it can be concluded that the school literacy movement can increase students' reading interest in elementary schools with the form of implementation such as reading activities 15 minutes before learning, making reading corners, making mading. Create a text-rich environment, create literacy trees, conduct contests that support literacy activities and create an attractive library. The first stage of implementation of the literacy movement is preparation, such as reading aloud, development stages, such as discussion, and learning develop students' ability to understand texts and relate them to personal experience, critical thinking and creative creative communication skills. respond to texts, read books, enrichment and textbooks.

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