

# EVALUATION OF SCHOOL LITERACY MOVEMENT PROGRAM FOR STUDENTS AND TEACHERS

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## ABSTRACT

This research is motivated by the low reading interest in the society of Indonesia and the movement of school literacy program launched by the government to enhance students ability to think critically, analysis, be creative and innovative through various activities including: reading, seeing, listening, writing and speaking. The research was conducted at MIN 4 Jakarta Selatan because MIN 4 South Jakarta was one of the madrasah that have implemented the school literacy movement program. The purpose of this research is to know the evaluation of movement of school literacy program in madrasah, obstacles and feedback related to evaluation of movement of school literacy program. This research uses evaluation method of CIPP(Conteks, Input, Process, Product) in analyzing the movement of school literacy program. Respondents from this study are students and teachers who are willing to fill in google form which contains questionnaires related to the implementation of movement of school literacy. The results of the evaluation indicate that 83% said that the leaners like to read and program the movement of school literacy program has been implemented in the madrasah is in accordance with the national objectives.

**Keywords:** *School Literacy, Movement, Students, Teachers.*

## INTRODUCTION

The low interest in reading for the people of Indonesia is an open secret that has been known to all. If it is offered between gadgets or books, people will prefer gadgets as a means to spend time. Both print and electronic media when discussing reading culture in Indonesia will always insert a survey which states that Indonesian people are not people who like to read. This survey is even strengthened by the results of research from the United Nations Educational, Scientific and Cultural Organization (UNESCO) which states that the reading interest index in Indonesia is only around 0.001. That means there is only one person who is interested in reading in a thousand Indonesian people (Qurtuby, 2017).

Najwa then compares European or American society, especially children who in a year can read up to 25-27 percent of books. In addition, there are also Japanese whose reading interest can reach 15-18 percent of books per year. "While in Indonesia the number only reaches 0.01 percent per year," said Najwa (tirto.id, 2017).

Ironically, this figure is inversely proportional to the number of internet users who reach half of the total population of Indonesia or around Rp. 132.7 million. Even data compiled by statista.com in January 2018, stated that 44 percent of the Indonesian population took photos and videos using their cellphones. One of the reasons for the low interest in reading is the difficulty of accessing books. Not

only that, the onslaught of innovation in the field of technology makes people, especially the millennial generation, prefer to stare at a smartphone screen rather than reading a book (voice.com, 2018)

This is reinforced by the fact that literacy is very important for a student. Students are required to have the ability to read to be able to enrich their insight, vocabulary and point of view in understanding the situation. Writing skills are needed to be able to express ideas and arguments for improving the condition of society. Education must be able to foster interest in students to read and write.

The School Literacy Movement Program is very much required by the government. Because, the School Literacy Movement program can strengthen the character development movement, as stated in the regulation of the Minister of Education and Culture Number 23 of 2015 article 2. (Mendikbud, 2015).

MIN 4 South Jakarta is an example of a madrasa in Pondok Pinang that runs the School Literacy Movement program. The success of the madrasa in implementing the School Literacy Movement program has not been well publicized so that it has not been followed by other madrasas. This study was conducted to evaluate the School Literacy Movement program at MIN 4, South Jakarta. The results of this study are expected to be a reference and inspiration for other madrasas to be able to implement the GLS program.

## **METHOD**

This research is an evaluation research using qualitative methods. The evaluation research is related to the process of collecting, analyzing and interpreting the information obtained from various sources and carried out systematically, planned, and measured in an activity which then the evaluation results are used as a basis for consideration to determine the next alternative in determining a decision taken, so that the decision is truly right and can be justified.

### **Evaluation Subject**

In this evaluation research, the technique used to determine the subject of qualitative research is purposive sampling technique, namely the sample is determined intentionally by the researcher or not randomly. This technique was chosen by researchers based on the research objective, namely selecting people who can be used as research samples, because they are considered to be able to provide information about the problems in this study. Informants are people who provide information (Suharsimi, 2010). The informants used in this evaluation study were the Head of Madrasah, Deputy Coordinator for Curriculum, Deputy Coordinator for Student Affairs, Deputy Coordinator for Administration, Deputy Coordinator for Sarpras, Head of the Literacy Team, Librarians and Students.

### **Data collection technique**

The data collection techniques used in this study were observation, interviews, and document studies which were then triangulated with the aim of comparing the data obtained.

### **Data analysis technique**

The research data were analyzed using a data triangulation model as an examination through other sources. Checking the data, cross-checking the results during observation and also the data obtained while in the madrasa.

### **Data Validity Check Technique Teknik**

The technique of checking the validity of the data is using the triangulation technique. Triangulation is a technique of checking the validity of data that utilizes something else by checking and rechecking data that has been obtained through interviewed sources. The results of this triangulation are taken from a common thread that connects one data to another so that the correct data and different data can be known.

## **FINDINGS AND DISCUSSION**

### **Understanding of Citizens of MIN 4 South Jakarta on Literacy Culture**

The results showed that madrasah residents still understood literacy culture narrowly. Madrasah residents understand literacy culture as limited to reading and writing culture. The understanding of madrasa residents will affect the programs and activities that will be carried out in the madrasa. Because madrasa residents still understand literacy culture as a culture of reading and writing, the program activities at madrasas will focus on reading and writing culture.

Although madrasa residents still understand literacy culture in a narrow sense, they already have attention and awareness of the importance of literacy culture. They realize the importance of literacy culture for students. They also realize the benefits of a literacy culture. The benefits of literacy culture according to madrasa residents include increasing knowledge, improving speaking skills and training social sensitivity.

### **South Jakarta MIN 4 Program in Evaluating the GLS Program**

The South Jakarta MIN 4 program in evaluating the School Literacy Movement program is as follows: 1) Conditioning a literacy-friendly madrasa environment, 2) Provide a convenient library, 3) Adding library book collection, 4) Strive for madrasas as a literate academic environment, 5) Improving literacy skills of madrasa residents

### **Supporting Factors in Evaluation of the GLS Program at MIN 4 South Jakarta**

The factors supporting the evaluation of the School Literacy Movement program at MIN 4 South Jakarta are: 1) Awareness of madrasa residents on the importance of literacy culture, 2) Good physical facilities, 3) Active participation of madrasa residents, 4) Madrasah budget allocation, 5) Many activities or events to familiarize literacy culture, 6) Participation from parents of students

### **Inhibiting Factors in the Evaluation of the GLS Program at MIN 4 South Jakarta Jakarta**

While the factors that can hinder the evaluation of the School Literacy Movement program at MIN 4 South Jakarta, among others:

1. There is no special time to read books in the reading corner
2. Students prefer to play in the field during recess rather than reading books in the library
3. Not all teachers can accompany students during reading time activities
4. There is no literacy culture habituation activity for teachers

### **Literacy Program Background**

The establishment of the literacy program at MIN 4 South Jakarta began with the Head of the Ministry of Religion for the City of South Jakarta who declared madrasas as literacy schools. Where every madrasa in the city of South Jakarta is required to implement literacy in its madrasa. This literacy movement is also to realize Permendikbud No. 23 of 2013 concerning the school literacy movement to foster noble character attitudes in children through language. Not only that, the purpose of MIN 4 South Jakarta holding this literacy program is to familiarize and increase the interest of students in reading and writing. It can be seen that literacy activities in madrasas have been carried out long before the planning from the Ministry of Education and Culture.

The DKI Jakarta Indonesian Publishers Association (IKAPI) supports the Literacy Movement organized by the State Islamic School (MIN) 4 South Jakarta. "IKAPI DKI Jakarta really appreciates and supports the efforts made by MIN 4 South Jakarta in advancing literacy culture, namely writing, reading,

and listening". The MIN 4 South Jakarta Literacy Movement is aimed at teachers, the activity carries the tag line "One Day One Teacher One News". The literacy movement began with the teacher writing a short story one day one story. This activity aims to make the habit of writing for madrasa teachers who in time will continue to write books. The program received support from IKAPI DKI Jakarta.

#### Madrasah Support for Literacy Program

Evaluation of madrasa support is intended to find out how madrasas support literacy programs. Support from madrasas is of course very important to facilitate the activities of existing literacy programs. In this case the madrasa is very supportive for literacy activities. Starting by providing a place to read, providing reading resources, providing socialization of the importance of literacy to all madrasah residents, and seeking funds for literacy independently.

#### Evaluation of Literacy Program Input

Evaluation of inputs in the implementation of the literacy program is reviewed from 2 aspects, namely: 1) Interest in reading and writing students in participating in the literacy program program. Students are quite interested in participating in literacy program activities in the form of reading and writing activities. The teacher provides stimulus to students by giving rewards to students who like to read. 2) completeness of facilities and infrastructure to support literacy programs. Completeness of facilities and infrastructure is a very important thing to support the continuity of literacy program activities. Completeness of facilities and infrastructure is used to facilitate literacy activities. 3) Evaluation of the Literacy Program Process.

Evaluation of the process of implementing the literacy program is reviewed from 4 aspects, namely: 1) Planning Based on the documentation data in this planning, the library has a long-term program of 5 years and a short-term program. The long-term program is in the form of increasing interest in reading which contains reading challenges, reading that is integrated with KBM, class library competitions, adding to the collection of library books, adding infrastructure and planning programs for the beginning of the school year and others. 2) Organizing. The implementation of literacy programs in madrasas can run well if all parties help the process of activities in a unified manner. The literacy program itself is in the library design, but literacy has its own organizational structure called PJ literacy and its members are teachers. 3). Actuating The implementation of literacy programs in madrasas is in the practice of reading culture, besides in the classroom there are also activities to visit the library in turn every break that has been scheduled. The implementation of literacy activities for MIN 4 South Jakarta follows the stages of implementing the school literacy movement in the GLS guide at the SD/MI level. a) Habituation Stage. This habituation stage has two objectives, namely reading silently and reading aloud by the teacher for the growth of a good madrasa literacy climate. b) Development Stage. At the development stage the activities are the same as activities at the habituation stage, the difference is that the 15-minute reading activity is followed by follow-up activities at the development stage. c) Learning Stage The learning stage is the engagement of the program in classroom learning. In classroom learning this literacy program eliminates the laziness of students in terms of reading. 4) Controlling. Supervision in the literacy program at MIN 4 South Jakarta according to the head of the library that this evaluation is only to evaluate students and for the evaluation time once a week. Based on the data, it was also explained, the homeroom teacher and the teacher together with the head of the library selected the books in every corner of the class, also corrected the students' short stories.

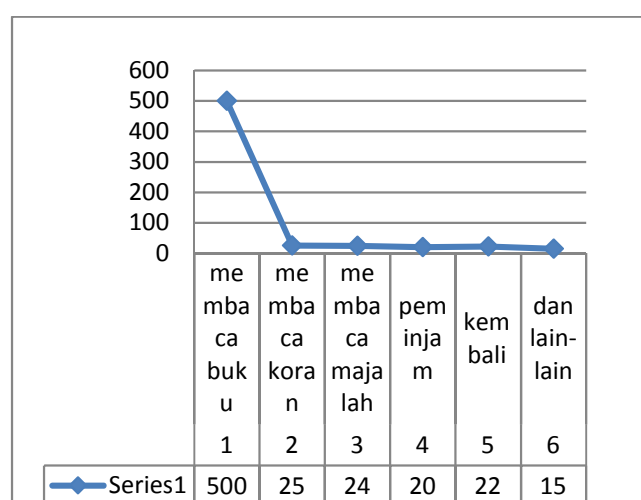
## Literacy Program Product Evaluation

The product evaluation of the literacy program here is the result of the literacy program at MIN 4, South Jakarta. Based on the data, the results of students' interest in reading and writing are increasing.

**Table 4.1 Students' Reading Interest**

N0	Kegiatan	Jumlah Peserta Didik
1	Read the book	500
2	Reading the newspaper	25
3	Reading Magazines	24
4	Borrower	20
5	Back	22
6	etc	15
AMOUNT		606

**Figure 4.1 Graph of Students' Reading Interest**



Based on observations, the evaluation of the literacy program products illustrates that the literacy program has shown good results. It can be seen from the increase in students reading books in madrasa libraries and mobile libraries. The increasing interest in reading and writing of students, the insight gained by students also increases.

## CONCLUSIONS

Conclusions that can be drawn from this research include: The understanding of the residents of MIN 4 South Jakarta on literacy culture is still narrowly understood. Madrasah residents understand literacy culture as limited to reading and writing culture. The understanding of madrasa residents will affect the programs and activities that will be carried out at the madrasa. The South Jakarta MIN 4 program evaluates the GLS program in a number of ways, namely, (1) creating a literacy-friendly madrasa environment, (2) providing a comfortable library, (3) adding library book collections, (4) seeking madrasas as a literate academic environment. , (5) improve literacy skills of madrasah residents. Supporting factors in the evaluation of the GLS program at MIN 4 South Jakarta, namely, (1) awareness of madrasa residents on the importance of literacy culture, (2) qualified physical facilities, (3) active participation of madrasah residents, (5) many activities or habituation events literacy culture, (6) participation from parents of students. The inhibiting factors in the evaluation of the GLS program at MIN 4 South Jakarta, namely, (1) there is no special time to read books in the reading corner, (2) students prefer to play in the field and eat snacks in the canteen during recess rather than reading books in the

cafeteria. library, (3) not all teachers can accompany students during reading time activities, (4) there are no literacy culture habituation activities for teachers.

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