



The Implementation of School Literacy Movement: A Literature Review

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ABSTRACT

The aim of the study is to describe a literature review on the implementation of the School Literacy Movement throughout the country. The article searches were conducted using databases: Google Scholar, Science Direct, and Springer, and the keywords 'School Literacy Movement' and 'Gerakan Literasi Sekolah'. The authors establish inclusion criteria and exclusion criteria and obtained 8 relevant articles. The study was conducted in 5 stages: article collection, article reduction, display, discussion, and conclusions. The implementation of the School Literacy Movement in Indonesian schools follows the theories used as references. The School Literacy Movement is being implemented successfully, and it has the potential to increase student literacy while also meeting one of the government programs outlined in the 2013 National Curriculum.

INTRODUCTION

Reading skills are important in our lives because reading is how we acquire knowledge. As a result, students must master this skill from an early age (Retnaningdyah et al.2016). Reading has a significant cultural influence on students' literacy development. Unfortunately, students' reading literacy achievement in Indonesia is still low, falling below the international average. According to the findings of a study carried out by Central Connecticut State University in New Britain, Indonesia's literacy ability was ranked 60th out of 61 countries surveyed (Media Indonesia, 2018).

Reading is a skill that all children should have because reading allows children to learn a lot about various fields of study. Reading is thus a skill that must be taught to children beginning in elementary school (Arbi & Rianto, 2019). Because of the proliferation of tutoring institutions that read-write-count for toddlers and toddlers in a way that is not in accordance with the stages of child development, understanding early literacy is critical for the community to understand. As a result, it is critical to focus on the continuation of early childhood literacy education all the way through to basic literacy.

According to data from the Program for International Student Assessment (PISA) in 2018, Indonesia ranks 6th from the bottom of 74 of 79 countries in the world in reading (OECD, 2018). Indonesia's average score is 371. Despite the fact that the global average score is 487, Indonesia's reading aspect is significantly below average. One of the Ministry of Education's efforts is to improve Indonesia's literacy competitiveness in future global competition by developing the School Literacy Movement, which involves all stakeholders in the field of education, from the central government to provincial governments, districts/cities, and educational units.

School Literacy's legal foundation is guided by Minister of Education and Culture Regulation (Permendikbud) No. 23 of 2015 regarding Characteristics Development, which specifies that schools should be a comfortable and inspiring place for students, teachers, and education personnel and that developing positive attitudes and behaviors in schools reflects Pancasila values and should be part of the learning process and culture in schools. According to Minister of Education and Culture Regulation No. 23 of 2015, starting reading activities fifteen minutes before entering the classroom is important in developing a culture of reading through School Literacy as a vehicle for the development of student character.

Literacy can have a lasting beneficial effect if properly implemented. Literacy develops over time in a child's life, and parents play a crucial part in a child's literacy development (Buvaneswari & Padakannaya, 2017). Literacy in the school literacy movement has been declared by the government as an ongoing endeavor to foster positive influence in students. The school literacy movement and the development of character education were both launched. School is recognized as an effective setting for the development of positive habits. In order to promote character, the literacy movement requires the development of positive attitudes and behaviors in schools, particularly by familiarizing students with reading and writing. As a result, the literacy

movement's implementation, particularly in elementary schools, deserves more attention.

A good literature review can situate the research project in the context of the field of study related to the general treasure, research topic, and research area or community. A good literature review identifies gaps in the literature and offers new insights and hypotheses for future research (Marzali, 2016). With so many articles and field findings on the implementation of the School Literacy Movement in many schools throughout Indonesia, the purpose of this study is to describe a review of the literature on the implementation of the School Literacy Movement throughout the country.

RESEARCH METHOD

In this study, the research method was a literature review, also known as a narrative review approach. The research was carried out between November and December of 2021. Article searches rely on databases, specifically Google Scholar, Science Direct, and Springer. The author used English and Indonesian keywords to find articles from these sources. 'School Literacy Movement' and 'Gerakan Literasi Sekolah' were the keywords used. Authors who screen articles establish inclusion and exclusion criteria to ensure that relevant articles are obtained. The authors established the following inclusion criteria: primary research, qualitative method, full text, and article in Indonesian and English from a national journal, 2015-2020. Exclusion criteria include a review of the literature.

Based on this explanation, the authors conducted the research using a literature review by analyzing scientific articles published in national journals from 2015 to 2020 as a research method. The following are the stages of the literature review:

1. Article Collection (search and download articles).
This is accomplished during the article collection stage by searching for and downloading articles via Google Scholar, Science Direct, and Springer by typing keywords related to the topic or research title. The keywords, in this case, are integrated learning implementation in primary schools.
2. Article Reduction (Reducing the number of articles based on the variables in the title). Summarizing, selecting the main points, focusing on the important things, looking for themes and patterns, and removing the unnecessary ones are all examples of article reduction. As a result, the condensed article will provide a clear picture and make it easier for authors to gather additional data and look for it if necessary.
3. Article Display (collection and organization of selected articles).
The article is displayed or presented after it has been reduced. This article is presented in the form of tables, brief descriptions, and variable relationships.
4. Organization and Discussion
At this stage, organization and discussion are carried out based on the type of literature review used. In this case, the chosen literature review

takes the form of a theoretical study. A theoretical study is a type of literature review in which the author describes several theories or concepts centered on a single topic. Organizing and Deliberating Articles on Display (Preparing and Organizing Selected Articles) Making Inferences In the title, and article reduction (reducing the number of articles based on variables).

5. Conclusion

Drawing Conclusions are reached based on the outcomes of previous organizations and discussions.

RESEARCH RESULT

In the very beginning of gathering articles based on the variables in the title, namely the implementation of the School Literacy Movement, 8 articles were found from 15 articles that matched the title's topic. Seven articles had to be discarded during the article reduction stage because one variable did not match the topic title. One of the variables in the title topic did not exist, so the seven articles were rejected. There are articles, for example, that only discuss the School Literacy Movement as a concept, rather than specific schools, areas, or regions.

Table 1 displays the 8 articles on the implementation of the School Literacy Movement.

Table 1. Article Display Table

No	Author's Name	Article Published Year	Article Title	Journal's Name	Volume Number	Pages' Number
1	1. B. Yulianto, 2. F. Jannah 3. Nurhidayah	2017	The Implementation of School Literacy Movement in Elementary School	Advances in Social Science, Education and Humanities Research	Vol. 173	4
2	1. Febrina 2. Dafit Zaka Hadikusuma Ramadan	2020	Pelaksanaan Program Gerakan Literasi Sekolah (GLS) di Sekolah Dasar	Jurnal Basicedu	Vol. 4 No. 4	9
3	1. Hulman Simanjuntak 2. Amir Imbaruddin	2017	Implementasi Gerakan Literasi Sekolah di Sekolah Menengah Atas Sebagai Sekolah Sasaran Pelaksana Kurikulum 2013 Se-Kabupaten Jayapura	Jurnal Administrasi Negara	Vol. 23 No. 3	10
4	1. Nurul Septiani 2. Leli Kurniawati	2020	School Literacy Movement	Advances in Social Science, Education and Humanities Research	Vol. 538	4

5	Yulisa Wandasari	2017	Implementasi Gerakan Literasi Sekolah (GLs) Sebagai Pembentuk Pendidikan Berkarakter	Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan	Vol. 1, No. 1	19
6	Indah Antasari	Wijaya 2017	Implementasi Gerakan Literasi Sekolah Tahap Pembiasaan di MI Muhammadiyah Gandatapa Sumbang Banyumas	LIBRIA	Vol. 9, No. 1	14
7	1. Hamdan Husein Batubara 2. Dessy Ariani	2018	Implementasi Program Gerakan Literasi Sekolah Di Sekolah Dasar Negeri Gugus Sungai Miai Banjarmasin	JPSD	Vol. 4 No. 1	15
8	1. Feri Offeny 2. Eli Karliani	Wagiono, 2020	Implementation of School Literacy Program in Junior High School Muhammadiyah Palangka Raya	JOURNAL OF ETIKA DEMOKRASI	Vol. 5 Number 2	15

DISCUSSION

Parents and teachers play an important role not only in the learning process but also in developing children's potential, particularly in literacy development. Literacy must be developed because literacy is the basic capital for children to be able to learn and gain knowledge, particularly as the child approaches school age. Reading is the ability to connect spoken language with written language. In comparison to the ability to read and write, effective early childhood learning is more play oriented.

Article 1 describes the School Literacy Movement's implementation at the SD Laboratorium UNESA and SDN 21 Ampenan in West Nusa Tenggara. Both schools implemented the program under similar circumstances. Literacy-related curriculum activities have not yet been included in the implementation process. Supporting factors include well-used school infrastructure, regular literacy training, well-managed library management, and SLM implementation monitoring and evaluation. The lack of a School Literacy Team and parental involvement is the impediment.

The implementation of the School Literacy Movement in SDN 26 and SDN 158 Pekanbaru is described in Article 2. The two schools contained several stages of the GLS program, including habituation, development, and learning. Writing daily notes on Monday, telling stories on Wednesday, reading for fifteen minutes on Tuesday and Thursday, reading Holy Qur'an on Friday, a literacy competition, using the reading corner, and using the reading terrace were all programs carried out at the first school. The GLS program was implemented in

the second school by establishing a school library, "Serasi - Senin Selasa Literasi" (Tuesday Wednesday Literacy), and weekly reading groups on Thursdays.

In article 3, the authors discovered that the School Literacy Movement's 15-minute program read into the required program for the habituation stage of the respondents of the students is still moderate 2.17, the development stage is moderate 2.41, and the learning stage is also moderate 2.12. The 15-minute Reading Program is 2.46, the development stage is 2.52, and the learning stage is 2.34. Some schools have not scheduled the daily schedule of 15-minute Reading Programs, which are required prior to the conduct of learning activities. A School Literacy Movement Team does not exist in all schools. As a result, the implementation of the School Literacy Movement in Senior High Schools as the target school for the 2013 Curriculum falls into the medium category in the Jayapura Area. The findings can be used to assist LPMP Papua in improving training quality services and, as a result, education quality in the province of Papua.

In article 4, the implementation of the School Literacy Movement in the context of learning and habituation in developing literacy in children cannot be separated from the role of parents and teachers who collaborate in providing learning methods so that children do not feel bored in fostering literacy in children from an early age. Parents and teachers can encourage children to learn to read and write in a fun way by using appropriate methods such as media and game activities. So that children are not bored while learning, they become active, and their curiosity emerges naturally.

According to article 5, the school literacy movement was successfully implemented in SMK Negeri 1 Tanah Abang by involving the school community (learners, teachers, principals, education personnel, school supervisors, school committee, and parents of learners), as well as stakeholders, with the coordination of the Ministry of Education and Culture's Directorate General Primary and Secondary Education. The implementation of the school literacy movement policy at SMK Negeri 1 Tanah Abang must involve implementing organizations. According to the study's findings, all elements of the school became implementing agents of the School Literacy Movement policy. SMK Negeri 1 Tanah Abang also devotes special time to programs that promote the literacy movement. Because the school wants to improve student literacy.

In article 6, the MI Muhammadiyah Gandatapa school literacy program contributes read-aloud textbooks, facilities, and a literacy-rich area in the form of a fishpond and gardens, developing a literacy-rich environment that, while still minimal, has good communication with parents as well as volunteers to provide motivation.

Several conclusions can be drawn from this study, including the following:

1. A reading-aloud program has been implemented at MIM Gandatapa Sumbang Banyumas, but the books are not story books, but textbooks, and the duration may exceed 15 minutes.
2. MIM Gandatapa's literacy-rich facilities and areas include fishponds, gardens and courtyard areas, and mosques. The library and reading area are not owned.

3. Beginning with the classroom, MIM Gandatapa Sumbang Banyumas creates a text-rich environment, with poster motivation.
4. The activity of selecting reading books for students has been postponed due to a lack of adequate reading books at the school.
5. Public involvement in MIM Gandatapa Donates Banyumas in the form of a positive and close relationship with parents' students, as well as the involvement of volunteers to fill motivational gaps for parents and students at school events.

According to article 7, the school literacy movement is in the habituation stage at SDN Gugus Sungai Miai Banjarmasin. Schools' efforts in implementing SLM include: (1) adding enrichment books, (2) bringing books closer to learners by creating text-rich reading areas and environments, (3) implementing various literacy activities, and (4) involving the public in SLM implementation. The following obstacles are encountered by schools in the implementation of the SLM: (1) a lack of teacher awareness, (2) a lack of appropriate reading books, (3) a teacher's laziness to read, (4) a teacher's lack of understanding of the literacy movement's application, and (5) schools are under-funded. As a result, the SLM program implementation at SDN Gugus Sungai Miai Banjarmasin must be advanced to the development stage by involving various parties.

Article 8 discusses how the school literacy movement is being implemented. SMP Muhammadiyah Palangka Raya is in the habituation stage, which is 15 minutes of reading non-book lessons; the development stage is to increase reading ability by analyzing the books read; the learning stage is followed by analyzing and providing academic bills; and confidence in students is increased through habituation and vigorous reading that SMP Muhammadiyah Palangka Raya has programmed. (2) Supporting factors and impediments to literacy activities in SMP Muhammadiyah Palangka Raya, infrastructure facilities, adequate book library facility, book donation from parents, teachers, and alumni, students still have minimal culture reading and are late to class, (3) The solution encourages students to participate in activities, gives direction or rebuke, and encourages all school citizens, teachers and students alike, to enjoy reading and writing in order to become literate.

School literacy activities are carried out in three stages: habituation, development, and learning (Faizah, 2016). The first stage is habituation, in which all students become familiar with reading activities. The reading material chosen should be enjoyable to everyone in the school. Interesting reading material can be selected for the teacher and students to read together in order to foster reading habits in both students and teachers. When studying the development of emergent literacy abilities in children, it is critical to understand the multiple aspects of the home literacy environment and the individual parts of these dimensions (Buvaneswari & Padakannaya, 2017). Second, is the development stage; the expected bill is to comprehend the received information. Literacy allows people to read symbols and form connected meanings, allowing them to transcend deeper realities (Gellel, 2018). Understanding the meaning at this early stage of literacy development will thus benefit a person's development. Literacy learning is the third stage; at this point, literacy is beginning to be integrated into

learning activities. Literacy instruction in schools is consistent with the 2013 Curriculum implementation. Students in the 2013 curriculum will be used to reading and comprehending texts in their native language, as well as summarizing and restating them (Suwandi, 2019). As a result, in the 2013 Curriculum, knowledge and information are packaged in various reading texts.

CONCLUSION AND SUGGESTION

Based on the findings of a literature review on the implementation of the School Literacy Movement in Indonesia, it can be concluded that 8 articles published between 2016 and 2020 matched the variables in the title. The School Literacy Movement is being implemented in Indonesia in accordance with the theories and policies that are being used as references. The implementation of the School Literacy Movement is going well, and it has the potential to increase students' literacy while also achieving one of the government programs in the 2013 National Curriculum.

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