


Improving Students' Literacy: Successful Efforts of the School Literacy Movement (SLM)

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ABSTRACT

Literacy includes the ability to listen, speak, read, and write in a way that allows a person to communicate effectively. In addition, literacy also includes matters relating to vocabulary, spelling, understanding, language sounds, to the relationship between letters and sounds. In AKM, literacy focuses on reading ability which can be defined as an ability to understand, use, evaluate, and reflect on various types of written texts. This ability is developed so that students can deepen lessons or other knowledge more quickly and can apply the understanding gained more broadly in everyday life. Competencies assessed in reading literacy skills include logical and systematic thinking skills, reasoning with concepts and knowledge, as well as the ability to process the information obtained. Content in reading literacy includes informational texts and fictional texts. At the cognitive level, literacy skills are assessed from components including finding information, interpretation and integration, as well as evaluation and reflection. While in context, the components of reading literacy include personal, socio-cultural, and scientific.

Keywords: *Efforts, SLM, Elementary School*

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INTRODUCTION

Student literacy as part of the School Literacy Movement must be successful. Student literacy for the elementary school level has various activities. All of these activities support government programs. Private schools such as Muhammadiyah Kisaran Elementary School are certainly constrained in their implementation. The implementation of the School Literacy Movement in partner schools is experiencing problems. These obstacles are (1) the density of activities with the 5-day school program, (2) the limited number of implementing human resources because they have to be carried out outside of study hours, (3) the limited supporting facilities and infrastructure.

Nationally, the literacy ability of 10-year-old students is still low. Based on literacy measurements carried out by the Program for International Student Assessment (PISA), the literacy skills of Indonesian students are still at the bottom of the country being measured (Kusmana, 2017). This means that learning related to reading skills (in Indonesian subjects) needs to be improved. Measurement of reading literacy is oriented towards (1) reading comprehension, (2) using reading, and (3) reflecting in written form. Therefore, the demands of this millennial century are not only basic literacy but must achieve multiliteracy. According to Fisner, it is the ability to read, write poetry, divide, paint, dance, write novels, or the ability to contact various media that requires literacy. Several programs have been initiated by the school, for example starting with the literacy movement reciting the Koran - tadarus and

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reading iqra – once a week or two. This activity is also constrained by the lack of willingness of teachers and employees to become assistants.

The library is one of the pillars for implementing literacy, but the limited manpower available is also inadequate even though several students have been assisted to become library ambassadors. Several attempts have been made by the school but there are many limitations. The literacy movement would not be possible without the full support of all parties and all elements of the school.

Some of the problems found of student's Elementary School are related to the implementation of the School Literacy Movement: (1) the implementation of the School Literacy Movement has not been maximized due to various constraints, (2) limited human resources managing, (3) limited facilities provided, (4) the lack of massiveness of the School Literacy Movement as a movement.

Based on these problems, the general objective of the program was determined to be to assist schools in implementing literacy programs in schools. In addition, on a larger scale this program is expected to be a motivation for the success of the School Literacy Movement Program. The specific objectives are: (1) To activate a reading culture with the jargon "reading is fun", (2) To improve reading skills followed by summarizing, (3) To increase the ability to write poetry creatively.

Review Literature

According to (Teale & Sulzby, 1986) literacy is the language ability possessed by a person in communicating "reading, speaking, listening and writing" in different ways according to the purpose. If defined briefly, the definition of literacy is the ability to write and read. According to (Tilson & Hathaway, 2010) defines Literacy as "an individual's ability to read, write, speak, calculate and solve problems at the skill level required in work, family and society." This definition defines Literacy from a more contextual perspective. From this definition implies that the definition of Literacy depends on the skills needed in a particular environment. From some of the opinions above, it can be concluded that literacy is an individual's ability to read, write, speak, calculate, and solve problems at the level of expertise required in work, family, and society. The aims of literacy itself are as follows:

1. Help increase people's knowledge by reading various useful information.
2. Help increase one's level of understanding in drawing conclusions from the information read.
3. Improve a person's ability to provide a critical assessment of a written work.
4. Helping to grow and develop good character in a person.
5. Increase the value of one's personality through reading and writing activities.
6. Cultivate and develop a literacy culture in the midst of society at large.
7. Help improve the quality of the use of one's time so that it is more useful.

Some of the benefits of literacy are as follows:

1. Practice basic skills to read, write and count.
Reading story books is one of the simple literacy activities. If done regularly, it can improve children's ability in the world of literacy.
2. Develop critical thinking skills
Literacy education plays a role as a foundation for children in the ability to think critically and logically when faced with a situation. A critical mindset is needed as a useful investment for children when entering the world of society.
3. Good literacy development is correlated with academic achievement.
Literacy education has a positive impact on children's academic achievement. This is because children who are accustomed to the world of literacy have better learning and

communication skills. In addition to ability in academics, children can also improve their ability to solve logical problems such as calculations in mathematics.

Many benefits of literacy activities for elementary school children so that they can support children's learning achievements. Literacy activities can be accustomed to reading for approximately 5 minutes before or after learning activities take place. It can be built together and improve literacy activities for students elementary school, so that the students become the next generation of a global and quality nation.

In this case, although the use of the term literacy is very plural, basically the term still refers to a person's basic ability to read and write, referring to literacy, the following are several types of literacy, namely:

1. Basic Literacy. Basic literacy is the basic ability to read, write, listen and count. The purpose of basic literacy is to optimize a person's ability to read, write, communicate and count.
2. Library Literacy. Library literacy is the ability to understand and distinguish fiction and non-fiction written works, understand how to use catalogs and indexes, and the ability to understand information when writing and researching works.
3. Media Literacy. Media literacy is the ability to know and understand various forms of media "electronic media, print media and others" and understand how to use each of these media.
4. Technology Literacy. Technological literacy is the ability to know and understand things related to technology such as hardware and software, understand how to use the internet and understand ethics in using technology.

The basic concept of literacy is actually not only related to the ability to read and write. (Abidin, 2017; Abidin, 2017) states that literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, speak, see, present, and think critically about ideas (1). The second literacy concept is characterized by a number of views which state that literacy is closely related to social situations and practices (2). In the third generation, the concept of literacy is expanded by the rapid development of information and multimedia technology (3). The fourth literacy is critical literacy (4). The fifth literacy is known as multiliteracy.

The results of the 2018 PISA (Program for International Student Assessment) survey, Indonesia is in the 72nd position out of 77 countries with poor literacy skills. UNESCO also stated that the reading interest of the Indonesian people was only 0.0001%, which means: out of 1000 Indonesians only 1 person likes to read (East Bandung Portal, Friday, July 22, 2022). This is certainly very sad and worrying. It makes teachers obliged to improve students' literacy skills. Teachers as educators, the main pillar of education, have the obligation and responsibility to foster student interest in reading. If students are not directed and guided to like reading, students will lack knowledge, narrow insight, trigger stupidity, lack of confidence and others. If the next generation of the nation is like that, then there is no possibility that we can become a backward nation and it is easy for invaders to enter again. The literacy skills of elementary school students are not only able to read but also can write and reason.

Below are ideas to improve students' literacy skill, according to (Sadli, 2019):

1. Regular reading.
So that students' literacy skills can really improve, create a special reading program that is carried out every day. Like reading 15 minutes before learning begins.
2. Reading fairy tales
Reading fairy tales to students before learning begins can also make students love reading. Listening to stories makes students interested in reading on their own.
3. Discussed about the story books read

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The activity of discussing books that have been read can foster students' interest in reading. Students are interested in knowing the contents of the story. The excitement of discussing a book that has been read together will make students love reading. This can be done every weekend.

4. Class Library

Children's story books that are easily accessible to students can also increase interest in reading. Creating a mini library in the classroom makes students accustomed to being in an environment of books. This increases the curiosity of students.

5. Book Reading Award

Giving awards for students who are diligent in reading books is another way to increase students' interest in reading. For example, students who have read 2 books in a week will receive a free stationery coupon from the school cooperative. This will motivate students to read.

6. Diligent in writing

Writing ability is a literacy skill that was previously mentioned above. Elementary school students must be able to reason through writing skills. Writing skills can be developed through exercises given by the teacher every day. If students are accustomed to reading, then students will be able to write. Write simple things that students do every day or learn to rewrite the books they have read in their simple language.

7. Technology Utilization

At this time technology and the internet have become commonplace for generations in the 4.0 era. Digital libraries can be used as another alternative to improve students' literacy skills. Students find it easier to find books to read through digital libraries. If there is no digital library, teachers can develop it through learning materials that are searched for through devices.

METHOD

The research method used in this research is a qualitative descriptive method (Sugiyono, 2010), a research method that attempts to describe objects according to what they are. Descriptive research is carried out with the main aim, namely to systematically describe the facts and characteristics of the object or subject being studied accurately. The research uses a qualitative descriptive method or descriptive approach (Fitriani, Dewi, & Furnamasari, 2021) that is a descriptive approach, namely an approach that emphasizes notes with detailed, complete, in-depth sentence descriptions that describe the actual situation to support the presentation of data. In accordance with the title that the researcher took, namely analyzing strategies for increasing the reading literacy of third grade students. The data obtained is then collected, compiled, explained and analyzed, to obtain a clear picture so that the research objectives are achieved as planned.

Respondents

The subject in this research is students of elementary of SD Muhammadiyah Kisaran. There are 20 students applied the Students Literacy Movement (SLM)

Instruments

The instrument was given in this research by giving 3 activities method namely:

- a. Community education. This activity asked the students to train the reading and writing.
- b. Practice. In the practice activity asked the students to practice reading in the library and writing creatively.
- c. Accompaniment. The last activities asked the students to read and write assistance.

Data analysis

There are two types of data sources used in this research, namely primary data sources and secondary data sources. Data collection techniques was used in this research observation, interviews and documentation techniques.

FINDINGS AND DISCUSSION

The research discussed about improving students' literacy: Successful Efforts of the School Literacy Movement (SLM) In Muhammadiyah Kisaran of Elmentry School. The data was taken by using observation, interview, and documentation. Observation is conducted by seeing the students' activities in the school. Interview is conducted by asking the principle and teacher of the school about students' literacy. Documentation is the process of students' literacy in the school.

To achieve the expected goals, the community service program took the target is student of elementary school is carried out with several programs and activities. The following is a summary of the implementation method along with a timeline.

Table: Implementation of community service program in timeline

No.	Method	Activities/ Time	Duration	Which is involved
1.	Community education	1. SLM counseling and campaigns in schools	1.5 hours	Target: Principals, teachers, librarians, and Employee Executor: Team and 2 students
		2. Reading training	6 hours	Target: Student Executor: Team and students
		3. Creative writing training	6 hours	Target: Student Executor: Team and students
2.	Practice	1. Practice reading (in the library)	2.5 hours	Target: Student Executor: Student
		2. Practice creative writing	2.5 hours	Target: Student Executor: student
3.	Accompaniment	1. Reading assistance	15'x12=150'	Target: student Executor: student
		2. Writing assistance	15'x12=150'	Target: student Executor: Student

Based on the method above, students' interest in literacy was increased. Students have new habit to read every day and students are not only able to read but also can write well.

The implementation of regular SLM activities in partnership with Elementry School Muhammadiyah Kisaran can be carried out in several stages of activity, namely: (1) community education activities in the form of counselling activities and SLM campaigns at schools (1a), training in reading and summarizing techniques (1b), and Creative writing training (1c). Activities (2) practical activities, and (3) mentoring activities. Furthermore, each activity was be described one by one.

SLM Counselling and Campaign Activities in Schools. The first activity carried out after the socialization activity. The reason for holding this activity is so that the SLM program that must be implemented by schools is given more attention. The activities carried out by the team are more directed at counselling, conveying information to all elements of the school about the SLM program, its goals and interests and benefits. The target of this activity is the school community consisting of the Principal, Teachers, Employees, up to the security guard. The aim is to build school community commitment to the SLM program.

Activities Training reading and summarizing techniques. This activity is the core activity of the PPM program. This activity was held with previous preparations. This two-day training took place when Class VI was taking the National Final Examination. This reading training activity took place at school. The target participants are 30 students from SD Muhammadiyah Kisaran. Materials provided on the first day: (1) Introduction to reading, goals, benefits, and reading strategies. Including how to build a reading habit. (2) Second material: SQ3R Strategy and its stages. (3) Third material: reading summarizing strategy.

Creative writing training activities (poetry writing). Creative writing activities were carried out on the second day. Implementation inside and outside the classroom. Materials include: developing ideas, writing good paragraph by paying attention to the development of ideas, choosing topic and others. This activity is carried out with the same duration of time at 08.00 a.m to 02.00 p.m

Reading practice activities are carried out in the library for 2.5 hours with the activity of choosing a preferred book, reading, using the strategies that have been trained with the stages namely Survey, Question, Read, Recite, and Review. This activity was accompanied by 6 students. Each group of 5-6 people is accompanied by a student. The target of this activity is for students to be able to read more effectively, not too long time to get a lot of results.

Writing practice activities are also almost the same as reading practice. Students are accompanied by students to practice writing paragraph and can be done not only in class. This activity is carried out with the same duration, 2.5 hours. This assistance is carried out so that the results obtained can be collected immediately. At the end of the activity the result of writing this paragraph is now edited and ready to be reproduced, printed in a student anthology book.

Reading and writing assistance activities are held on different days. Activities take advantage of literacy day at school, namely the morning before school activities begin. This activity is more intended for habituation. Held three times a week for a month.

CONCLUSIONS

Based on the results of the research analysis and discussion obtained from the results of observations, interviews and documentation, the research concluded that increasing reading literacy in elementary schools accustoms students to read 15 minutes before starting learning, adding interesting books to read, repeating reading that has been read and asking the students to write interestingly. At the end of literacy activities and develop literacy skills with a reading corner and literacy cart. Through the PPM activities which consists of Extension and Campaign activities, Training, Practice, and Assistance, this can increase to the enthusiasm of students by using SLM activities at school. Based on these activities can increase students' literacy well. Research recommendations for principals at elementary school level to further improve students' reading literacy and participate in improving reading literacy so that it can be easier to increase reading literacy and implement reading habits in accordance

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with the vision and mission implemented in the school. Supervision by teachers is also good, more creative in implementing reading literacy strategies in lower classes, apart from that, it is hoped that each class will add more interesting books to read in order to increase students' reading literacy.

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