

41 %
SIMILARITY INDEX

40 %
INTERNET SOURCES

17 %
PUBLICATIONS

15 %
STUDENT PAPERS

PRIMARY SOURCES: [Check last pages](#)

Enhancing High School Students' Reading Interest Through School Literacy Movement

by Turnitin LLC

Submission date: 04-Jun-2024 10:47PM (UTC-0400)

Submission ID: 2357795290

File name: uploads_1047_2024_06_05_17.ISRGJAHSS4262024_6c0ed89a12f9d865.pdf (470.29K)

Word count: 2813

Character count: 16502

ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



4
ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci
ISSN: 2583-7672 (Online)
Journal homepage: <https://isrgpublishers.com/isrgjahss>
Volume – II Issue-III (May – June) 2024
Frequency: Bimonthly



Enhancing High School Students' Reading Interest Through School Literacy Movement

Melda Rumia Rosmery Simorangkir

4
Universitas Kristen Indonesia

1 | Received: 23.04.2024 | Accepted: 27.04.2024 | Published: 25.05.2024

*Corresponding author: Melda Rumia Rosmery Simorangkir
Universitas Kristen Indonesia

Abstract

1
The calculation results of the Alibaca Index indicate that the average National Alibaca Index is at a low level of literacy activity, with a value reaching 37.32. This figure consists of four dimensions: 16 skills with a value of 75.92, Access with a value of 23.09, Alternatives with a value of 40.49, and Culture with a value of 28.50. This study aims to understand the implementation formula of the school literacy movement on the reading interest of high school students in Karawang District, Indonesia. The method used in this research is descriptive qualitative with data collection techniques using documents, interviews, and observations. The research found that the School Literacy Movement organized by the literacy team proved effective in increasing literacy activities and fostering students' reading interest, as evidenced by the improved educational report results obtained through competency-based national assessments.

Keywords: Enhancing; interest; reading; school literacy movement.

Introduction

Based on the GLN 2017 report found on the official website www.puslitjakdikbud.kemendikbud.go.id, data shows a concerning trend regarding reading literacy in Indonesia from 2000 to 2015. In 2000, Indonesia ranked 39 out of 41 surveyed countries, then its position deteriorated to 39 out of 40 countries in 2003, 48 out of 56 countries in 2006, and reached 57 out of 65 countries in 2009. By 2015, Indonesia even dropped to 69 out of 76 surveyed countries. Further analysis by Miller and McKenna Trim (2016) indicated that Indonesia ranked 60 out of 61 countries in terms of literacy,

with some other countries such as Singapore, Chile, and China having much better positions. This emphasizes that the literacy situation in Indonesia is very alarming, even ranking as the second worst after Thailand and above Botswana.

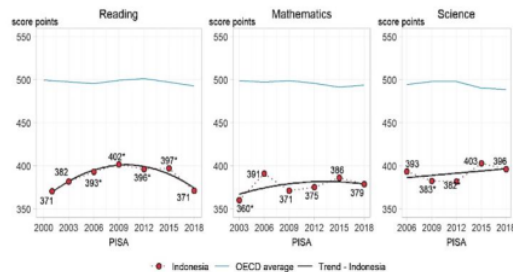
To address this issue, efforts have been made through a literacy movement with the emergence of Regulation of the Minister of Education and Culture Number 23 of 2015, which mandates reading activities for 15 minutes before lessons start in schools. The hope is that this activity can instill reading habits and enhance

5
Copyright © ISRG Publishers. All rights Reserved.
DOI: 10.5281/zenodo.11298067

134

reading skills for knowledge improvement. Concrete actions are also evident from the implementation of the School Literacy Movement (GLS) in 2016, where 5,360 schools across educational levels have increased their capacity and conducted reading activities for 15 minutes before lessons start. However, this number is still outside the schools that already had literacy programs before GLS was launched.

The literacy culture in society, especially among children, remains low. Many children only read one book or even none at all in a month or even a year (Mulasih & Hudhana, 2020). According to UNESCO, the literacy culture in Indonesia ranks 60 out of 61 countries globally. Additionally, UNESCO data shows that only about 1% of the Indonesian population enjoys reading activities, while the remaining 99% do not. The importance of reading culture is also evident from Indonesia's participation in PISA in recent years, which showed low scores in reading interest, numeracy skills, and science. Through the OECD, Indonesia also shows a significant decline in scores compared to member countries of the organization. The OECD report of 2018 shows a noticeable decline in literacy, mathematics, and science scores in Indonesia from 2001 to 2018. The literacy score in 2018 was even the same as the score in 2001, while the mathematics and science scores decreased compared to 2015. This indicates the need for serious efforts to improve literacy and the quality of education in Indonesia.



Pict 1. Trends in performance in reading, mathematics, and science PISA 2000 – 2018

Source: OECD

This study aims to understand the implementation formula of the school literacy movement in Karawang District, Indonesia. The focus is on the secondary education level, with the objective of measuring how much students' reading interest is influenced by the school literacy movement organized by teachers with reference to government-issued guidelines.

Literature Review

Definition of Literacy

Literacy also encompasses practices and social interactions related to knowledge, language, and culture. The principles of information society development indicate a direction towards the application of knowledge in technology. The level of information literacy in an information society can be measured by awareness, understanding, and usage of information and communication technology (Septiyantono, 2014). Students' literacy intelligence closely related to reading ability, which further correlates with the ability to understand information analytically, critically, and reflectively (Sari, 2018). Although it is acknowledged that students' literacy abilities in Indonesia are still very low, there are various factors contributing to low literacy achievement. The basic concept of student literacy aims to develop students' cognitive and language

skills, including the introduction of reading, writing, and numeracy concepts, so that students can adapt well in the school environment (Fahmi, 2021). Literacy skills are closely related to numeracy, which involves understanding, interpreting, using, and communicating numerical and mathematical symbols to solve practical problems in various life contexts and also involves analyzing information in various forms for decision-making (Rohim, 2021).

National Literacy Movement

Since 2016, the Ministry of Education and Culture has intensified efforts in the National Literacy Movement as part of the implementation of Ministerial Regulation Number 23 of 2015 related to Character Development. The strengthening of students' character development is further reinforced by the issuance of Presidential Regulation Number 87 of 2017 concerning the Strengthening of Character Education. Within it, there are various important aspects of student character development that can be instilled through the school environment. There are six types of literacy expanded in National Literacy Movement, including reading-writing literacy, numeracy literacy, science literacy, financial literacy, digital literacy, and cultural and citizenship literacy (Suprayitno, 2018). Furthermore, the School Literacy Movement is developed with a focus on the school ecosystem at the elementary and secondary education levels, through three steps: first, fostering reading interest through curricular reading activities for 15 minutes, second, improving literacy skills through responses to enrichment books. And third, enhancing literacy skills in all subjects (Dewi, 2022).

School Literacy Movement

The School Literacy Movement is a collaborative social movement with various elements, and efforts to achieve it involve building habits practiced 15 minutes before learning activities begin (Teguh, 2020). These habits will then develop into stages of development and learning (Rochmah & Bakar, 2021). Literacy is not only related to reading activities but is also part of the skills that every individual must possess (Lestari & Septianingrum, 2019). Literacy habits ingrained in children will certainly affect their success rates both in the community and in the school environment. The Director General of Elementary and Secondary Education (2016) stated that the School Literacy Movement has two objectives: general objectives and specific objectives. The general objective of the School Literacy Movement is to cultivate students' character through the cultivation of a school literacy ecosystem realized in the School Literacy Movement so that they become lifelong learners (Jariah & Marjani, 2019). Meanwhile, the specific objectives of the School Literacy Movement are to (1) foster a literacy culture in schools; (2) enhance the capacity of school residents and the environment to be literate; (3) make schools enjoyable and child-friendly learning environments so that school residents can manage knowledge; (4) ensure the continuity of learning by providing various reading materials and accommodating various reading strategies (Elita & Supriyanto, 2020).

Reading Culture

Mansyur & Indonesia (2019) explain that interest in reading is a strong drive that motivates someone to enjoy everything related to reading, with the aim of obtaining information and deriving benefits and pleasure from the activity. Reading interest and reading ability are closely related, indicating that only individuals

with good reading skills can adopt reading culture as an integral part of their lives, which plays a crucial role in directing their life path (Artana, 2016). In this era of globalization, reading activities have become an essential and fundamental need inseparable from human demands and life. Reading interest is the desire, motivation, and internal drive of the individual concerned (Elendiana, 2020). Furthermore, reading interest is a drive that triggers us to experience interest and joy in reading activities and acquire extensive knowledge through reading, including reading books to understand written language (Wiyanti, 2014).

Research Methodology

This research adopts a qualitative descriptive approach, where data is collected through document studies, interviews, and observations. The study was conducted in four high schools in Karawang District, West Java, namely: High Schools (SMA) 6 Karawang, SMA 1 Cikampek, SMA Budi Mulia, and SMA Al Quran Nurhasanat. The subjects of this study are high school teachers located at the research sites.

Results and Discussion

Implementation of the School Literacy Movement

Through observations, it is evident that High Schools (SMA) in Karawang District are implementing literacy programs to support the government's initiative in implementing the School Literacy Movement. The aim of this program is to improve literacy outcomes in the Competency-Based National Assessment (ANBK) for 11th grade. Support for this literacy movement is highly evident from the school principals, supervisors, and education authorities at both the district and provincial levels. This is reflected in the issuance of Decrees for Literacy Teams, the establishment of reading corners, reading rooms, and reading materials tailored to the developmental level of high school students.

To achieve optimal results in education reports, especially regarding high school literacy, school management implements student literacy development activities at least once a week in one school and in two other schools, activities are conducted every day. The school literacy team is also formed according to the structure recommended in the High School Literacy Outline in 2020. Cooperation between school members, students, and parents is crucial in implementing this program. Therefore, parents are also involved in socializing and monitoring students' literacy progress, and reporting the results to the school principal and school community, so that the program can proceed as expected and be continuously monitored.

Alignment of Program Objectives with School Literacy Movement Guidelines

The literacy program implemented in high schools in Karawang District follows the guidelines provided by the School Literacy Movement, in line with Minister of Education and Culture Regulation Number 23 of 2015 regarding Character Development. One point in the regulation emphasizes the importance of reading culture in the early class activities, with a 15-minute reading duration every day, tailored to the situation in each school and applicable to all levels of education from primary to secondary. Through interviews, it was found that in its implementation, SMA Budi Mulia described that teachers are actively promoting literacy activities during teaching and learning processes, utilizing the school library and computer laboratories for digital literacy. They also hold language month activities and utilize the library and

reading corners, as well as computer laboratories for digital literacy. Meanwhile, SMA 6 Karawang provides various reading materials, both in printed and digital forms, tailored to adolescent development and the demands of the era. Every student is given the freedom to visit the library whenever they want to read books in the library or bring reading materials from outside to read in the library or in the school's reading garden. SMA Al Quran Nurhasanat explained that the program following Minister of Education Regulation No. 23 of 2015 is implemented and coordinated by the school literacy team.

Steps in Implementing the School Literacy Movement

Before launching the school literacy movement, the school principal will form a School Literacy Team that will operate for 1-2 years. This team will ensure that they understand the legal foundations governing such activities, such as obtaining copies of laws and government decrees applicable to driving schools. In addition, literacy team members will gain a strong understanding of the background and objectives of the literacy program at the school. They will develop programs that are tailored to the needs of students and the guidelines of the School Literacy Movement (GLS), with clear and measurable objectives. In addition, the literacy team will collaborate with relevant parties to support the implementation of the school literacy movement program. This will involve active collaboration between schools and various stakeholders, such as local governments, educational institutions, and the local community. Thus, the steps prepared in the school literacy movement will involve a deep understanding of legal aspects, program background, the development of appropriate programs, and close cooperation with relevant parties to achieve the set objectives.

Findings of School Literacy Movement Implementation

The literacy results from the Competency-Based National Assessment obtained by the literacy program developed by teaching staff at driving schools show very satisfactory achievements in education reports, overall reaching very good levels marked by green and blue colors, albeit with various assessment scores. For example, SMA Budi Mulia recorded a very high literacy score of 2.00, placing it 0.08 points above the average for similar education in Karawang District. SMAN 6 Karawang also achieved a very good literacy score, with a score of 1.93, and occupied the same position, 0.08 points above its regional average. However, there are some shortcomings identified at SMAN 6 Karawang that hindered them from reaching the maximum score, especially in the Education Report excel. One of the shortcomings is in the indicator of the proportion of students with literacy skills requiring special intervention, which recorded a rate of 2.22%, indicating the need for special interventions. Meanwhile, SMA Al Quran Nurhasanat also achieved a very good literacy score, reaching a score of 2.21, and was 0.43 points above the average for similar education in Karawang District. Nevertheless, similar to SMA 6 Karawang, some shortcomings were found, especially in the Education Report excel, where the proportion of students with literacy skills requiring special intervention recorded a rate of 0%, indicating minimal need for special interventions.

Conclusion

The School Literacy Movement program has proven effective in improving literacy activities and fostering students' reading interests. To run this program optimally, support from various parties is needed, including teachers, school principals, school supervisors, local governments, and the central government.

Teachers play a crucial role in encouraging student literacy activities, such as using inquiry-based learning methods and providing open-ended questions that encourage students to develop reading habits. School principals have a responsibility to provide access, infrastructure, and policies that support the School Literacy Movement, such as conducting 15-minute reading activities every day, ensuring the availability of adequate reading materials in school libraries, and providing reading corners in every classroom. Support from school supervisors and relevant agencies is also crucial to enhance students' literacy competence. This can be achieved by focusing more on improving students' reading and writing skills.

Reference

1. Artana, I. K. (2016). Upaya menumbuhkan minat baca anak. *Acarya Pustaka*, 2(1), 1-13.
2. Dewi, A. (2022). Upaya menumbuhkan karakter gemar membaca melalui gerakan literasi nasional. *Jurnal Pendidikan Karakter*, 13(2), 202-210.
3. Elendiana, M. (2020). Upaya meningkatkan minat baca siswa sekolah dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 54-60.
4. Elita, I. N. U., & Supriyanto, A. (2020). Peningkatan Minat Baca Peserta Didik Melalui Gerakan Literasi Sekolah. In *Seminar Nasional Arah Manajemen Sekolah Masa Dan Pasca Pandemi Covid-19*.
5. Fahmi, F. (2021). Peer Review Strategi guru mengenalkan konsep dasar literasi di PAUD sebagai persiapan masuk SD/MI.
6. Jariah, S., & Marjani, M. (2019, March). Peran guru dalam gerakan literasi sekolah. In *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*.
7. Lestari, M. R. D. W., & Septianingrum, T. D. (2019). Program gerakan literasi sekolah di sd dharma raya. *Holistika: Jurnal Ilmiah PGSD*, 3(2), 131-136.
8. Mansyur, U., & Indonesia, U. M. (2019, November). Gempusta: Upaya meningkatkan minat baca. In *Prosiding Seminar Nasional Bahasa Dan Sastra II FBS UNM*, December (pp. 203-2017).
9. Mulasih, M., & Hudhana, W. D. (2020). Urgensi Budaya Literasi Dan Upaya Menumbuhkan Minat Baca. *Lingua Rima: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9(2), 19-23.
10. Rohim, D. C. (2021). Konsep Asesmen Kompetensi Minimum untuk Meningkatkan Kemampuan Literasi Numerasi Siswa Sekolah Dasar. *Jurnal Varidika*, 33(1), 12-22.
11. Rochmah, Z., & Bakar, M. Y. A. (2021). Studi Kebijakan mengenai Gerakan Literasi Sekolah. *Asatiza: Jurnal Pendidikan*, 2(2), 110-115.
12. Sari, I. F. R. (2018). Konsep dasar gerakan literasi sekolah pada permendikbud nomor 23
13. Supriyanto, T. (2014). Literasi informasi.
14. Suprayitno, T. (2018). Urgensi Literasi Moral dalam Rangka Gerakan Literasi Nasional. *Prosiding Nasional*.
15. Trim, B. (2016). *Melejitkan Daya Literasi Indonesia: Sebuah Kajian Pendahuluan*. Jakarta: Institut Penulis Indonesia.
16. Wiyanti, E. (2014). Peran minat membaca dan penguasaan kosakata terhadap keterampilan berbicara bahasa Indonesia. *Deiksis*, 6(02), 89-100.

Enhancing High School Students' Reading Interest Through School Literacy Movement

ORIGINALITY REPORT

41 %
SIMILARITY INDEX

40 %
INTERNET SOURCES

17 %
PUBLICATIONS

15 %
STUDENT PAPERS

PRIMARY SOURCES

1 repository.uki.ac.id
Internet Source 19%

2 Submitted to Sriwijaya University
Student Paper 3%

3 eproceeding.undwi.ac.id
Internet Source 2%

4 repository.ukitoraja.ac.id
Internet Source 2%

5 isrgpublishers.com
Internet Source 1%

6 Submitted to IAIN Kudus
Student Paper 1%

7 goodwoodpub.com
Internet Source 1%

8 repository.unpas.ac.id
Internet Source 1%

9 ejournal.unuja.ac.id
Internet Source 1%

10	ijmmu.com Internet Source	1 %
11	primary.ejournal.unri.ac.id Internet Source	1 %
12	ejournal.indo-intellectual.id Internet Source	1 %
13	Mustofa, Kamaludin. "Upaya Membangun Literasi Madrasah Untuk Membentuk Ekosistem Sekolah Literat (Esl) Di Madrasah Ibtidaiyah (Mi) Maarif Nu 09 Pucung Lor , Kecamatan Kroya, Kabupaten Cilacap", Universitas Islam Negeri Saifuddin Zuhri (Indonesia), 2024 Publication	1 %
14	journal.upy.ac.id Internet Source	1 %
15	jurnal.stkippgribl.ac.id Internet Source	1 %
16	Lili Halimah, Ernandia Pandikar, Arnie Fajar, Dewi Shopiah. "Responsibility Development Efforts through Online Learning at Vocational High School", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	1 %
17	Submitted to Universitas Negeri Jakarta Student Paper	1 %

18	repository.upi.edu Internet Source	1 %
19	vjes.edu.vn Internet Source	1 %
20	aulad.org Internet Source	1 %
21	Submitted to Universitas Negeri Manado Student Paper	<1 %
22	ejournal.unwaha.ac.id Internet Source	<1 %
23	jurnal.abulyatama.ac.id Internet Source	<1 %
24	ejournal.bbg.ac.id Internet Source	<1 %
25	jbasic.org Internet Source	<1 %
26	digilib.uin-suka.ac.id Internet Source	<1 %
27	mathline.unwir.ac.id Internet Source	<1 %
28	www.scitepress.org Internet Source	<1 %
29	Riana Khomisatun Khasanah, Dewi Ariyani. "Improving the Reading Literacy Culture of	<1 %

Islamic Elementary School Students in
Pemalang, Indonesia", Proceeding of Saizu
International Conference on Transdisciplinary
Religious Studies, 2023

Publication

30

Zuri Pamuji. "Strengthening Reading Literacy
for Students In Islamic Elementary Schools",
International Proceedings of Nusantara Raya,
2022

Publication

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off