

# Evaluative Study of The Effectiveness of the School Literacy Movement in High Schools

Melda Rumia Rosmery<sup>1</sup>, Simorangkir<sup>2</sup>

<sup>1</sup>Universitas Kristen Indonesia

<sup>2</sup>Faculty of Teacher Training and Education, Universitas Kristen Indonesia, Jakarta, Indonesia

Corresponding Author: Melda Rumia Rosmery

DOI: <https://doi.org/10.52403/ijrr.202302109>

## ABSTRACT

The National Literacy Movement in 2017 explained data that occurred in 2000 on Indonesia's reading literacy ranked 39 out of 41 countries; in 2003 ranked 39th out of 40 countries just getting sadder; and in 2006 ranked 48th out of 56 countries; in 2009 ranked 57th out of 65 countries; while in 2015 Indonesia was ranked 69 out of 76 countries. This research was conducted to evaluate the effectiveness of the GLS in senior high schools in Karawang, Indonesia. This research is an evaluative research with a qualitative descriptive approach and uses the CIPP model (context, input, process, product) developed by Stufflebeam. The School Literacy Movement Program (GLS) has proven to be effective in increasing literacy activities and fostering students' love of reading. This program needs the support of various parties, such as teachers, school principals, school supervisors, local government and central government so that it can continue to run well.

**Keywords:** [Evaluative Study, Effectiveness, School Literacy Movement]

## INTRODUCTION

Literacy is an ability possessed by all students, the abilities possessed by each student are certainly different and are motivated by various supporting factors. High literacy results are certainly the hope of every school, especially the hope for the country, this is of course important to support the literacy results of the national exams (UN) and PISA of students in

Indonesia. Indonesia is the second worst country in terms of reading and literacy behavior, one level below Thailand and above Botswana. Miller and McKenna in (Trim, 2016) found that the literacy ratings of several countries included Singapore 36, South Africa 56, Chile 37, Colombia. 57, Mexico 38, Morocco 58, China 39, Thailand 59, Greece 40, Indonesia 60, and Botswana 61. Even based on GLN 2017 via the [puslitjakdikbud.kemendikbud.go.id](http://puslitjakdikbud.kemendikbud.go.id) page it was found that in 2000 Indonesia's reading literacy was ranked 39 out of 41 country; in 2003 ranking 39 out of 40 countries is getting worse; and in 2006 was ranked 48th out of 56 countries; in 2009 it was ranked 57th out of 65 countries; while in 2015 Indonesia was ranked 69 out of 76 countries. Based on data obtained through the OECD, it was found that Indonesia's PISA scores for reading, arithmetic, and science were about 100 points lower than the average for OECD countries. The PISA system sees a score of 40 as equivalent to one year of study, while Indonesian children's scores 100 points below the average indicate that their literacy, numeracy and science skills lag 2.5 years compared to 15-year-old children in developing countries. OECD countries.

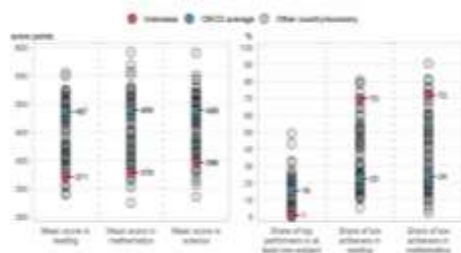


Figure 1. Snapshot of performance in reading, mathematics and science

Source: OECD, PISA Data Base 2018

Meanwhile, through the graph, it can be seen that Indonesia's PISA score has fluctuated since the first participation in 2000, but in general there was no increase in 2000 and 2018. This is of course an unpleasant result, but it was found that in 2000 only 46% of children aged 15 years Indonesia was included in the PISA test and in 2018 the percentage of participants increased to 85%.

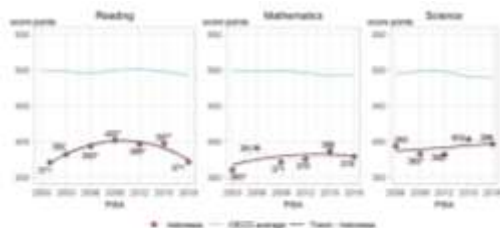


Figure 2. Trends in performance reading, mathematics and science

Source: OECD, PISA Data Base 2018

The big effort that needs to be done is to build a culture of literacy in students, literacy is not just reading and writing. Through literacy habituation, students will be able to make the most of their time anywhere with extensive reading sources that are liked by students, of course, will open up broad insights for them. The literacy movement effort was launched with the birth of Minister of Education and Culture Regulation (Permendikbud) Number 23 of 2015 concerning the Growth of Character and Character in part F point VI which contains the obligation to read 15 minutes before starting lessons at school. This activity is expected to be able to foster habituation towards reading interest and improve reading skills so that knowledge can be mastered better. Regarding the

problem of literacy being the origin of the literacy movement, the national literacy movement (GLN) is expected to be able to increase the love of language among students (Muis, 2016). The numbers that are concerning for interest in reading are proof that Indonesia has not been optimal in developing the learning process, so that later the Ministry of Education and Culture developed a program for the school literacy movement (GLS) (Subakti, Oktaviani & Anggraini, 2021). Furthermore, based on monitoring the implementation of GLS (Kemendikbud, 2019) throughout 2016, it was noted that 5,360 schools (across levels of education) had carried out capacity building and carried out 15-minute reading activities before class started. This figure excludes schools that had implemented literacy programs before the GLS was launched in 2016. To be able to succeed in the development of Indonesia in the 21st century, Indonesia must master six basic literacy, namely (1) language literacy, (2) numeracy literacy, (3) scientific literacy, (4) digital literacy, (5) financial literacy, and (6) cultural and civic literacy (Kemendikbud, 2017). This research was conducted to evaluate the effectiveness of the GLS in senior high schools in Karawang, Indonesia.

## LITERATURE REVIEW

### literacy

A world that is increasingly competitive and demands an intelligent generation of people can be realized by reading, even though in practice reading may cause boredom so that it is less liked because it is considered a boring activity (Suranganga, 2017). The Association of College and Research Libraries (ACRL) explains that in the world of higher education literacy is very important and an important requirement in authentic assessment and identifying student learning outcomes (Samson, 2010). In his book (Powell & Rightmyer, 2012) reveals that literacy is a social process in which teachers, students and parents are the main variables in collaborating teaching. In high

school students' digital literacy is also very necessary to form digital ethics, as a form of digital literacy that students have is the formation of a character of responsibility so that they are able to filter information and content that has a positive impact (Dewi, et al., 2021). Literacy has components including: basic literacy; library literacy; media literacy; technological literacy (Dikdasmen, 2016). schools can also strengthen literacy for students by visiting the library, students who like to read will improve their reading, writing, listening and speaking skills (Setiawan & Sudigdo, 2019)

### School Literacy Movement (GLS)

The school literacy movement was born and socialized by the ministry of education and culture in 2016 and applies to all education units in Indonesia, every school in the area is used as a literacy pilot project which will then carry out sweeps also to other schools around the school environment (Pradana, Fatimah & Rochana, 2017). Furthermore (Ramandanu, 2019) GLS is implemented based on nine priority agendas (Nawacita) to become a collaborative social movement with educational elements whose application is carried out by cultivating the habit of reading and writing. Four of the nine Nawacita points are closely related to the literacy component, the application of which is the habit of reading for fifteen minutes every day. Literacy is also the main strength of quality, character, nationalist, productive and competitive human resources (Widayoko & Muhardjito, 2018). The importance of applying GLS refers to the low literacy culture in students as well as due to the lack of public awareness of the culture of reading, instilling the character of liking to read is one of the solutions to this problem (Dewi, 2022).

### MATERIALS & METHODS

This research is an evaluative research with a qualitative descriptive approach and uses the CIPP model (context, input, process, product) developed by Stufflebeam. According to him, the CIPP evaluation

model is appropriate in this GLS program research because the focal point of the CIPP model is the factors that influence the success of a program (Nurhayani, Yaswinda & Movitaria, 2022). Data collection techniques in this study used document studies, interviews and observations. Data analysis in this study was carried out by triangulating data sources.



Figure 3. CIPP Model  
Source: Stufflebeam, 2010

In his view (Stufflebeam, 1971) reveals that the CIPP evaluation model is a comprehensive evaluation approach, this model has also been developed through individual and group conceptualization efforts.

### RESULT

SMAN 6 Karawang is a school located in Karawang district, West Java province. The literacy program implemented at SMAN 6 Karawang refers to the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character and Character. In one of the points, establishing a reading culture in early class activities for 15 minutes of reading every day adapted to school conditions, activities carried out at all levels of both primary and secondary education. The school provides reading materials in the form of printed books and digital books in the library which are adapted to the development of youth and the developing era. Each student can come to the library at any time to read books in the library or bring reading books from outside to be read in the library or reading garden at school. In carrying out the literacy movement as a

guideline for the school literacy movement, SMAN 6 Karawang collaborates with school committees, alumni, parents' associations, literacy activists and literacy observers in various ways, one of which is by providing non-subject reading books.

## DISCUSSION

### Evaluation of the Effectiveness Context of the School Literacy Movement

In order to support the implementation of GLS and develop a literacy culture in schools, a literate school ecosystem is needed with the support of supporting facilities and infrastructure owned by the school, including:

1. School library;
2. Reading angles in the classroom and school environment;
3. School website;

4. Internet access in the school environment;
5. Banners, posters, leaflets, and/or brochures for fostering a culture of literacy; And
6. Reading materials that are easy to pick up and easy to borrow at school.

Through interviews with the vice principal of the SMAN 6 Karawang curriculum, there were obstacles including non-mapel books in the school library which were still very limited, the number of devices in the computer laboratory was also very limited and Islamic boarding school rules prohibiting the use of gadgets at school and in dormitories. These obstacles will certainly hinder children's control over the use of internet access in the school environment.

Table 1. Context Assessment Aspects of the Literacy Movement of SMAN 6 Karawang

No.	Indicator	Fulfilled	Unfulfilled	Obstacle
1.	The legal basis that regulates such as copies of laws and government decrees.	√		
2.	Program background.	√		
3.	Literacy program goals in schools.	√		
4.	Compatibility of program objectives with the needs of students and the School Literacy Movement (GLS).	√		
5.	Collaboration between schools and related parties.	√		

### Input Evaluation of School Literacy Movement Effectiveness

For the effectiveness of GLS implementation, the school principal forms a school literacy activity team. In selecting human resources, the school principal's literacy team coordinates with the deputy head of school in the field of curriculum to agree on a timeframe for implementing the school literacy team. The literacy team works closely with school librarians, subject

teachers, homeroom teachers, education staff and students. The literacy HR team formed by the school is given the authority to compile the implementation and development of the school literacy program accompanied by an activity budget, so that the team is able to optimize activities according to needs referring to the guidelines for the school literacy movement in high school.

Table 2. Input Assessment Aspects of the Literacy Movement at SMAN 6 Karawang

No.	Indicator	Fulfilled	Unfulfilled	Obstacle
1.	The preparation/planning stage of the literacy program.	√		
2.	Literacy program activity schedule.	√		
3.	Literacy program goals in schools.	√		
4.	Availability and quality of facilities and infrastructure.	√		
5.	Utilization of literacy facilities and infrastructure.		√	SMAN 6 Karawang is experiencing obstacles including non-mapel books in the school library which are still very limited, the number of devices in the computer laboratory is also very limited
6.	Budget for teacher training and self-development of literacy programs.		√	

### Evaluation of the Effectiveness Process of the School Literacy Movement

In practice the literacy team at SMAN 6 Karawang which was formed by the school principal applies all the indicators in the literacy culture instrument in the SMA GLS guide, including a 15-minute reading activity that is carried out every day (at the beginning, middle, or towards the end of the lesson) which has been running for more than one semester. In the 15 minute reading activity the teacher participates in reading during the activity. The school principal and education staff supervise the 15-minute reading activity by participating in reading during the activity. The school also through the Literacy Team rewards students' achievements in literacy activities on a regular basis, in addition to text-rich materials that are displayed in each class, corridor and other areas of the school. There are reading campaign posters to broaden the understanding and determination of school members to become lifelong learners, there is a library, reading corners in each class, and a comfortable reading area with a collection of non-learning books that students can use for self-development.

However, the school library of SMAN 6 Karawang in the availability of a variety of reading books (non-subject books: fiction and non-fiction) needed by students to broaden their knowledge in certain subjects is still very limited in terms of reading material for students, especially non-mapel books. At school the Literacy Team also provides students with daily reading journals (writing down reading titles and pages) and tries as much as possible together with the teachers to implement literacy strategies in learning in all subjects. The Literacy Team also involves the public (parents, alumni, and community elements) to develop school literacy activities and teacher professional development. The principal and staff at SMAN 6 Karawang are committed to implementing and supporting the school literacy movement.

### Product Evaluation of the Effectiveness of the School Literacy Movement

The results of the ANBK literacy report on education at the Pengmobil High School in Karawang district as a whole are very good which are marked in green and blue.



Figure 4. Education Report Card of SMAN 6 Karawang

Nomor Indikator	Nama Indikator	Nilai Sekolah Anda	Capaian	Perbandingan	
				Saluran Pendidikan Smpai di Nasional	Nilai Rata-Rata Kabi/Kota
A.1	Mengetahui konsep	1.00	100%	1.00	1.00
A.1	Mengetahui konsep dan kemampuan Menalar	13.33%	13.33%		
A.1	Mengetahui konsep dan kemampuan Menalar	42.22%	42.22%		
A.1	Mengetahui konsep dan kemampuan Menalar	80%	80%		
A.1	Mengetahui konsep dan kemampuan Menalar	1.00%	1.00%		
A.1.1	Kemampuan membaca teks	84.80	Sangat Baik	87.5	87.00
A.1.2	Kemampuan memahami teks	84.31	Sangat Baik	86.1	86.77
A.1.3	Kemampuan menganalisis dan menalar isi teks	86.8	Sangat Baik	87.87	87.00
A.1.4	Kemampuan menginterpretasi dan menalar isi teks	82.31	Sangat Baik	86.74	86.20
A.1.5	Kemampuan mengkritik dan menalar isi teks	82.80	Sangat Baik	86.43	86.77

Figure 5. Rapot Education Report of SMAN 6 Karawang

Through the results of a national assessment, SMAN 6 Karawang has a very good literacy rate, with a score of 1.93 and is 0.08 above the rate for similar education in Karawang Regency. Some of the shortcomings of SMAN 6 Karawang in getting the maximum score are found in the Rapot Education excel report, namely the indicator for the proportion of students with literacy skills who need special intervention with a figure of 2.22% with achievements that need special intervention.

## CONCLUSION

The School Literacy Movement Program (GLS) has proven to be effective in increasing literacy activities and fostering students' love of reading. This program needs the support of various parties, such as teachers, school principals, school supervisors, local government and central government. Teachers need to encourage student literacy activities, for example by using inquiry-based learning methods and the use of descriptive questions will stimulate students to get used to reading. The principal's role is to provide access, infrastructure, and policies that support GLS, such as 15-minute reading activities, adequacy of reading books in the library, and provision of a reading corner in the classroom. This effort can be supported by school supervisors and also the education office which can focus more on increasing students' competence in literacy.

### *Declaration by Authors*

**Acknowledgement:** None

**Source of Funding:** None

**Conflict of Interest:** The authors declare no conflict of interest.

## REFERENCES

1. Azis, A. (2018). Implementasi gerakan literasi sekolah pada pembelajaran bahasa Indonesia di sekolah dasar. *Autentik: Jurnal Pengembangan Pendidikan Dasar*, 2(1), 57-64. DOI
2. Dewi, A. (2022). Upaya Menumbuhkan Karakter Gemar Membaca Melalui Gerakan

- Literasi Nasional. *Jurnal Pendidikan Karakter*, 13(2).
3. Dewi, D. A., Hamid, S. I., Annisa, F., Oktafianti, M., & Genika, P. R. (2021). Menumbuhkan Karakter Siswa melalui Pemanfaatan Literasi Digital. *Jurnal Basicedu*, 5(6), 5249-5257.
4. Kementerian Pendidikan dan Kebudayaan (2019). *Indeks Aktivitas Literasi Membaca 34 Provinsi*. Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan.
5. Muis, M. (2016). Gerakan Literasi Nasional: Peningkatan Kecintaan terhadap Bahasa dan Sastra Indonesia untuk Menjadi Bangsa Pembaca. *Ceudah*, 6(1), 1-14.
6. Nurhayani, N., Yaswinda, Y., & Movitaria, M. A. (2022). Model Evaluasi Cipp Dalam Mengevaluasi Program Pendidikan Karakter Sebagai Fungsi Pendidikan. *Jurnal Inovasi Penelitian*, 2(8), 2353-2362.
7. *Panduan Gerakan Literasi Nasional*. Kementerian Pendidikan dan Kebudayaan. 2017
8. Powell, R., & Rightmyer, E. (Eds.). (2012). *Literacy for all students*. Taylor & Francis.
9. Pradana, B. H., Fatimah, N., & Rochana, T. (2017). Pelaksanaan Gerakan Literasi Sekolah Sebagai Upaya Membentuk Habitus Literasi Siswa Di Sma Negeri 4 Magelang. *Solidarity: Journal of Education, Society and Culture*, 6(2), 167-179.
10. Ramandanu, F. (2019). Gerakan literasi sekolah (GLS) melalui pemanfaatan sudut baca kelas sebagai sarana alternatif penumbuhan minat baca siswa. *Mimbar Ilmu*, 24(1), 10-19.
11. Samson, S. (2010). Information literacy learning outcomes and student success. *The Journal of Academic Librarianship*, 36(3), 202-210.
12. Setiawan, A. A., & Sudigdo, A. (2019). Penguatan literasi siswa sekolah dasar melalui kunjungan perpustakaan.
13. Stufflebeam, D. L. (1971). The relevance of the CIPP evaluation model for educational accountability.
14. Subakti, H., Oktaviani, S., & Anggraini, K. (2021). Implementasi gerakan literasi sekolah pada masa pandemi covid-19 dalam meningkatkan minat baca siswa sekolah dasar. *Jurnal Basicedu*, 5(4), 2489-2495.

15. Suragangga, I. M. N. (2017). Mendidik lewat literasi untuk pendidikan berkualitas. *Jurnal Penjaminan Mutu*, 3(02), 154-163.
16. Widayoko, A., & Muhardjito, M. (2018). Analisis Program Implementasi Gerakan Literasi Sekolah (GLS) Dengan Pendekatan Goal-Based Evaluation. *Jurnal Tatsqif*, 16(1), 78-92.
17. [https://www.oecd.org/pisa/publications/PISA2018\\_CN\\_IDN.pdf](https://www.oecd.org/pisa/publications/PISA2018_CN_IDN.pdf)

How to cite this article: Melda Rumia Rosmery, Simorangkir. Evaluative study of the effectiveness of the school literacy movement in high schools. *International Journal of Research and Review*. 2023; 10(2): 916-922. DOI: <https://doi.org/10.52403/ijrr.202302109>

\*\*\*\*\*