



ANALYSIS OF THE APPLICATION OF READING LITERACY IN LEARNING AT SMPN 4 INDRAMAYU

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Abstract

Reading literacy in schools is one of the learning conditions in order to grow knowledge of understanding texts which are then analyzed critically by students, and students become creative in expressing their ideas when the learning process takes place. The purpose of this study was to analyze the application of reading literacy, its supporting and inhibiting factors in learning at SMPN 4 Indramayu as a literacy school in Indramayu. This study uses a qualitative method with descriptive analysis. The instruments used for data collection in this study were questionnaires, observation sheets, photo and video documentation, and student scores which were then analyzed and described. The results of this study are SMPN 4 Indramayu has implemented a reading literacy program in many activities that can be a model for other schools that have not implemented a reading literacy program, but it was found that reading literacy activities were not correlated with learning achievement.

Keywords: Application, Reading Literacy, Learning

1. Introduction

Books are windows to the world and reading is the key. This proverb reveals the importance of the benefits of reading, namely increasing one's insight and knowledge. Unfortunately, the reading interest

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or literacy skills of students in Indonesia is still relatively low. This is evidenced by Trends in International Mathematics and Science Studies (TIMSS) in collaboration with PIRLS (Progress in International Reading Literacy Study) on mathematics and science knowledge, as well as by the Organization for Economic Cooperation and Development (OECD) which is an organization for cooperation and economic development in the Program for International Student Assessment (PISA), shows that the reading interest of students in Indonesia is low. Based on the results of the 2011 PIRLS, Indonesia is ranked 45th out of 48 participating countries with a score of 428, while the average score is 500. Meanwhile, the reading literacy test in the 2009 PISA shows that Indonesia is ranked 57th with an average score average 402 out of 500; PISA 2012 Indonesia is ranked 64th with an average score of 396 out of 500; and PISA 2015 Indonesia is ranked 69th out of 76 countries with an average score of 397, out of an international average score of 500 (KEMENDIKBUD, 2017).

The Indonesian nation does not yet have the culture and tradition of reading and writing. Indonesian people are more familiar with visual media (watching), verbal (oral), or audio (listening) compared to reading, especially writing (Ngurah Surangga, 2017). This is in line with the results of the United Nations Educational, Scientific and Cultural Organization (UNESCO) survey in 2011 that the index of the reading level of the Indonesian people is only 0.001%, meaning that there is only one person out of 1000 residents who wants to read books seriously. This places Indonesia at number 124 out of 187 countries in the Human Development Index assessment (Dewi, Fajriyah, & DS, 2021)

In this regard, the Government has launched the school literacy movement (GLS), which is a program to improve literacy skills as expected in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character. In the briefing of the Technical Guidance for Literacy Literacy Instructors at the National Level, the Minister of Education and Culture in Jakarta, Saturday, April 13, 2019, hopes that at least six types of literacy must be mastered by a person, namely: literacy, numeracy, science, digital, financial, cultural and citizenship (Liestari & Muhandis, 2020).

One of the causes of the GLS program being rolled out in schools is the result of the lack of access to schools, the lack of access in the community and the low reading behavior compared to accessing other media. Ideally schools are able to condition that the GLS program is maintained and can provide space for students to be more creative, this is in line with the idea of the Minister of Education and Culture Nadiem Makarim of the six types of literacy, reading and writing are the earliest types of literacy known to humans and useful in daily life. (Hapsari, Ruhaena, & Pratisti, 2017). Still according to the Minister of Education and Culture, that by mastering literacy, one can live a life of a better quality. Through reading and writing, a person is not only free from illiteracy, but more than that has the life skills to be able to compete globally (Liestari & Muhandis, 2020).

The school literacy movement is a social movement with the collaborative support of various elements, it is an overall effort to make schools a learning organization whose citizens are literate throughout life through public involvement (KEMENDIKBUD, 2017). The School Literacy Movement also

strengthens the growth of good character. One of the efforts taken to realize the growth of character is the habit of reading in students. The habit of reading activities can be done for 15 minutes before the lesson starts. There are various reading activities such as reading non-lesson books before learning time begins (teachers read books and school members read silently, which is adjusted to the context or target of the school). When the habit of reading is formed, it is then directed to the stage of development, learning and character formation. This activity is carried out to foster student interest in reading and improve reading skills so that knowledge can be mastered better. In reading activities there is a lot of material that contains moral values, in the form of local, national and global wisdom that is delivered according to the stage of development of students (Sutrianto, Rahmawan, Hadi, & Fitriyono, 2016), so that reading activities become one of the aspects that are accustomed to schools that implement the GLS program.

School literacy in the context of the GLS is the ability to access, understand and use things intelligently through various activities, including reading, viewing, listening, writing and/or speaking (Sutrianto et al., 2016). Indicators in literacy at the habituation stage are as follows: (1) There are 15 minutes of reading activities (read silently, read aloud) which are carried out every day (at the beginning, middle, or towards the end of the lesson); (2) The 15-minute reading activity has been running for at least 1 semester; (3) Students have daily reading journals; (4) Teachers, school principals and/or education staff become models in the 15-minute reading activity during the activity; (5) There is a library, a reading corner in each class and a comfortable reading area with a collection of non-lesson books; (6) There are reading campaign posters in classrooms, corridors and/or other areas of the school; (7) There is rich text material displayed in each class; (8) Clean, healthy and text-rich environment. There are posters about the habit of living clean, healthy and beautiful; (9) The school seeks to involve the public (parents, alumni and community elements) to develop school literacy activities; (10) The principal and his staff are committed to implementing and supporting the school literacy movement.

Based on studies and expert opinions, the level of interest in reading or literacy skills has an impact on people's lives. In the life of a developed society, literacy in reading and writing has become a basic need that must be owned by every citizen. This is in line with the results of Permatasari's research (Permatasari, 2015), that the quality of a nation is determined by the intelligence and knowledge possessed by its citizens, while intelligence and knowledge are produced by how much knowledge is obtained, and knowledge is obtained from information obtained both orally and in writing. The more citizens of a nation who have a high awareness of seeking knowledge, the higher the civilization will be. The culture and civilization of a nation goes hand in hand with its literacy culture. Culture and civilization are influenced by the findings of scholars who are immortalized in writing as a legacy of information literacy that is very useful and influences the dynamic process of social life.

Most education experts consider the ability to read and write literacy as a citizen's human right that must be facilitated by the government as an education provider. Therefore, the state of the art that wants to

be described further in this paper is the existence of GLS modeling from SMPN 4 Indramayu to schools in Indramayu Regency.

Literacy as a capital to create a school climate and support the GLS program can be supported by the surrounding community and education observers as a further implication for the main agenda in human resource development so that they can compete in the current global era. This research is focused on reading literacy specifically in Civics Education subjects. The reason for the specialization in this research is more because they want to see the implications of reading literacy in Civics Education subjects as a catalyst in its application to the character of students in everyday life. In addition, Civics Education subjects were chosen because they are relevant to the implications of character education that can be elaborated and applied to students. The existence of reading literacy that has been conditioned in such a way by the school is also a consideration for researchers taking research, so that it is hoped that reading and writing literacy can create a literate society (Warsihna, 2016).

2. Materials and Method

This study uses a qualitative research method, with a descriptive type of research because the author wants to analyze the implementation of reading literacy in Civics Education lessons on student achievement in SMP Negeri 4 Indramayu. Qualitative research is research aimed at understanding phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others, holistically, and by means of descriptions in the form of words and language, in a special context that naturally and by utilizing various natural methods (Moleong, 2018). The data collection used in this study was a questionnaire, documents in the form of photos and videos, as well as student learning outcomes for Civics Education.

Qualitative data consists of two types, namely empirical qualitative data and meaningful qualitative data. Empirical qualitative data is data that is not given meaning, in other words data as it is, while meaningful qualitative data is data behind visible facts. The data sources used in this study were grade IX students, and grade VIII and IX Civics Education teachers (Sugiyono, 2018). Miles and Huberman Model data analysis (Sugiyono, 2018) explained that the activities in data analysis are data reduction (data reduction), data display (data presentation), and conclusion (conclusion).

The author makes a grid of research instruments by considering the characteristics of reading engagement and indicators of students' reading literacy in schools. According to OCDE (2009) in (Banat, 2019) there are four characteristics of reading engagement, namely aspects of reading interest, independence, social interaction, and reading practice. The questionnaire contains questions containing indicators of reading literacy activities at school. In addition to questionnaires, data collection was obtained through documents in the form of photos and videos of reading literacy activities carried out in schools, as well as the value of Civics Education lessons as a reference for student learning

achievement, so that researchers could analyze the implementation of reading literacy in schools on student achievement in SMP Negeri 4 Indramayu.

In this study, researchers categorize reading literacy in schools into three categories, namely high, medium, and low. The following is the reading literacy percentage range:

Table 1. *Reading Literacy Percentage Range*

Range	Category
71 % - 100 %	High
41 % - 70 %	Medium
0 % - 40 %	Low

To collect data on students' reading literacy using questionnaires, interviews with Civics Education lesson teachers, photo and video documentation, while data on student scores used midterm exam (UTS) scores for Civics Education subjects. Students at SMP Negeri 4 Indramayu are declared outstanding if they get a maximum score of 100 and a minimum of 75, based on the KKM (Minimum Completeness Criteria) set at the school, which is 75. The following is the range of predicate scores according to the KKM at SMP Negeri 4 Indramayu:

Table 2. *Value Predicate Range*

Range	Category
91 – 100	Very good
81 – 90	Good
75 – 80	Enough
< 75	Need guidance

Data from the results of filling out questionnaires by students, data from observations by teachers of Civics Education lessons and data on student scores are intended to determine the relationship between the implementation of reading literacy in schools and student achievement in Civics Education lessons at SMP Negeri 4 Indramayu.

3. Results and Discussion

This study involved 36 students as respondents and two Civics Education teachers as informants. The data obtained from the questionnaire was used to analyze the implementation of reading literacy in schools on student achievement at SMP Negeri 4 Indramayu. In addition to questionnaires, data collection was obtained from observation sheets conducted by Civics Education teachers, documentation in the form of photos and videos of literacy activities, and Civics Education lesson scores as a reference for student achievement.

Reading literacy in Civics Education subjects as one of the options in supporting the GLS program launched by the government, is further described in the question items, such as the reading item 15 minutes before the Civics Education lesson starts is in the high category, this can be seen also in item 2 students who feel happy or enthusiastic when reading Civics Education books. From these two points, if further elaborated, not only in Civics Education lessons, then the GLS program implemented at SMP Negeri 4 Indramayu can maintain the title as a reference school that implements GLS.

The descriptions of items 3 and 4 related to reading/writing activities around the literacy tree are in the high category. Based on the data obtained through questionnaires, it is known that the instrument item that most respondents answered strongly agrees with is the 13th item, namely as many as 25 respondents answered strongly agree, which shows that the encouragement from the school (Principal and Teachers) is very large in motivating students to read books often. This shows that the encouragement and support between the Principal and the Teacher has been seen in the eyes of students so that students are enthusiastic in carrying out reading literacy activities at school. This situation should be an example for other schools that have not implemented reading literacy activities in their schools. This condition is in line with the statement (Solihin, Utama, Pratiwi, & Novirina, 2019) that the emphasis on GLS socialization is directed at optimizing 3 (three) scopes as a condition for achieving a literacy culture, namely (a) the availability of the school's physical environment (literacy facilities and infrastructure), (b) social and affective environment (support and active participation of all citizens). school) and (c) academic environment (literacy program that fosters interest in reading and supports learning activities). The next item of the instrument that most respondents answered strongly agrees with is the 15th item, which is as many as 22 respondents answered strongly agree to always put the public interest above personal interests. This shows that the Pancasila values taught by teachers in Civics Education subjects have been understood and implemented by students of SMP Negeri 4 Indramayu.

Refer to findings (Solihin et al., 2019) that one of the emphasis on GLS socialization is directed at optimizing the availability of the school's physical environment (literacy facilities and infrastructure). According to (Solihin et al., 2019) that the position of the school library is very crucial both in supporting the learning process and in the GLS program. The availability of books in the school library is one of the reading facilities that is absolutely necessary for the success of the reading literacy program at school. According to the results of the questionnaire on the 11th item regarding the availability of books in the library, 15 respondents answered strongly agree and 21 respondents answered agree. This proves that the availability of books in the library of SMP Negeri 4 Indramayu has met students' expectations. Based on the results of observations and interviews with Civics Education class IX teachers, information was obtained that SMP Negeri 4 Indramayu has implemented reading literacy since 2016, by: the teacher directs students in the first hour to read non-lesson books for 15 minutes before the teaching and learning process begins and signs the sheet. student reading log sheet. Reading log is a proof sheet or note that students have carried out literacy activities by reading books, which contain the student's name, title of

the book read, author, publisher, day/date and the teacher's signature, which is then pasted on the literacy tree. The following is a documentation of reading activities 15 minutes before the lesson starts.

Figure 1. Literacy activity reading a book 15 minutes before learning starts



The conditioning of reading activities 15 minutes before lessons start at SMPN 4 Indramayu has been carried out since 2016. Reading activities 15 minutes before lessons start are still being implemented by the school. Support for reading activities also involves elements of the library in the school environment, in addition, reading activities or discussions are also carried out around the lietersi tree which has been made in such a way as to support the creation of a reading culture as shown below.

Figure 2. The activity of attaching reading logs to the literacy tree



Reading literacy activities are also supported by the teacher by giving the task of reviewing books that have been read by students. Meanwhile, the school gives appreciation to students who read the most books every month. In addition, the school also involves students in participating in literacy programs held at the district, provincial and national levels.

Some of the support in reading literacy activities above, also in order to follow the government's instructions, where the Government has issued the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Character. One of the points stipulates the existence of a reading culture that begins with 15 minutes of reading before lessons begin at all levels of primary and

secondary education. This regulation can be realized and applied with the support and cooperation of all parties and is strengthened by the establishment of the School Literacy Movement (GLS) program in certain schools, one of which is SMPN 4 Indramayu which is one of the schools chosen by the government to implement the school literacy movement program as a movement. which aims to develop reading habits in the school environment.

Figure 3. *The activity of sticking readings/articles on the wall magazine*



The school literacy movement program also organizes competitions between students and between classes in the field of literacy (reading poetry, writing stories/tales, making wall magazines (Mading), reading corners and literacy trees between classes) as shown in Figure 3.

Based on the study of the results of observation of the application to support the GLS program as the implementation of reading literacy, SMPN 4 Indramayu has implemented reading literacy, namely 1). habituation activities that have been going on for a long time, then 2). literacy development, activities at this stage are principally follow-up activities from the habituation stage. At this stage students are encouraged to show the involvement of their thoughts and emotions in the reading process. This step can be done through productive activities both verbally and in writing, one of which is in the Civics Education subject. 3). learning stage activities are carried out to support the implementation of the curriculum in schools. Students are required to read non-text books. However, in its implementation, several principles must be considered, including books that are read in the form of general science books, books on special interests, or books related to subjects such as Civics, or books related to academic bills, which are related to with the task or mastery of a subject.

The application of further reading literacy is not always assessed academically by the teacher, as an illustration when students read short story literary works. Then the next step is to rewrite it in your own language. For the high class, they can summarize or make a synopsis of a novel they have read. The process of writing and summarizing will actually bring up a stimulus in absorbing the learning process, so that it can be applied by students and hopefully will have implications for learning outcomes. To support this, SMPN 4 Indramayu has conditioned the Lietarsi tree movement in each class as shown in Figure 4.

Figure 4. Literacy tree in each class

Another support for the implementation of reading literacy, SMPN 4 Indramayu also involves elements of librarians by creating a three-dimensional literacy tree that motivates students to be more interested in reading activities, this is as contained in the three-dimensional literacy tree found in Figure 5.

Figure 5. Three-dimensional literacy tree in the library

Various activities in order to support the activities of implementing reading literacy that have been carried out by the school, ideally a continuous evaluation is carried out, both evaluations per semester or annually, this can also be done to see the effectiveness of the implementation of GLs in schools can be monitored properly, so that the advantages and disadvantages can be monitored by the school. The evaluation process in the GLS can be an added value to find out whether it is positive in increasing students' reading literacy and achievement or there are other aspects that become schools that can be piloting the implementation of GLS for surrounding schools by facilitating the GLS program for nearby schools, making posters for reading invitations, and give assignments to read textbooks, magazines, fairy tales and others.

Based on the description of several instruments that have been analyzed, the researcher concludes that reading literacy at SMP Negeri 4 Indramayu is in the high category. This can indirectly support the GLS program in schools. In addition, the findings from reading literacy activities implemented by SMP Negeri 4 Indramayu can increase the index of reading literacy activities.

4. Conclusion

Based on the questionnaire, it was found that all respondents were in the high literacy category, but based on student learning scores, only 33.3% of students from all respondents obtained learning scores above 75 according to the specified KKM. This shows that reading literacy is not correlated with student achievement in Civics Education lessons. In this regard, further research is needed for other subjects using survey methods to ensure that reading literacy is not correlated with student achievement.

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