

# *An Evaluation of Literacy Program For Improving Students' Achievement*

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**Abstract** – This study aimed at evaluating the implementation of the literacy program in SD Negeri 6 Pulau Rimau, to find out the supporting and inhibiting factors of the literacy program and how the solution was developed in the literacy program. This research belongs to descriptive qualitative. The implementation of the literacy program in SD Negeri 6 Pulau Rimau in general was relevant with the literacy handbook published by the Ministry of Education and Culture 2016. Supporting factors of the school's literacy were adequate facilities and infrastructure as well as support from teachers to students. The inhibiting factors were the lack of motivation from students, the delay in attending school and the lack of picture books. The solution to the obstacles is maintaining the cohesiveness of the literacy team, the motivation of the school and parents to students.

**Keywords** – Evaluation, Literacy Program, Students' Achievement.

## I. INTRODUCTION

The development of science and technology is very influential in the human character. This aims to increase steps in realizing the knowledge of the nation. Education is a conscious effort to prepare students for guidance, teaching, and training for their future activities (Andriani et al, 2018; Apriana et al, 2019; Lian et al, 2018; Fitria et al, 2019; Tobari et al, 2018; Kristiawan, et al, 2019. All students will take their respective roles in the future, so they all need higher education (Renata et al, 2018; Khasanah et al, 2019; Salwa et al, 2019; Irmayani et al, 2018). One of the things that must be done by students is to cultivate reading. This is because in every aspect of community life, reading is a very important that must be done.

Reading skill plays an important role in life. Because almost all knowledge is obtained through reading, therefore reading skills must be mastered by students well. But along

with the development of the times, in the school environment a lot of students' lack of interest in reading and writing was found. This is due to lack of getting used to reading, with a lack of interest in reading, resulting in a lack of student knowledge, resulting in a decrease in student achievement at school. According to Hartiyatni (2018) efforts to make the habit of reading are carried out by students through supervision, with the method of interviews, observations, assessments and consistent and continuous monitoring by the teacher, through management: 1) socialization; 2) reading; 3) individual and group assignments; 4) assessment; 5) reflection.

Education is held by applying the example, building the will and developing the creativity of the students in the learning process. Education is carried out by developing a culture of reading, writing and arithmetic for all citizens (Law Number 20 of 2003, article 4). Reading for some

people has various obstacles. The obstacles that need to be addressed together. The government, the private sector, the community, schools, officials and groups if together will become a great force to come together to realize the importance of literacy for the progress and intelligence of the people towards a fully intelligent Indonesia (Haryanti, 2014; Wandasari et al, 2019).

The government made a regulation number 23 of 2015, which is famous about the Growth of Human Rights. The Ministry of Education and Culture requires each student to read a non-text book for 15 minutes before starting learning. Retnaningdyah et al (2016: 5) stated that the effort to apply literacy began to be launched, even it had been developed in schools. With the existence of the literacy program it was hoped that it could restore the interest in reading and writing of elementary school students especially in Pulau Rimau Primary Schools. Reading non-lesson books for 15 minutes at the beginning before teaching and learning activities needs to be applied, so it is expected to foster students' interest in reading so that knowledge can be better mastered. The material read contains the values of character, local, national and global wisdom which are delivered according to the stage of development of students.

Furthermore, Alwasilah (2012) argues that teaching literacy basically makes humans functionally capable of reading, writing, being educated, intelligent, and showing appreciation for literature. Sutrianto, et al (2016) state that in the current information, literacy ability is more than just reading and writing (Novelti et al, 2019). But it includes thinking skills in using knowledge sources and forms of visual, auditory and digital print (Risdianto et al, 2020). The Program for International Student Assessment (PISA) 2012 (Muhammad, 2017) examines the results of tests on the literacy of Mathematics, reading, and science that put Indonesia ranks 64 from 65 countries surveyed, further confirmed the assumptions about the low interest in reading Indonesian people.

According to Darma (2014: 80) the low literacy reading of our nation today and in the future will make the nation's low competitiveness in global competition in 2000 in terms of literacy reading. Indonesia ranks 39<sup>th</sup> out of 41 countries; in 2003 ranked 39 out of 40 countries; in 2006 it was ranked 48<sup>th</sup> out of 56 countries; in 2009 ranked 57 out of 65 countries; in 2015 it was ranked 69<sup>th</sup> out of 76 countries (Trim, 2016: 28). The World Most Literate Nations (WMLN) released a list of the names of countries with literacy ratings in the world. This research was conducted by Jhon W. Miller, President of Central Connecticut State

University New Britain. The results of this research put Finland as the most literate or educated country in the world. Whereas in Indonesia it is ranked 60 out of 61 countries, one seat higher than Botswana, meaning that the level of literacy in Indonesia is very low (Pustakawanjogja, 2016).

The National Literacy Movement was officially set on the red, Friday morning of March 25, 2016 by the Minister of Education and Culture Anies Baswedan (Muhammad 2017: 30). The word literacy comes from the English language Literacy, the word literacy comes from the Latin *littera*, which has the meaning of involving mastery of writing systems and conventions that prescribe as literacy skills.

Literacy is the ability to read and write. Literacy can also mean knowledge or skills in a particular field or activity (KBBI online, 2016). Many literacy notions expressed by the figures, according to Kaharuddin (2017) developing literacy includes the process of reading, writing, speaking, listening, imagining, seeing. In the process of reading, a complicated process occurs, such cognitive, linguistic, and social activities. The reader must actively involve previous experiences, thought processes, attitudes, emotions and interests in understanding the reading.

Literacy is generally related to language and how it is used. When talking about language, of course it cannot be separated from talking about culture because language is part of culture. So the definition of literacy must include elements that surround the language itself, namely the socio-cultural situation. Reading is one of the means to get access to all knowledge, literacy mastery by the Indonesian young generation is the main capital in building the nation (Nopilda and Kristiawan 2018: 5). Education is an effort to influence, protect and aid in growing up children (Nopilda and Kristiawan, 2018). School literacy in the context of the school literacy movement is the ability to access, understand, and use something intelligently through various activities including reading, seeing, listening, writing and speaking (Samsulhadi et al, 2012: 2).

## II. METHODS

This research was conducted in SD Negeri 6 Pulau Rimau, located at Jalan Proclamation RT 01 RW 01, Sumber Rejeki, Pulau Rimau, Banyuasin, South Sumatra 30759. This research was conducted from October until December 2019. This study used qualitative research that has two objectives: first describe and explore, and second, describe and explain which expresses the relationship between events and meaning (Ghony & Almanshur, 2012:

29) . The research method used in this research was descriptive qualitative research that seeks to describe an object or phenomenon narratively. Descriptive research is a type of research that aims to describe systematically, factually and accurately about the facts and properties of a particular object or population (Sukaria, 2011: 23). Descriptive research aims to collect data and describe it precisely. According to Eko (2015: 8) qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation and aim at expressing symptoms holistically-contextually through collecting data from a natural setting by using the researcher as a key instrument.

Here, we described the implementation of literacy program in improving student achievement in SD Negeri 6 Pulau Rimau. The data will be obtained regarding the implementation of the Literacy program at SDN 6 Pulau Rimau and supporting factors and inhibiting factors in the implementation of the program. Qualitative data can be in the form of sentence statements, descriptions that contain a certain meaning and value obtained through data mining instruments such as documentation, interviews and so on (Herdiansyah, 2013: 8). Data are attribute attached to a particular object and functions as information that can be accounted for and obtained through data collection instruments. In this study the data proposed is data about the literacy program at SD Negeri 6 Pulau Rimau. According to Arikunto (2010: 172) the source of the data is the subject from which the data obtained. The data in question is from where we obtained and explored information in the form of data needed in this study.

### **III. RESULTS AND DISCUSSION**

The literacy program in SD Negeri 6 Pulau Rimau has been implemented for about two years. The school literacy movement in the school aims to respond to policies on the School Literacy Movement, issued by the Ministry of Education and Culture, and from the results of UNESCO study at 2011 stated that in Indonesia the public interest in reading only reached 0.001, meaning that 1000 people only 1 person had an interest in reading. Therefore, the school plans to procure the school literacy movement.

#### **A. Reading**

Reading was an activity in the literacy program, reading is a must for every third-grade to sixth grade students to see and understand the contents of the reading. These reading activities begin from before the learning hours, students must arrive school at 07.30 because the literacy program only runs for fifteen minutes before the learning hours start.

Exactly at 07.30 WIB until 07.45 after that students must have stopped reading because class time has already begun. The time used is the morning at 07.30 WIB until 07.45 WIB. Literacy activities that take place over three days a week are on Tuesday, Wednesday, and Thursday.

#### **B. The Place**

The place of the implementation as explained above was the class aisles, the reading corner of the class. Related to the reading angle in each class, there was a reading angle, the aim was to make it easier for students to find books to read and to provide comfort. The reading corner was equipped with a table and chairs, some classes are equipped with a pad / mat. In addition, there was also a library room at SDN 6 Pulau Rimau which was equipped with books and teaching aids to support the learning process.

In addition, library have several functions, among others: 1) The library functions as a place of learning, both independently and in groups; 2) Library is an educational facility that provides information material that is managed and utilized for educational purposes in schools; 3) The library can be used by teachers or students in doing school work and preparing subject material; 4) The library is also used to develop interest in user creation, through various readings and the use of leisure time. The types of reading are picture story books, rich text picture books, beginner novels, and enrichment books. The criteria for reading books used in the literacy program are non-school textbooks.

#### **C. Studying together a**

In this joint study aims to fill the class vacancy time when teachers are unable to attend. The place is library and monitored by the school library staff. In this activity the library management frees the students to choose their own books for joint study and discussion. In this case the teacher who is unable to attend or cannot teach must inform the school on the day before, then the librarian prepares an interesting place and book.

#### **D. Reading Activities and Structuring in the Literacy-Rich Environment**

There are three stages of the school literacy movement in elementary schools, including the habituation stage, the development stage, and the learning stage.

##### *1. The habituation stage*

The purpose of implementing the habituation phase is to foster students' interest in reading activities. In this activity in accordance with the guidelines of the school literacy

movement in elementary schools (Muhammad et al, 2016: 9) the activities include; 1) read a story, enrichment book for 15 minutes before the lesson begins. Reading activities that can be done are read aloud and read silently; 2) enrich reading collections to support 15-minute reading activities; 3) enabling the school's physical environment through the use of school facilities and infrastructure, including libraries, class reading corners, reading areas, school gardens, canteens, etc. To foster the reading of the school community, this infrastructure can be enriched with print-rich material; 4) involving the community outside the school in the 15-minute activity of reading and developing literacy facilities as well as procuring books for library collections and class reading angles; 5) choosing a good reading book.

Literacy programs require adequate resources and need to involve the public. Participation of school committees, parents, alumni, and the business industry. With so many involved, students can learn from diverse role models. The way to involve the public in a literacy program is by starting with those closest to the school, for example school committees, parents and alumni.

The habituation phase can be said to be successfully implemented well if the school can achieve the established indicators. Achievement of the habituation stage indicator can be seen from the table below:

Table 1. Indicators of Achievement in the Habitual Phase

| No | Indicator                                                                                                                              | Not Yet | Already |
|----|----------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| 1  | There are reading activities:<br>a. Read out loud<br>b. Read silently                                                                  |         | ✓       |
| 2  | The 15-minute reading activity is done every day at the beginning before learning begins                                               |         | ✓       |
| 3  | Books that are read to or read by students are recorded in the diary title and name of the author                                      |         | ✓       |
| 4  | Principals, teachers, and other education personnel are involved in 15-minute reading activities by reading books or reading silently. |         | ✓       |
| 5  | There is a school library or a special room to store non-study books                                                                   |         | ✓       |
| 6  | There is a reading corner for each class with a collection of non-lesson books                                                         |         | ✓       |
| 7  | There are reading campaign posters in classrooms, corridors, and other areas in the school                                             |         | ✓       |
| 8  | There is rich text material in each class                                                                                              |         | ✓       |
| 9  | The school seeks to involve the public (school committees, parents, alumni) to develop school literacy activities                      | ✓       |         |
| 10 | The school principal and staff are committed to implementing and supporting the school literacy movement                               |         | ✓       |

Based on the table above, it can be concluded that the implementation of the school literacy movement program in SD Negeri 6 Pulau Rimau at the habituation stage has been carried out well because it has met the requirements for achieving the habituation stage indicator. According to the primary school level school literacy movement manual, if the indicators at the habituation level have been implemented then the school can proceed to the development stage.

## 2. Development Stage

At this stage of development is actually not much different from the activities at the habituation stage. The development phase aims to maintain interest in reading activities, as well as improve students' fluency and reading comprehension.

Table 2. Literacy Skills at the Development Stage

| No | Tier                         | Listening                            | Reading                                                                                                                                                           | Speaking                                                                                                   | Writing                                                                                                                                  | Choosing Information                                                                                                                 |
|----|------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Low grade elementary school  | Enjoy the stories to foster empathy  | a. Spell the sentences and understand the words in simple stories<br>b. Read the pictures to understand the story line                                            | Answering questions about the character of the story and events in the story                               | Tell stories through pictures or simple words / sentences                                                                                | Identify the main characters and simple story lines.                                                                                 |
| 2  | High level elementary school | Listen the stories to foster empathy | a. Read the story fluently<br>b. Using sentence context to make sense of new words<br>c. Understanding fantasy and folklore stories in specific cultural contexts | Retell the contents of the story in their own language and express opinions about the content of the story | Write responses to characters / story lines<br><br>Write the modification of the story in the middle beginning, and end of the storyline | Identify elements of fact and fiction in the story.<br><br>Identify differences and similarities between the characters of the story |

The focus of literacy activities is the development stage of the low grade elementary school level, among others, the teacher reading aloud, the teacher guides the child to read a picture book, the teacher reads a picture book with students, reads independently and learners draw figures or write a few words in the story. At the elementary school level, the focus

of their activities are students read illustrated books or children's novels silently, fill in the story map to respond to reading, write responses or impressions of the reading with simple sentences. Activities at the development stage include: reading interactive books, reading guided books, reading together, and independent reading.

Table 3. Indicators of Achievement in the Development Phase

| No | Indicator                                                                                                                                                                  | Not Yet | Already |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| 1  | There is a reading activity 15 minutes before the lesson.                                                                                                                  |         | ✓       |
| 2  | There are activities responding to enrichment books during class hours literacy or hours of activity in the school library / class reading corner or relevant class hours. |         | ✓       |
| 3  | There is a varied collection of enrichment books.                                                                                                                          |         | ✓       |
| 4  | There are activities that respond to reading through interactive loud reading, guided reading, joint reading, and independent reading.                                     |         | ✓       |
| 5  | There are activities to appreciate the literacy achievements of students.                                                                                                  |         | ✓       |
| 6  | There is a School Literacy Team                                                                                                                                            |         | ✓       |

### 3. Learning Phase

The learning phase aims to maintain students' interest in reading activities, as well as improve literacy skills through enrichment books and textbooks. However, the Literacy

Movement in SD Negeri 6 Pulau Rimau has not yet reached the learning stage because it has only been running for more or less for the last 2 years.

## E. Supporting and Inhibiting Factors of the Literacy Program

### 1. Supporting Factors

Supporting factors of the School Literacy Movement in SD 6 Pulau Rimau includes 1) school facilities and infrastructure that are comfortable and conducive, there is a reading angle in each class and a literal environment that can be seen by the presence of posters on the walls; 2) availability of various books; 3) not late for students to attend school; 4) supervision in literacy activities through the participation of teachers when literacy activities take place.

### 2. Inhibiting Factors

The inhibiting factors in the School Literacy Movement program in SD Negeri 6 Pulau Rimau includes 1) inadequacy of the literacy team in schools; 2) picture books and children's story books, which are very minimal in number, have many torn covers on their books; 3) lack of motivation from students; 4) late students come to school.

### 3. Solution

The several solutions that can be used to improve students' learning achievement through literacy programs includes 1) the principal urges all teachers to gather often to maintain the cohesiveness of all teachers involved in literacy activities; 2) the principal promotes the importance of literacy programs to teachers and parents so that they can provide motivation to students; 3) regarding the lack of reading books, principals should submit requests for proposals to relevant agencies in the world of education. Providing action or punishment for students who are late (must see the situation and conditions) so that students do not underestimate and play in the literacy program.

## IV. CONCLUSION

The implementation of the literacy program in SD Negeri 6 Pulau Rimau in general was relevant with the literacy handbook published by the Ministry of Education and Culture 2016. Supporting factors of the school's literacy were adequate facilities and infrastructure as well as support from teachers to students. The inhibiting factors were the lack of motivation from students, the delay in attending school and the lack of picture books. The solution to the obstacles is maintaining the cohesiveness of the literacy team, the motivation of the school and parents to students.

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