

Factors Influencing the School Literacy Movement in Embedding Students' Reading Interest at the Elementary School of South Sumatra

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Abstract

This research aims to determine the supporting factors and inhibiting factors for School Literacy Movement program activities in fostering students' interest in reading in South Sumatra. The research method used was a qualitative method using a phenomenological design approach. The study was conducted on multiple sites in three schools; IBA Elementary School of Palembang, 01 State Elementary School of Indralaya, and 033 Elementary School of Kayuagung. The results of this research showed that the supporting factors in the School Literacy Movement program at three schools in fostering students' interest in reading in class IV are A complete library, a Cozy Reading Corner, Interesting wall material, an Attractive Reading Park, and School Literacy Cart; Clear Identity Board; Literacy Tree; beautiful school gardens; Involvement of parents and the public; creative School Literacy Movement Team; School Garden; Training and *Study Tour*; and an attractive Reading Campaign Poster. Meanwhile, the factors that became the obstacles in implementing the School Literacy Movement program in the three schools in fostering students' interest in reading in class IV were Students are lazy about studying; Students are not used to reading; Library management still needs to be supported by officers with librarian qualifications, and parent collaboration could be better. Based on this, fostering interest in reading in elementary school students in South Sumatra is influenced by both supporting and inhibiting factors.

Keywords: School Literacy Movement, Reading Interest, Student.

Abstrak

Penelitian ini bertujuan untuk mengetahui faktor pendukung, dan faktor penghambat kegiatan program Gerakan Literasi Sekolah dalam menumbuhkan minat baca siswa di Sumatera Selatan. Adapun Metode penelitian yang digunakan ialah metode kualitatif dengan menggunakan Pendekatan Fenomenologi desain yang di gunakan multi situs di tiga sekolah yakni Sekolah Dasar IBA Palembang Sekolah Dasar Negeri 01 Indralaya dan Sekolah Dasar Negeri 03 Kayuagung. Hasil penelitian ini menunjukkan bahwa Faktor-faktor yang menjadi pendukung dalam program Gerakan Literasi Sekolah pada tiga sekolah dalam menumbuhkan minat baca siswa di kelas IV yaitu: Perpustakaan yang lengkap; Pojok Baca yang nyaman; Mading yang menarik; Taman Baca dan Gerobak Literasi Sekolah yang menarik; Papan Identitas yang jelas; Pohon Literasi; Kebun Sekolah yang asri; Pelibatan orang tua dan Publik; Tim Gerakan Literasi Sekolah yang kreatif; Kebun Sekolah; Pelatihan dan Study Tour; dan Poster Kampanye Membaca yang menarik. Faktor-faktor yang menjadi penghambat dalam implementasi program Gerakan Literasi Sekolah pada ketiga sekolah dalam menumbuhkan minat baca siswa di kelas IV Peserta didik malas belajar; Peserta didik belum terbiasa membaca; Pengelolaan perpustakaan belum didukung dengan petugas yang memiliki kualifikasi pustakawan

dan kolaborasi orang tua yang kurang baik. Berdasarkan hal tersebut dapat disimpulkan bahwa dalam menumbuhkan minat baca siswa sekolah dasar di Sumatera Selatan dipengaruhi baik faktor pendukung maupun penghambat.

Keywords: Gerakan Literasi Sekolah, Minat Baca, Siswa.

INTRODUCTION

The need for literacy in this global era requires the government to provide and facilitate educational systems and services following the 1945 Constitution, Article 31, Paragraph 3. This paragraph emphasizes that the literacy program is an effort made by the government to develop human potential consisting of intellectual intelligence, emotions, language, aesthetics, social, and spiritual, with adaptability to developments in the flow of technology and information. The Ministry of Education and Culture (Kemendikbud) has moved to foster interest in reading and literacy by organizing the National Literacy Movement (GLN) program, which is implemented with one of the programs, namely the School Literacy Movement (GLS). The School Literacy Movement is a program that invites students to become individuals with good character and have a literacy culture at school (Fiteriani, et al., 2022). However, the condition of student literacy in South Sumatra is categorized as moderate for regions outside Java as one of the provinces that implement the literacy movement for the ability to read and understand reading and based on the results of the Reading Literacy Activity Index, South Sumatra Province received a score of 36.06 based on the score range category. 20-40 (Solihin, Lukman, Utama, Bakti, Pratiwi, 2019) . South Sumatra Provincial Government data shows that South Sumatra has implemented the Literacy Movement. The literacy rate in South Sumatra Province is 12.36%, which means it is in the high category at the national stage, 12.93% (Palembang City Children's Forum, 2021). Apart from that, the literacy model also influences the development of independent learning education for classroom teachers (Oktradiksa et al., 2023)

Based on the explanation above, several previous studies conducted research on the School Literacy Movement (GLS), including the first research conducted by Sri Marmoah, Jenny Indrastoti, Siti Poerwati, and Suharno " *Literacy culture management of the elementary school in Indonesia* . " The results of this research show that 1) planning for school literacy culture has been implemented optimally, 2) organizing literacy culture has been carried out by forming a school literacy team and has operated optimally, 3) management of literacy culture which consists of habituation, development and teaching has been implemented, and objectives have been achieved, and 4) control including regular academic supervision and evaluation has been carried out well (Marmoah & Poerwanti, Suharno, 2022).

The second research is related to " *Examining the context of better science literacy outcomes among US schools using visual analytics: A machine learning approach* ". This research aims to use visual analytics to examine the contexts in which US schools can excel in science literacy. Visual analytical results show that school contexts can achieve better scientific literacy, including high-quality science literacy and student dispositions that support science learning (Ding, 2022)

The third research was conducted by Sitti Roskina Mas, Noval K. Putra Daud, and Novianty Djari "Evaluation of the implementation of the literacy movement program in elementary schools". This research aims to find out 1) the context in implementing the school literacy movement program is in a suitable category, 2) the output in implementing the school literacy movement program is in a suitable category, 3) the process of implementing the school literacy movement program is in a suitable category, and 4) products in the implementation of the school literacy movement program are in a suitable category (Sitti Roskina Mas, Noval K. Putra Daud, 2019)

Based on the description above, the literacy movement has been promoted in South Sumatra. Therefore, comprehensive data is needed for the literacy movement to succeed in South Sumatra. In this case, the researchers chose three schools that already had a reading literacy movement program, including the IBA Elementary School in Palembang City, State Elementary School 01 Indralaya, Ogan Ilir Regency and State Elementary School 03 Kayuagung, Ogan Komering Ilir Regency to analyze the factors that influenced the success of the program.

METHODS

The Researchers used a phenomenological approach. A multisite research design was chosen to develop theories and aspects researchers took to see each school's literacy program differences (Sugiyono, 2017). The data collection technique in this research was done by conducting interviews, observation, and documentation. Interviews were conducted with school principals, teachers, library staffs, and fourth-grade students of IBA Elementary School of Palembang, 01 State Elementary School of Indralaya and 033 Elementary School of Kayuagung, each school with six people, to obtain data on influencing factors of the literacy program. The observations carried out by the researcher were direct observations at the research location at IBA Palembang Elementary School, 01 State Elementary School of Indralaya and 033 Elementary School of Kayuagung. These three schools were chosen because they had implemented a literacy program. (Icromsyah Arrachman, 2016) Non-participants used the observation technique to obtain data to support the literacy program. In this research, documentation for collecting data was in the form of notes, transcripts, books, newspapers, meeting minutes, agendas, and files, all related to the literacy program. The data analysis technique used was data reduction. The steps in data reduction are as follows.

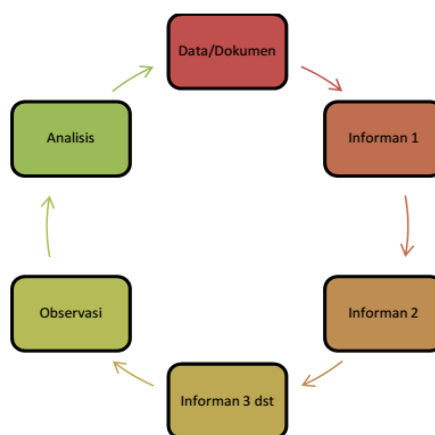


Figure 1. Scheme of data reduction steps

Next, the presentation of the data forms a brief description, connecting the data by looking at the abstraction of the data that the researcher collected through the code created by the researcher and then drawing conclusions from all the data collected from each site. Next, the three data analyses follow the step picture according to Miles and Huberman. Furthermore, after data analysis has been carried out, it is continued to check the validity of the data. The validity of the data used in this research is a triangulation method to review the methods used (Bachtiar S Bachri, 2010).

RESULTS AND DISCUSSION

Supporting Factors in the Implementation of the School Literacy Movement Program in Growing Students' Interest in Reading

Based on the interviews and observations in the field, several facts were obtained that South Sumatra schools, especially those studied, had implemented the School Literacy Movement. Various aspects support this movement. These aspects include, among others, facilities, programs supporting the school literacy movement, family and community support, and support from human resources who implement it to grow and develop reading literacy. This aligns with research results that in implementing the school literacy movement, efforts are also needed to familiarize, develop, and teach literacy comprehensively and sustainably, requiring supporting factors (Dermawan et al., 2023). A description of these factors is presented as follows:

Supporting factors for literacy programs in schools in South Sumatra are as follows:

1. Complete library. Based on the results of interviews with the principal and class IV teacher, it was known that using the school library requires mandatory visits to the library. Apart from that, the library has supported and utilized the library space as a School Literacy Movement program as a place to read and borrow books. A comfortable and complete library can motivate students. The same thing is true at Kayuagung State Elementary School; the factor supporting the literacy program's success is making the library comfortable for students. Apart from that, researchers also saw that the design of the libraries in the three schools is child-friendly, equipped with chairs and chairs.
2. In contrast, at State Elementary School 01 Indralaya, Ogan Ilir Regency, during the observation, the researcher saw that the library had a separate building from the classrooms, based on interviews with the

principal so that students focused when in the library, in line with Hamda's research, one of the factors was to add enrichment books to the library (Batubara & Ariani, 2018). Unlike Yunike's research, the school literacy program's success is due to the principal's commitment (Yunianika & ., 2019). Andri Piyoto's research explains that three things foster interest in reading: libraries, technology, and literacy (Pitoyo, 2020). Apart from that, interest in reading is also influenced by enjoyment of reading, attention to reading, awareness of the benefits of reading, and frequency of reading (Rohmah et al., 2023). Therefore, the existence of a complete library will support this.

3. A comfortable reading corner, the results of observations on November 23, 2022, carried out in class IV of the Palembang IBA Elementary School, have been equipped with a reading corner. In class IV, the reading corner is located at the back of the class and is equipped with tables and chairs as a place to read so that students are comfortable reading in the reading corner. The results of observations through direct observation on November 28, 2022, carried out at 01 State Elementary School of Indralaya, Ogan Ilir Regency, showed that the reading corner was placed at the back of the classroom, which was equipped with a carpet as a seat for students so that they were comfortable reading in the reading corner. The reading corner is equipped with one shelf to store books used by students. The reading corner at 033 Elementary School of Kayuagung has a special cupboard in the corner to make it easier for students during break times to read, while at 033 Elementary School of Kayuagung there is a special cupboard shelf that had been made in the right corner so that students would read diligently. The classroom atmosphere influences students' language skills (Shah et al., 2022).
4. Attractive wallpaper is students' work linked to the subject matter. Making displays are arranged neatly and regularly according to the subject so that students can memorize and repeat the lesson by reading and seeing it real and directly. Apart from that, making wallpaper can develop creativity and artistic talent and contain positive values for students. Identity Board: based on observations on November 28, 2022, it is known that an identity board is displayed at the back of the classroom. The identity board is generally a writing board equipped with students' works. As for the contents of the identity board, namely the identity of the student's name and rhymes written on a sheet of paper, the involvement of exciting media will increase students' interest in reading (Primaniarta, 2022).
5. The Reading Park and School Literacy Cart are attractive; based on the results of observations on November 23, 2022, it is known that the reading park at the Palembang IBA Elementary School is plastered with garden stickers attached to the walls of the room. It is also equipped with a green carpet resembling grass as a seating surface, with one table and chairs. In the corner of the room, there are various books for students to read. Reading parks and carts are used as reading areas for students during breaks or free time. Meanwhile 01 State Elementary School of Indralaya has a Literacy Tree, a reading tree created by students, the contents of which are written with the students' names. In addition, interesting reading material is also provided (Directorate of Primary School Development, 2016).
6. Family and Public Involvement: Public involvement at the Palembang IBA Elementary School involves all teachers and students and the parents of the students who fully support the GLS program activities. This is proven by donating books, using cash funds, and sharing food on Barakah Fridays by entrusting them to their children to give to the school. At 033 Elementary School of Kayuagung, the teacher holds a reading competition for elementary school students every semester after the exams. The influence of the environment that supports literacy, namely parents and the school, fosters children's love for reading (van Bergen et al., 2023). The most influential factor in students' reading interest comes from individuals and families (Liu et al., 2022)
7. An active School Literacy Movement Team, this is following the decision of the principal of the Palembang IBA Elementary School No: 421.2/126/E.1/SD.IBA/VII/2022 concerning the formation of a GLS Team at the elementary school level considering that in the implementation of school management, it is necessary to form a GLS Team at the IBA Palembang Elementary School level; School Literacy Movement Team, this is following the decision of the Principal of 01 State Elementary School of Indralaya N0: 420/07/SDN. 01 IDLS/2022 concerning the formation of the GLS Team at the elementary school level, considering that in implementing school management, the aim is to mobilize a literacy movement in schools, including making videos that are uploaded on social media and posters, in line with instructions from the Ministry of Education which forms a literacy movement team (National Literacy Movement Working Group, 2019). This aligns with the fact that a supportive team of teachers is needed to implement literacy to increase students' interest in reading (Ramadhanti et al., 2023).

8. The well-maintained school garden, based on observations on November 23, 2022, the school garden at the Palembang IBA Elementary School looks like a beautiful environment and is filled with various types of plants, including ornamental plants, vegetables, fruit, and medicine. The Palembang IBA Elementary School has also implemented the Adiwiyata program. The Adiwiyata program is a school that cares and has an environmental culture. Adiwiyata is taught through special Environmental Knowledge (PLH) lessons in the School Garden. The aim is to teach students how to plant, care for, and preserve plants. This activity can help students maintain and preserve the school environment; contextual ones will influence students (Puspita & Purwo, 2019)
9. The training and Study Tour aims to help teachers and support the GLS program activities implemented at the Palembang IBA Elementary School. I have been to Jogjakarta Smart Park while at 01 State Elementary School of Indralaya, teachers are involved in literacy training activities alternately; at 033 Elementary School of Kayuagung, every year, we invite language experts/experts for literacy training at school, and teachers and readers attend online training. Those with reading difficulties will experience difficulties when studying online (Kanniainen et al., 2019).
10. Reading Campaign Posters, based on observations made at the Palembang IBA Elementary School, it was seen that there were active reading posters in every room and area of the school. These posters are displayed and stuck along the school corridors and in the school rooms, both in the classroom and the library.

Inhibiting Factors in the Implementation of the School Literacy Movement Program in Growing Students' Interest in Reading

Based on the results of interviews and observations in the field, several facts were also obtained, including several obstacles to its implementation. These obstacles include those caused by students, related to infrastructure management, and parents' involvement. A description of these factors is presented as follows: Inhibiting factors in the process of GLS program activities are. First, some students could be more active in studying and need to get used to reading. Being lazy about studying results in students not being interested in participating in the learning activities carried out in class. This is proven by every assignment or homework given by the student's parents. So, these students need more attention from the teacher. Analysis of research results through interviews with the principal of the Palembang IBA Elementary School revealed that students were not yet accustomed to reading because they were still lacking and reading very little. The attractiveness of reading for students experiences ups and downs because students have different characteristics. At 01 State Elementary School of Indralaya, in the process of GLS activities, several students cannot read, and this is based on the results of observations on November 28, 2022; it is known that there are students who are still spelling and cannot read, so the students do not yet know letters and experiencing difficulties in learning activities (Mai Sri Lena et al., 2023). Lack of interest will affect students' reading ability (Pratiwi, 2020). Reading ability increases when reading interest increases (Bell & Wheldall, 2022). This is different from expectations.

Second, library management still needs to be supported by officers who have librarian qualifications. Analysis of research results through interviews with officers appointed as Head of the school library at 01 State Elementary School of Indralaya, whose status as civil servant teachers do not have an educational background majoring in libraries, so their management needs to be supported by management and officers who understand how to manage libraries in elementary schools, who do not have a library primary background, so their management needs to be supported by management and officers who understand how to manage libraries in elementary schools. Because of this, according to Clay and Ferguson, library literacy means understanding *the Dewey Decimal System* as a classification of knowledge that makes it easier to use the library, understanding the use of catalogs and indexing, and having the knowledge to understand information when completing writing, research, work, or solving problems. The same thing also happened at 033 Elementary School of Kayuagung. The head of the library was taken from a teaching staff who needed a library background. This was also explained by Siti Khofifah, who explained the lack of teacher commitment to literacy activities (Khofifah & Ramadan, 2021), in Azaz Akbar's research explaining that there is an influence of library services on students' reading interest (Akbar et al., 2021), and research from Rachmi Nursifa Yahya explained that to develop students' interest in reading, they need to consider library management (Yahya et al., 2021).

Third, parental involvement needs to be improved. Based on observations at 01 State Elementary School of Indralaya, we saw that many students were not picked up by their parents, and based on information from the homeroom teacher, it was explained that because the majority of parents worked, there was not enough time to pay full attention to their children, the same thing. It also happens that 033 Elementary School

of Kayuagung has parents who both work, so they fully entrust everything to the school. This is in line with research from (Khusna et al., 2022); based on Pasek's research, there is a significant influence of parental attention on students' reading interest (Daytona Putra et al., 2020).

CONCLUSION

Some conclusions that can be outlined first factors that support the school literacy movement are a complete library, a Cozy Reading Corner, Interesting wall material, an Attractive Reading Park and School Literacy Cart, a Clear Identity Board, a Literacy Tree, a beautiful school garden; Involvement of parents and the public; creative School Literacy Movement Team; School Garden; Training and *Study Tour*; and an attractive Reading Campaign Poster. The success of a literacy program is not only determined by one factor. The contribution of this research provides an overview of the implementation of the literacy movement program in fostering interest in reading, something that is missing in the research data based on discussions from reputable journal references, the implementation of online reading, and the use of technology in Indonesia is not yet optimal. Second, factors that become obstacles in implementing the School Literacy Movement program in the three schools in fostering students' interest in reading in class IV. Students are lazy about studying; Students are not used to reading; Library management still needs to be supported by officers with librarian qualifications, and parent collaboration is not good. This is in line with Nicolla Bell's research, which shows that when interest in reading increases, reading ability increases. The findings of this research are material for institutional input on the importance of fostering interest in reading in students and the role of parents, which is very much needed in school literacy programs.

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