Evaluation of the Implementation of the School Literacy Movement in Elementary Schools in the District and City of Tangerang

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Abstract

This study aims to describe the evaluation of the implementation of the School Literacy Movement in Elementary Schools in the Regency and City of Tangerang. The approach used in this research is a qualitative approach with descriptive evaluation methods. The Context Input Process and Product model as a model used in this evaluation study consists of four stages, namely context, input, process, and product. Data collection techniques used by researchers in this study were interviews, observation, and documentation. The results of the context implementation evaluation indicate that the reasons underlying the implementation of the School Literacy Movement in 6 schools are because of the lack of interest in reading students, the need for varied reading material or references and the availability of supporting facilities for the program. The results of the input evaluation are that the school implements several strategies that can be done to achieve the School Literacy Movement, the adequacy of facilities and infrastructure, have guidelines or Standard Operating Procedures, the implementation of the program is carried out at the beginning of teaching and learning activities or includes in the process of teaching and learning activities, the allocation of funds using independent funds schools or funds from the Regional Revenue and Expenditure Budget / School Operational Assistance.

Keywords: *Evaluation; Program; Literacy; Elementary School*

Introduction

The school literacy movement is one of the efforts undertaken by the Indonesian government at this time, in addition to replacing the existing curriculum in schools. The Government of Indonesia through the Ministry of Education and Culture Regulations applies a movement in the form of school literacy which is carried out 15 minutes before lessons are conducted in class at the beginning of learning (Damaianti & Mulyati, 2017; Gustine, 2018). It is hoped that through the school literacy movement it can improve the quality of Indonesia by increasing students' interest in reading at school. The problem of low student interest in reading is indeed one of the causes of the low quality of education in the State of Indonesia. These problems are handled by the government through the habit of reading in the form of school literacy movements. One of the reasons for strengthening literacy culture with the habit of reading in schools is to foster critical reading which is the most basic and needs to be instilled for students in schools as well as the results of several surveys and studies that show the low reading ability of students

in Indonesia. Based on the reading ability assessment conducted (OECD-Organization for Economic Cooperation and Development) in the Program for International Student Assessment (PISA). PISA 2009 shows Indonesian students ranked 57th with a score of 396 (average score of OECD 493), while PISA 2012 shows Indonesian students ranked 64th with a score of 396 (average score of OECD 496) (OECD , 2013). A total of 65 countries participated in PISA 2009 and 2012. From these two results it can be said that the practice of education implemented in schools has not demonstrated the function of schools as learning organizations that seek to make all citizens become skilled at reading to support them as lifelong learners.

Based on these empirical data, efforts to increase the ability of students on this problem require the government to create specific strategies to increase students' interest in reading and reading abilities. Implementation of this strategy is to create the School Literacy Movement developed by the Ministry of Education and Culture. In line with the results of the assessment conducted by PISA. UNESCO conducted a survey in 2012, related to the reading interest of the Indonesian people, and the results were very alarming, namely 0.001 percent. This means that in 1000 (one thousand) people there is only one community that has an interest in reading. If you see the development of the educational background of the Indonesian people that are increasing, the interest in reading Indonesian people should also increase. These results encourage the government, especially through the Ministry of Education and Culture to create new strategy so that it can increase students 'interest in reading in Indonesia and creating the School Literacy Movement is one strategy to improve the quality of education in Indonesia by increasing students' reading interest.

According to Zulela et al (2017) reading is something vital in an educated society. "Reading is a reception, analyzing, and interpreting activity carried out by the reader to obtain the message the writer is trying to convey in the written media (Katz Sexton, Hamilton & Griffin, 2019; Walgermo, Foldnes, Uppstad, & Solheim, 2018). Reading activities include reading aloud and reading silently (Wallace & Wray, 2016; Neumann, 2016; van Bergen et al, 2018). Reading aloud is a reading activity carried out by reading out loud in public (Fesel, Segers & Verhoeven, 2018) While the activity of reading silently is reading carefully to understand and understand the writer's purpose in written media (Roberts, 2019; Carretti, Toffalini, Saponaro, Viola & Cornoldi, 2019). The researcher made preliminary observations related to the implementation of the School Literacy Movement in 6 Elementary Schools, especially in the Regencies and Cities of Tangerang. In general, the results of initial data collection from the six schools show that in the implementation of the School Literacy Movement there are still many obstacles and constraints. Both the physical constraints of inadequate facilities and also in terms of students themselves are still many of them who lack self-awareness to read. This cannot be underestimated, because the existence of these problems will greatly hamper the process of implementing the School Literacy Movement and the ultimate goal of the School Literacy Movement program itself is that it is impossible to realize the quality of Indonesian Human Resources.

Based on some of the problems above in the implementation of the School Literacy Movement, the researcher concludes the need for an evaluation process that will later explain scientifically whether the implementation of the School Literacy Movement needs to be continued, developed or stopped. Widoyoko (2016) argues that, "Program evaluation is usually done in the interest of decision making in order to determine further policies. The model that will be used by researchers to evaluate the School Literacy Movement program is the Context, Input, Process and Product Model. This model is applied to help schools, both Principals, teachers, and all staff, to get systematic evaluative information about: (1) Context of the School Literacy Movement program in Tangerang City and District Public Elementary Schools, (2) Movement program input School Literacy in Tangerang City and District Public Elementary Schools, (3) Process of School Literacy Movement in City and Tangerang District Elementary Schools, and (4) Products of the School Literacy Movement in Tangerang City and Regency Public Elementary Schools. Based on background explanation, the researcher considers it is very important to conduct

research on evaluating the implementation of the School Literacy Movement, especially at the level of basic education in the Regency and the City of Tangerang.

The researcher sets focus into four components: context, input, process, and product. In context evaluation, researchers will identify and assess the needs that underlie the preparation of a program. While in the evaluation of inputs, researchers will identify problems, assets and opportunities to help decision makers, identify goals, priorities and benefits of the program, assess alternative approaches, action plans, staff plans and budgets for feasibility and potential cost effectiveness to meet the needs and targeted goals. Then in the process evaluation, the researcher will try to find answers to the implementation of the plan that helps the implementing staff in the implementation of activities and then helps the user group more broadly assess the program and interpret the benefits. Finally, product evaluations where researchers identify and access benefit outputs, both planned and unplanned, both short and long term. Product evaluation is the final stage of a series of program evaluations. So, after the product evaluation is complete it can be recommended the results of the implementation of the ongoing program to formulate the policy to be taken next.

Method

This study aims to describe the evaluation of the implementation of the School Literacy Movement in Elementary Schools in the Regency and City of Tangerang. This research was conducted in elementary schools namely Gempol Sari State Elementary School, Ciakar State Elementary School, Arya Cendikia Integrated Islamic Elementary School located in Tangerang Regency and Mutiara Hati Private Elementary School, Jurumudi State Elementary School 2, State Sudimara Timur 5 Elementary School located in the city of Tangerang. The total number of participants in the six schools totaled 1983 students.

The approach used in this research is program evaluation research. The Context, Input, Process, Product model as a model used in this evaluation research consists of four stages, namely context, input, process, and product. Program evaluation aims to see whether the program is designed, implemented, and beneficial for the parties involved in the program. In the implementation of the program evaluation intends to find as much information as possible to get an overview of program design and implementation. The evaluation results will be used for interested parties to make decisions. Each evaluator has the task of gathering information about the program. In carrying out their duties, evaluators can develop ways to gather information in accordance with the paradigm and approach adopted.

In principle, the information gathering procedures in program evaluation have a lot in common with the procedures undertaken by researchers. So many evaluators borrow the principles used in research. In educational research there are 2 paradigms that are often used, namely quantitative and qualitative (Creswell & Creswell, 2017). The qualitative paradigm used in inquiry-based research is to understand problems that arise based on an in-depth analysis of the overall picture, detailed information from various informants, and research is carried out in its natural setting. While the quantitative paradigm is used in research based on theory testing built by a number of variables, involving measurements expressed by numbers, analyzed with certain statistical tests to find conclusions whether the results of the research can be generalized to prove that the theory used can indeed be stated to contain truth.

Data collection techniques used by researchers in this study were interviews, observation, and documentation. Data analysis used in this study includes data analysis with descriptive statistics and qualitative data analysis. Data analysis with descriptive statistics is presented in the form of tables and graphs about the aspects measured in the evaluation. Qualitative analysis is done by means of analysis during data collection and analysis after the data is collected.

Results

Context Evaluation

In context evaluation, aspects of the first sub-aspects found are related to the early history of the inclusion of the School Literacy Movement in each school. After collecting data from six schools that implemented the School Literacy Movement program, it was found that the initial difference in implementation time was that the school that first ran the School Literacy Movement program was Ciakar State Elementary School in 2013, while the second school, Mutiara Hati Private Elementary School in 2014 Whereas in 2016 it began to be carried out by Jurumudi 2 Public Elementary School and East Sudimara Public Elementary School 5. Finally, in 2017 or just started the School Literacy Movement by the Arya Cendikia Integrated Islamic Elementary School and Gempol Sari State Elementary School, Tangerang Regency.

Based on the results of interviews at six different schools, several answers were found related to reasons why schools held the School Literacy Movement (urgency) program, which could be concluded due to lack of interest in reading, and how the activities of the School Literacy Movement could support learning. Summarizing some of the answers related to respondents' knowledge about the objectives of the School Literacy Movement program, namely (1) fostering interest in reading and writing, (2) building a love of independent learning with books as a source of learning, (3) improving cognitive, affective, psychomotor, (4) increasing student achievement, (5) increase knowledge, become fond of reading, and children are skilled at extracting information from reading material.

The initial constraints felt when the School Literacy Movement program was first implemented in schools, which in general are: (1) There are still students who are not yet fluent in reading; (2) There are students who experience limited cognitive abilities (mental); (3) Children are fluent in reading, only limited books and tiered books according to the child's age; (4) The willingness of teachers to guide the School Literacy Movement, (5) the availability of reading material, less concerned with the stake holders; (5) There are 15 minute constraints that are deemed insufficient; (6) Constrained at supporting facilities, reading books are only available in each class and there is no library.

The need that underlies the existence of the School Literacy Movement program in schools, namely, schools need a program that can support the learning process and overcome obstacles in the learning process. Broadly speaking, the target of implementing the School Literacy Movement program can be concluded that the school has a target in addition to students being able to read and write, students are also inculcated how reading and writing activities are fun activities and can support the abilities and understanding of students, so that the culture of reading and writing becomes a culture positive, the achievements of students ultimately more independent and creative.

Input Evaluation

Based on the results of data collection at six different schools, several answers were found related to specific strategies in implementing the School Literacy Movement program in schools, namely the fulfillment of infrastructure facilities and the implementation of daily reading activities. The answers were obtained from information sources namely the Principal, Teachers and Students. Regarding the implementation structure, there are schools that create an implementation structure or literacy team to run the School Literacy Movement program, and teachers are involved. In addition, there are also schools that do not create an implementation structure or literacy team in schools. There are even schools that are only the initiative of each homeroom teacher.

In scheduling the School Literacy Movement program, even though the standard schedule is not made and created by the school, the program can run well, and students feel it. The School Literacy Movement Program can be carried out every day with a duration of about 10 minutes to 1 hour and is

carried out in the morning. In some schools there are guidelines used in the School Literacy Movement activities, there are also schools that have guidelines in the form of Standard Operating Procedures, and some even do not have a manual related to the School Literacy Movement.

Human resources in the implementation of the School Literacy Movement program involve all members of the school, especially the most preferred teachers, however, so far the human resources are able to support the implementation of the program. Broadly speaking, it was found that not all human resources attended specific training or coaching related to the School Literacy Movement, however human resources continued to provide maximum assistance. Allocation of funds is not specifically budgeted, only uses available school funds. As for facilities and infrastructure, schools do not have libraries, although they do have supporting infrastructure that is not yet adequate when compared to student needs.

Product Evaluation

Based on the results of data collection at six different schools, several related answers were found, that the desired achievement in the School Literacy Movement was to be able to improve and foster a culture of student reading and writing independently. The perceived benefits in the School Literacy Movement are: (1) Students are socialized with reading habits even though only 15 minutes per day; (2) Students are more enthusiastic about reading, students become closer, student learning becomes more fun; (3) Accustomed to finding the information students need and knowing where the source is; (4) Interest in reading increases, increases vocabulary, can pour writing ideas into pictures; (5) Adding knowledge, insights and cognitive abilities for both students and teachers; (6) Students become fluent in reading and increase knowledge and students become active in the learning process; (7) and can use time positively, pass socialization and increase familiarity.

Discussion

Based on the findings from the information sources used, namely the school principal, teachers and students from 6 Elementary Schools: Arya Cendikia Integrated Islamic Elementary School, Gempol Sari Public Elementary School, Ciakar State Elementary School, Mutiara Hati Private Elementary School, Jurumudi 2 Public Elementary School and East Sudimara State Elementary School 5, the implementation of the School Literacy Movement Program when viewed from the evaluation of the Context Input Process and Product model, the following results were found:

Context Evaluation

It can be concluded that the evaluation of this context will discuss related to specifications about the program environment, unmet needs, population characteristics and samples of individuals served and program objectives. Like the background and constraints faced by the sample schools, it is summarized that students' lack of reading interest because reading is not a habit and is exacerbated by inadequate school facilities. Based on these problems, the schools are looking for problem solving solutions, namely by implementing the School Literacy Movement program with the aim of familiarizing students with a love for literacy such as reading and writing so as to develop students' cognitive abilities. Based on the data from the context evaluation results taken from the sample schools that are already in line with the objectives of the School Literacy Movement program proposed by Faizah, et al (2016) that Developing students' character through the culture of school literacy ecosystems embodied in the School Literacy Movement so that they be a lifelong learner. In addition, the purpose of literacy itself according to Priyanti, Sujana, Darsana (2017) is that basic literacy skills aim to help students understand oral, written, or visual / visual texts, therefore the development of student literacy in learning is always carried out in an integrated manner between listening, speaking, reading and writing. Thus it is very clear that the

background of the problems in these sample schools as a solution needs to be implemented in the School Literacy Movement program.

Evaluate Inputs

Evaluation of input helps organize decisions, determine available sources, what alternatives are taken, what plans and strategies to achieve goals and how work procedures to achieve them. The input evaluation specified in this study is related to specific strategies, implementing structures, scheduling of the School Literacy Movement program, guidelines used, human resources, allocation of funds, facilities and infrastructure. The strategy carried out in the evaluation of inputs by information sources was found that schools could increase the duration or specific time allocation for literacy and the realization of continuous reading at least 15 minutes a day.

Human resources as the implementing structure involved are all school residents but the teacher remains the main pioneer in the School Literacy Movement program because as a practitioner who deals directly with students. Program guidelines and scheduling are still not standard, such as the manual used is still in the form of Standard Operating Procedures, while the program schedule is still often changing according to the situation and conditions. Related to the allocation of funds only still use available private school funds, but there are also schools that allocate funds from School Operational Assistance.

For facilities and infrastructures sufficiently implemented the School Literacy Movement program although still in a state less like a library room but can be overcome by the existence of a reading corner facility. The role of the library is considered very important in addition to being a place to store books, also used as a comfortable place to read books because the atmosphere and all the facilities in the library room are designed specifically for reading, such as a quiet and calm atmosphere of the room will make the reader more concentrated. The presence of the library room also gives a great influence to attract students' interest in reading such as research conducted by Irianto (2015) that the magnitude of influence simultaneously between library facilities and the performance of librarians on reading interest is 58%. The results of these studies can be a reference that adequate facilities will support the process of increasing students' interest in reading.

Process Evaluation

Process evaluation is used to detect or predict procedure design or implementation, provide information for program decisions and as a record or archive of procedures that have taken place. In this study the data obtained from the evaluation of processes related to the schedule of literacy activities, connecting factors, and inhibiting factors. Literacy activities carried out in schools that range between 10 - 60 minutes. Actually the ideal time for reading habit is 15 minutes as stated by Faizah, et al, 2016) that:

> *"Reading story books / enrichment for 15 minutes before lessons begin, enriching the reading collection to support the 15-minute reading activity and also involving the community outside the school in the 15-minute reading and development of literacy facilities, as well as the procurement of library collection books and class books angles. ".*

The reading activity could be more than 15 minutes, but so as not to clash with the teaching and learning activities, then the reading activity can be included in the subjects to be taught. For beginners reading does not need to take a long time because it will result in burnout, it's better to read with a short duration but often done so that it will become a habit. The supporting factor is that in some schools there are already quite a large collection of books that can be read by students so that this program can be implemented even though the inhibiting factor is the limited library space, such as the library space is too

small, or one library space is used by two schools and even only only the books are stacked but there is no room to read them. Not only library facilities that need attention, but librarian services also affect the comfort of the readers. Good service from librarians to visitors who want to read, will be a positive value in itself to come to the library. Purwaningsih's research results (2015) showed that the variables that had the greatest influence on the reading interest of Grade XI students in the Kendal 1 Vocational High School library partially were library services that amounted to 28.73%, whereas for library facilities had a smaller effect of 21 , 2%. The service of a librarian will give effect to the readers' enthusiasm because when the library facilities are large but the service of a bad librarian will backfire and eliminate the enthusiasm of visitors to read.

Product Evaluation

The final achievement of the product evaluation found was based on research data, that overall the school wants with this literacy program to improve the culture of reading, reading and writing skills and students continue to grow, accustomed to be independent and creative, so that students' understanding and achievement will significantly continue to increase . The results or the final product of the School Literacy Movement program is to encourage reading habits in students. reading skills will also affect students' writing skills so that eventually students can write and can deliver it through rhymes, poetry, speeches, and so on. Thus these results are in line with the results of research conducted by Nopilda & Kristiawan (2018), Faradina (2017) that the School Literacy Movement has enhanced literacy culture and fostered students' character to be creative and innovative and there was a significant influence on the effect of the Literacy Movement program on Interest Read Students.

The benefits felt by the literacy program, schools found students are more enthusiastic about learning, not just limited to reading and writing alone. Love for the motherland is seen in students, because it is influenced by the message of meaning contained in the books that they have read. The statement is also supported as a result of Akbar's research (2017) that this program will also develop student character, including courage, critical, and creative, honestly besides the program fosters students' sensitivity to the surrounding environment.

Conclusion

The final achievement of the evaluation of school products is that the School Literacy Movement can be useful to improve students 'culture and interest in reading and writing, so that in addition to growing students' skills and understanding, the School Literacy Movement will instill independence and creativity, which will support student achievement. The form of student product achievements from the implementation of the School Literacy Movement such as students are able to make and produce work: rhymes, poetry, recitation, speeches, short stories, pictures of ideals, make a summary of what students have read, pop books, journal books, attitudes independent and creative, story calendar, clipping, wall magazines and good at storytelling.

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