



Implementation of Reading Literacy in Indonesian Learning at Sekolah Penggerak

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Abstract

Literacy is closely related to language subjects. Reading literacy is an activity to obtain messages flexibly that are used to find solutions or solve problems. This study aims to describe the implementation of reading literacy in Indonesian learning at Sekolah Penggerak. The method used in this study is descriptive qualitative with a case-level strategy. Data analysis techniques use interactive models. The results showed that literacy activities have become a culture in SMP Warga. Learners are accustomed to reading a variety of information both literary and non-literary. Learners are also accustomed to capturing information in analyzing, evaluating, and reflecting information or story mandates from the material that has been studied. In addition, by utilizing technology in the learning process, learners will be more active and enthusiastic in improving existing reading literacy in various media. Considering that in the current era, technology dominates in any activity, including in the learning process in schools.

Keywords: *Reading Literacy; Indonesian Learning; Sekolah Penggerak*

Introduction

Literacy is closely related to language subjects. Bentley-Davies (2013) states that language and literacy are two interconnected things. However, between the two cannot be confused. Language teachers have an important role in developing and teaching literacy skills. In the process, language is a subject that concerns key knowledge and skills beyond literacy. Literacy and language become access to learning in the classroom as a form of developing the identity of students (Lawrence & Mathis, 2020). This is closely related to the role of language, namely as a means of scientific thinking. Therefore, literacy needs to be developed and implemented in learning activities so that students do not experience difficulties during the process.

Literacy is understood as a reading and writing activity. Pahl and Rowsell (2005) state that literacy has traditionally been considered a competence with printed texts read and written. Practice in literacy is considered the everyday way a person interacts with texts, including reading and writing activities (Barton, 1994; Perry, 2009). In relation to reading literacy, (Britt, & Durik, 2018) states that reading literacy is actually broader, reading literacy is the use of written symbols that exist in social practices. (Taylor, & Mackenney, 2008) defines reading literacy as an activity to flexibly acquire messages that are used to find solutions or solve problems. The definition is based on the printer's code, in the form of language, a visual perception response that is deliberately directed by readings in several integrated ways to explore the meaning of the community contained in the text. Thus, the reader can maximize in understanding the text written by the author.

Within the scope of nationality, Indonesian subjects have a central role to be taught. Indonesian language is a compulsory lesson at every level of education in Indonesia. This is due to Indonesian has the aim of developing the various potentials of students, including (1) noble morals by using Indonesian politely; (2) The primacy and respect for Indonesian as the official language of the state; (3) Use language in a variety of multimodal texts for a variety of purposes and contexts; (4) Apply literacy while studying and working; (5) Have a confident attitude in expression; (6) Care about local culture and the surrounding environment; and (7) Contribute as citizens of a democratic and just world.

Education policy seeks to emphasize the need for literacy as part of the school's overall agenda (Te Riele, Stewart, & Stratford, 2021). The literacy process in the Merdeka Curriculum, the curriculum currently used in Indonesia includes several language skills contained in the learning outcomes of each phase. The content of learning outcomes on listening, reading and listening skills, speaking and presenting and writing in Indonesian subjects is a reflection of the literacy process that is expected to be achieved by students. The implementation of literacy through language skills includes two things, namely receptive and productive. Receptive language skills include listening and reading. The skills of speaking and writing are skills that are productive.

Reading literacy is the focus of this research study because there have been many international studies that show the low reading literacy ability of Indonesian students. Suryaman (2015) said that this was due to inadequate development of reading habits. This is also reinforced by (Saadati & Sadli, 2019) which states that literacy culture needs to be implemented in the process of habituation, development, and teaching. The implications of this can be suspected to increase students' passion, interest, and interest in reading.

Relevant research related to the implementation of reading literacy contained in the School Literacy Movement (GLS) has been widely carried out. Research (Azis, 2018; Khotimah, Akbar, & Sa'dijah, 2018) found that the literacy movement has a limited scope, which is only carried out in the classroom. In addition, the implementation of literacy has various known obstacles from the lack of supporting facilities and infrastructure, low interest in reading students, and lack of coordination from teachers, schools, and the community. This causes the implementation of GLS to not run optimally.

Based on this presentation, this study aims to describe the implementation of reading literacy in Indonesian learning at *Sekolah Penggerak*. Sekolah Penggerak is a program from the Ministry of Education and Culture which is intended to realize the vision of Indonesian Education in realizing an advanced Indonesia that is sovereign, independent and personality through the creation of Pancasila students (Patilima, 2022). *Sekolah Penggerak* are schools that focus on developing holistic student learning outcomes by realizing a Pancasila student profile that includes cognitive competencies (literacy and numeracy) and noncognitive (character) starting with superior human resources (principals and teachers) (Syafi'i, 2021).

Research Method

The method used in this study is descriptive qualitative with a case study strategy. According to (Creswell, 2009: 173) qualitative research is a method that uses text and images with interesting steps in analyzing data and using diverse investigation strategies. Qualitative research aims to gain insights related to the construction of reality that occurs to be interpreted (Cropley, 2019: 10). The source of data in this study is events. Data collection techniques use observation techniques. The data validity technique in this study uses triangulation theory. Data analysis techniques in research use interactive data analysis techniques. Interactive data analysis has the following stages: data collection, data reduction according to the formulation of existing problems, compiling reduced data according to their groups, and drawing conclusions (Miles & Huberman, 1994: 16).

Results and Discussion

Learning Indonesian become a compulsory subject at all levels of education. In Indonesian learning, there are 4 aspects that are the scope of learning Indonesian, namely listening, speaking, reading, and writing. Learning Indonesian has several stages, including planning, implementation, and evaluation. This research only focuses on the implementation stage of reading literacy in Indonesian learning at *Sekolah Penggerak*.

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The implementation of learning is the implementation process of the learning planning that has been prepared. In the process of implementing learning, there are three aspects, namely the introduction, core activities, and closing.

Introduction

The introduction to the lesson begins with the learner responding to the greeting sign of being grateful for God's grace. Before the lesson takes place, the teacher prepares the condition of the learner starting from psychic and physical readiness in participating in reading classes by calling the name of the learner based on the order of attendance. Learners receive information proactively about the relationship between previous learning and the learning to be implemented. Learners receive information on competencies, materials, objectives, benefits, and learning steps that will be implemented. Before starting learning, the teacher provides technical directions related to the material and the implementation of learning during class hours. But before the teacher explains the new material, the teacher opens the student by relating the day's learning to the last meeting. Thus, teachers can assess who is the learner who understands the past lesson and learns at home from the material that has been delivered.

Core Activities

The core activity is the implementation of learning led by the teacher in the classroom. Before starting the learning activity, the teacher presents a reading journal, from the results of reading the learner makes a reading journal. The task is individual and each learner is given freedom in creativity. Other activities carried out before entering the new material, the teacher conducts an assessment of the students. The initial assessment, which is called the diagnostic assessment, is useful for determining the initial ability of the learner. The assessment carried out is in the form of giving the text of fantasy stories that have been read by the learner.

The complaints submitted by the learner related to the technology given include not liking to read, not understanding the content being read, difficulty logging in to operate the application. The learner finds the words in question such as the word stimulus and rash, in addition to that the learner forgets the email used as a condition of logging in to enter the application. Through the assessment, teachers can find out the initial abilities and understanding that the learner has. After the learner has finished reading the text of the fantasy story, the teacher reflects by explaining the elusive words. Deciphering the long reading and explaining the intent of the story. The teacher also gives motivation to the learner related to motivation.

Such as turning off the cellphone during learning, unless the teacher asks to use it in certain things. This includes turning off cellphone applications that can interfere with learners when delivering material takes place. In addition to the advice to use cellphones, teachers also ask to be diligent in reading so that there is a lot of vocabulary. With so much vocabulary received from reading, the learner will more easily accept various readings from other texts.

In the core activities in this discussion, there are several materials that have been delivered by teachers and observed by researchers as data in research. Among them is fantasy story text material that

utilizes a window shopping model. After the meeting, the next material presented by the teacher was still related to fantasy story texts, it's just that the use of media in learning is different, namely using Canva media. First, in the core activities, there are several steps that are compiled by the teacher to make it easier for learners to carry out the tasks given by the teacher.

The core activity steps carried out by the teacher include forming a student working group to discuss the assignments to be given. Groups consist of 3-5 students, the number of groups determines the tasks assigned by the teacher. In the core activities, the material that has been delivered includes fantasy story texts by utilizing window shopping learning models. There are several learning steps from the core activities, including the first, the learner sticks their work on the wall. Second, divide the tasks of each group in window shopping activities.

After completion, the next activity in one group appoints one person to be the market guard or who guards the stand if later another group is heading to their place. Then other members went around to visit the pasted markets by asking about the material being done and observing the results of their friends' work. Groups or other visitors may ask questions related to the content presented by the stand owner. The questions that are often asked by learning include what is the definition of a fantasy story? what kind of fantasy story is presented? who are the characters involved in the story? what's the storyline? and how the dispositions on each of the characters in the story are presented.

After the learners went around to see and observe each of the markets from their friends, the learners returned to their seats. In these core activities, the teacher emphasizes the learner in terms of understanding the text of fantasy stories, training the learner in presenting in good and correct Indonesian, and training the learner to be critical in reading a text. The emphasis on literacy includes activities, Understand the content of the text, summing up the contents, comparing character dispositions, summing up the storyline, assess the suitability of the image to the content of the story, assessing the collapse of the storyline and reflecting on the value contained in the story for student life. The teacher stimulates the literacy through the questions asked to the students.

Second, the core activity carried out at the time of the second meeting was to divide the learners into groups. The groups consisted of 3 people. The first begins with the teacher forming a group of 2-3 students taking into account the diversity of learners. Second, the learner discusses to find examples of fantasy story texts. Third, the learner had a discussion with his group about the material presented, namely the fantasy story text which includes the definition and structure of the text. Fourth, students discuss to conclude the contents of the fantasy story text. Fifth, the results of discussions conducted by learners are processed with the Canva application. The activity brings the learning atmosphere in the classroom to life, the learners are enthusiastic about doing the tasks given by the teacher.

Next, group 1 came forward to present the results of their work regarding the text of fantasy stories created with the canva application. The material presented starts from the characteristics of the text, inferring the origin-nosy story in the text discussed, identifying the character of the story, analyzing changes in the storyline and analyzing the feelings of the characters told in the text. The positive things found in the two core activities include teachers using learning applications that can spur the creativity of learners such as the use of the Canva application. Then, the teacher uses window shopping which can increase the enthusiasm of the learner in receiving and doing assignments in class.

Closing

The closing activity is carried out by the teacher to re-conclude or confirm to the learner about the material that has been studied. In addition to concluding, the teacher also appreciated the activities of the learners by asking which group gave a clear explanation. That way, the learners will be enthusiastic in

answering these questions. The closing activity was also carried out with a thank you to the teacher led by the class leader. The position taken is that all learners stand up to pay respectful greetings to the teacher.

Conclusion

Based on the explanation above, it can be concluded that literacy activities have become a culture in SMP Warga. Learners are accustomed to reading a variety of information both literary and non-literary. Learners are also accustomed to capturing information in analyzing, evaluating, and reflecting information or story mandates from the material that has been studied. The mandate that can be taken from the text of the story is expected to be able to be taken advantage of for the learner to apply in everyday life. In addition, by utilizing technology in the learning process, learners will be more active and enthusiastic in improving existing reading literacy in various media. Considering that in the current era, technology dominates in any activity, including in the learning process in schools.

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