The Influence of Implementing the School Literacy Movement and the Use of Information Technology in Learning on the Quality of Education in Labuapi District State Primary Schools

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Abstract

Quality of education is a serious concern so various efforts can be made to improve it. One is increasing school literacy and using information technology in learning. This research aims to examine the influence of implementing the school literacy movement and the use of information technology in learning on the quality of education. In this research, the approach used is a quantitative descriptive approach with a comparative causal research method. The sample in this study consisted of 83 teachers in ten State Elementary Schools in Labuapi District. The data in this research was obtained using a questionnaire. The statement format in the questionnaire has answer choices given a score of 1-4 based on a Likert scale. After the data was obtained, the results were presented descriptively and processed for hypothesis testing with multiple linear regression, T-test, and F-test using SPSS version 25. The research results showed that the School Literacy Movement positively and significantly affected the Quality of Education. Information Technology has a positive and significant effect on the Quality of Education. The School Literacy Movement and the Use of Information Technology significantly affect the Quality of Education in Labuapi District State Primary Schools.

Keywords: School Literacy Movement; Information Technology; Quality of Education

Introduction

Education is an intellectual and spiritual effort that aims to educate humans through formal or non-formal educational institutions implemented systematically, methodologically, and philosophically (Marpaung et al., 2023). Quality is the overall description and characteristics of the ability of goods or services to meet predetermined customer needs (Baro'ah, 2020).

The reality is that education in Indonesia has not achieved significant progress, even globally, the quality is still far from neighboring countries (Muhaimin, 2011). The poor quality of a nation's education will make that nation or country experience decline. (Nur & Kurniawati, 2022). The results of a survey on the secondary education system in the world 2018 issued by PISA (Program for International Student Assessment) in 2019, Indonesia was in a low position, namely 74th out of 79 the other countries in the survey.

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Sukmadinata, Jami'at, & Ahman (2006) revealed other quality problems faced by the world of education, such as the quality of graduates, the quality of teaching, teacher guidance and training, as well as the quality of teacher professionalism and performance. Supardi (2015) added that the implementation of quality education is determined by teachers with good quality, namely teachers who can carry out their teaching duties well. High student learning outcomes indicate that students have received quality learning. Therefore, efforts need to be made to improve student learning outcomes so that the quality of education can be improved. One of them is improving students' literacy skills. Literacy is the ability to understand, use and critically evaluate information from various sources.

Minister of Education and Culture Regulation Number 23 of 2015 concerning the development of character changes the focus of education policy to accommodate 21st-century skills such as literacy, competency and character. Based on the results of the PISA survey. The Indonesian Reading Movement and the School Literacy Movement emerged as a result of this Minister of Education and Culture regulation. The School Literacy Movement includes literacy movements in the school environment, while the Indonesia Reading Movement includes literacy movements in the community and family (Antoro, 2017).

Hasanah & Silitonga (2020) argue that high literacy skills will help students to obtain information, solve problems, and think creatively. In line with Aprilia (2017) who explained her findings on the school literacy movement program the implementation of the school literacy movement which was under planning, was proven to be able to foster students' interest in reading. The same thing was also explained by Shela (2019) regarding the implementation of the school literacy movement which can foster a literate environment and can improve the quality of schools.

Literacy in the Early Grade Elementary School Literacy Learning book is defined as students' basic abilities in reading and writing. Literacy learning in the early grades of elementary school has the aim of improving students' abilities in reading and writing, as well as developing critical and analytical thinking skills (USAID, 2014). According to the Ministry of National Education (2004), literacy is defined as the skills and knowledge needed not only to be able to live economically but also to be able to live meaningfully in an increasingly complex society.

Problems with the quality of education do not only come from low literacy among students. Hadis and Nurhayati (2010) explain from a macro perspective that many factors influence the quality of education, one of which is the use of information and communication technology in the world of education, especially in teaching and learning process activities, the application of up-to-date and modern educational methods, strategies and approaches implemented professionally. A learning process that does not use good facilities and infrastructure hurts the learning process. The learning process is considered to be less meaningful (Yustikia, 2019).

Using information technology in the education sector can produce sustainable, high-quality human resources by improving educational conditions (Husaini, 2014). The use of educational technology is the right step because it involves people who have an important role in the problem, then it is regulated using existing procedures and organized to analyze and find solutions (Na'im, 2019).

By utilizing information technology, students can obtain broader and deeper information. Furthermore, students can also develop critical and creative thinking skills. This is reinforced by the explanation of Onyema (2020) who narrates that the integration of information technology in learning brings inspiration and modernization of education, increases inclusiveness, and encourages improvements in the quality of education. Ariyani (2020) believes that the application of information technology in improving the quality of education takes the form of using technology-based learning media such as electronic power points, LCD projectors, and also electronic textbooks.

Implementing school literacy movements and using information technology in learning can provide students with various literacy experiences and learning resources that can develop students' critical thinking skills. Thus, these two variables can strengthen student learning outcomes. Learning outcomes are an important indicator that determines the quality of education. Thus, this point has strong relevance to the variable of improving the quality of education, especially in the Labuapi sub-district, West Lombok district, which has 28 elementary schools (SD) with state status (Dapodikdasmen, 2023).

In 2023, the Central Statistics Agency (BPS) explained that the percentage of the population 15 years and over who was able to read and write was 84.42 percent. This shows that not all residents 15 years and over in West Lombok Regency can read and write, there are 15.58 percent who are still unable to read and write. When compared based on gender, relatively more women cannot read and write than men, namely 20.46 percent compared to 10.60 percent. This is relevant to the 2023 West Lombok Regency Education Quality Report Card which shows that the literacy level is still low. This can be seen in the average ANBK score for students at the elementary level in Labuapi District which is still below the national standard set by the government, namely 70.

According to the results of the learning environment survey (Sulingjar) in basic education units in West Lombok Regency, Labuapi District in 2023, in general, the condition of the learning environment in the district still needs to be improved. Especially the use of learning methods that are innovative and relevant to students' needs still needs to be developed. This is reinforced by the results of interviews with several teachers. Information was obtained that on average in Labuapi Elementary School, not all teachers use information technology to support the teaching and learning process, this is due to the low level of information technology literacy knowledge, especially for teachers who are entering age 50 years and over. Apart from that, literacy and information technology facilities and infrastructure in schools are still limited.

The results of observations at several elementary schools in Labuapi District show that each school has differences and similarities. The implementation of the school literacy movement which has been carried out by all elementary schools in Labuapi can be said to have been implemented. the program. Each school has its unique environmental characteristics, as well as components of educators, education staff, and students with different characteristics so that the teaching and learning process also has its style and strategy to improve the quality of education.

Literature Review

Quality of Education

Quality is the overall description and characteristics of the ability of goods or services to meet predetermined customer needs (Baro'ah, 2020). Apart from that, quality is an essential characteristic or uniqueness of a person or group, quality also refers to status or relative level of value (Adams, 1993). The concept of quality can also be interpreted as quality consisting of several product features, both direct features and attractive features that fulfill customer desires thereby providing satisfaction with the use of the product (Tuala, 2018).

Quality is also dynamic, changing, and in continuous competition (Zuhro, 2015). An institution is considered to have good quality if its inputs, processes, and products can meet the provisions imposed by the community as consumers of educational services. When the results exceed the regulatory standards, the school will be designated as superior. So, it can be concluded that quality is the level of a person or group which is measured through the satisfaction of customers or the public as consumers of the services of that individual or institution.

School Literacy Movement

Literacy in simple terms is literacy or understanding. Then, literacy is interpreted more deeply as literacy in reading and writing, thus making literacy play a role in the implementation of learning in schools (Setiawan, et al., 2021). Reading and writing are one of the language skills that everyone has. According to Sukirman (2020), writing is an activity of expressing ideas, ideas, thoughts or feelings in linguistic symbols. (Radiusman, et al., 2021). To improve writing skills, a person must improve their reading skills first. (Gustini, et al., 2016).

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Information Technology in Learning

Information technology is anything that can be used to retrieve, transfer, and process information through appropriate media and is dynamic following current developments (Japar, 2018). The role of information technology as a medium in carrying out educational management functions which can design, carry out educational, study, evaluation, and development functions. Through the use of information technology in educational institutions, it is hoped that quality education will be achieved (Ariyani, 2020).

Information technology has an impact on the learning process, especially on learning effectiveness, time efficiency, and learning support facilities (Gunawan, 2015). Apart from that, information technology is also defined as computer-based science (Lantif, 2011). To improve the quality of teaching and the quality of learning, teachers should master computer programs, information, and communication technology so they can utilize technology in teaching and learning activities. Increasing teachers' abilities to utilize information and communication technology in the learning process is something that is needed (Husain, 2014).

Triyana (2017) explains that in providing education it is necessary to utilize information technology to support the smooth implementation of the duties and functions of the institution professionally. The use of information technology is very helpful in ensuring quality and even improving the quality of every ongoing educational process. Ceha, et al. (2016) stated that to improve the quality of teaching and the quality of learning, teachers should master computer programs, information, and communication technology so that they can utilize technology in teaching and learning activities.

Based on the conceptual description that has been described, a framework for thinking about the relationship between variables in this research can be built, which can be seen in Figure 1, below.
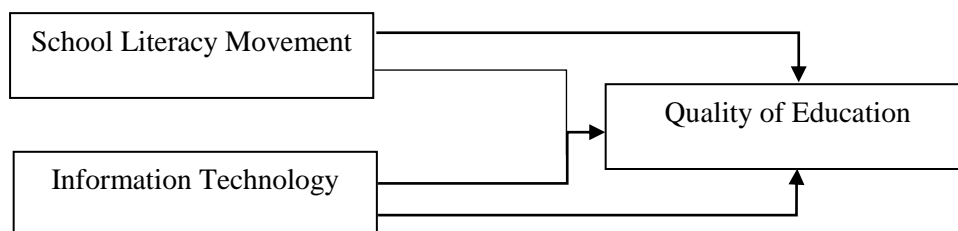

Figure 1: Research Thinking Framework Model

Based on the thinking framework above, the following research hypothesis will be formulated:

1) There is a positive influence of the implementation of the school literacy movement on the quality of education.
2) There is a positive influence of the use of information technology in learning on the quality of education.
3) There is a positive influence on the implementation of the school literacy movement and the use of information technology in learning together on the quality of education.

Methods

In this research, the approach used is a quantitative descriptive approach with a comparative causal research method which is also known as ex-post-facto research. Quantitative research methods are used in researching a particular population or sample with sample determination usually carried out randomly, data collection using research instruments, and data analysis through statistical analysis to test hypotheses (Sugiyono, 2015). The sample in this study consisted of 83 teachers in ten State Elementary Schools in Labuapi District. The data in this research was obtained using questionnaires and documentation studies. The statement format in the questionnaire has answer choices given a score of 1-4 based on a Likert scale. After the data was obtained, the results were presented descriptively and processed for hypothesis testing with multiple linear regression, T-test, and F-test using SPSS version 25.

Results

Multiple Liner Regression Model

Multiple regression analysis was used to determine the partial or simultaneous influence of the school literacy movement and the use of information technology on the quality of public elementary school teacher education in the Labuapi district. To see how the regression function can be formulated from the calculation results, see Table 1 below.

Table 1. Significance of Individual Parameters

Model	Unstandardized Coefficients	
	B	Std. Error
1　(Constant)	0.312	0.153
School Literacy Movement	0.187	0.069
Information Technology	0.755	0.082

Dependent Variable: Quality of Education

Using Table 1, the function of linear regression can be formulated as follows:

$$Y = 0.312 + 0.187X1 + 0.755X2$$

Information:

Constant	= 0.312	Y = Quality of Education	
b1	= 0.187	X1= School Literacy Movement	
b2	= 0.755	X2= Information Technology	

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The linear function above can be described as follows. A constant value of 0.312 means that if each independent variable, namely the School Literacy Movement and the Use of Information Technology, has a value of 0, then the quality of public primary school education in the Labuapi sub-district has a value of 0.312. This means that the quality of education when there is no use of information technology and no school literacy movement is 0.312.

The regression coefficient of the School Literacy Movement (b1) which is 0.187 means that if the School Literacy Movement variable (X1) is added to the research model, it will affect the Quality of Education is 0.187. The positive value of the School Literacy Movement regression coefficient (b1) means that the higher the School Literacy Movement, the better the Quality of Teacher Education at State Primary Schools in Labuapi District. Vice versa, the lower the implementation of the school literacy movement, the lower the quality of education.

The regression coefficient for the use of information technology (b2) which is 0.755 explains that if the variable Use of Information Technology (X2) is added to the research model, it will affect the Quality of Education is 0.755. The positive value of the regression coefficient for Information Technology Utilization (b2) means that the higher the Information Technology Utilization, the better the quality of Labuapi District State Elementary School Teacher Education. Vice versa, the lower the use of information technology, the lower the quality of education will be.

Partial Significance Test (T-Test)

To see the partial influence of the School Literacy Movement and the Use of Information Technology on the Quality of Education, table 2 is presented below.

Table 2. Results of the independent variable t-test on the dependent variable

Model	Standardized Coefficients Beta	T-Count	Sig.	Information
School Literacy Movement	0.369	2.705	0.008	Significant
Information Technology	0.406	9.191	0.000	Significant

Dependent Variable: Quality of Education

Through the t-test, it was obtained that the calculated t-value of the School Literacy Movement was greater than the t-table (2.705>1.98). Apart from that, the significance value of 0.008 which is smaller than 0.05 (5%) indicates that the null hypothesis (H_0) is rejected and the first hypothesis (H_1) is accepted. Therefore, it can be concluded that the School Literacy Movement has a significant influence on the Quality of Education for State Primary School Teachers in Labuapi District, meaning that the higher the School Literacy Movement, the better the quality of education. The T-test results also show that the calculated t value for the Use of Information Technology is greater than the t table (9.191>1.98). Apart from that, the significance value of 0.000 which is smaller than 0.05 (5%) indicates that the null hypothesis (H_0) is rejected and the second hypothesis (H_2) is accepted. Therefore, it can be concluded that the higher the use of information technology, the higher the quality of education at the Labuapi District State Elementary School.

Simultaneous Influence Analysis (F Test)

The F-test is used to determine the appropriateness of the influence caused by the independent variables on the dependent variable together (Priyatno, 2008). In other words, this test aims to see how feasible the influence of the school literacy movement and the use of information technology are on the quality of public elementary school education in Labuapi sub-district simultaneously. The following table 3 is presented.

Table 3. Results of the F test for independent variables on the dependent variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,222	2	1,611	119,469	0,000b
	Residual	1,079	80	0.013		
	Total	4,301	82			

a. Dependent Variable: Quality of Education

b. Predictors: (Constant), School Literacy Movement, Utilization of Information Technology

Based on Table 3, the calculated F value is 119.469 while the F table is 3.1154. So because F count > F table (219.038> 3.1154), and the significance value of 0.000 which is smaller than 0.05 (5%) indicates that the null hypothesis (H0) is rejected and the third hypothesis (H3) is accepted, then, it can be It was concluded that the School Literacy Movement and the Use of Information Technology jointly had a significant effect on the Quality of Public Primary School Education in Labuapi District.

Discussion

The Influence of School Literacy Movement on Quality of Education

The research results show that the school literacy movement has a positive and significant effect on the quality of education. The school literacy movement is a participatory effort or activity involving school members (students, teachers, school principals, education staff, school supervisors, school committees, parents/guardians of students), academics, publishers, mass media, and the community. (community figures who can represent examples, the business world), and stakeholders under the coordination of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture (Pangesti, et al., 2018).

The school literacy movement is said to be a social movement with collaborative support from various elements. One of the ways taken to create a school as a learning organization whose citizens are literate is to get students into the habit of reading. Meanwhile, in (Faizah, et al., 2016) the school literacy movement is a comprehensive effort to make schools a learning organization whose citizens are literate throughout life by involving the public.

The school literacy movement in state elementary schools in the Labuapi sub-district is in the high category. This means that the school has made efforts to cultivate literacy in the school through various activities involving the entire school community which aim to improve the literacy skills of students, teachers, and other education staff which have been met according to standards in state elementary schools in Labuapi district. This includes things related to school services. This is in line with the opinion of Karwati, Sukardi & Syafruddin, (2018), that school management that is responsive to the needs or problems faced by students that require immediate attention can improve the quality of the school. The results of this research are in line with the results of research from Rianda, et al. (2019), Prasetia, et al. (2022), and Wibayanti, et al. (2020) that the school literacy movement has a significant effect on the quality of learning outcomes.

The Influence of the Use of Information Technology on the Quality of Education

The research results show that the use of information technology has a positive and significant effect on the quality of education. To improve the quality of teaching and the quality of learning, teachers should master computer programs, information, and communication technology so they can utilize technology in teaching and learning activities. Teachers should be able to use equipment that is more economical, efficient, and capable of being owned by the school and not reject the use of modern technological equipment that is relevant to the demands of society and current developments. For this reason, various activities that support increasing teachers' abilities in utilizing information and communication technology in the learning process are very much needed (Husain, 2014).

Ariyani (2020) believes that the application of information technology in improving the quality of education takes the form of using technology-based learning media such as electronic power points, LCD projectors, and also electronic textbooks.

The use of information technology at the Labuapi District Public Elementary School is in the quite high category, meaning that information technology has been used with quite high intensity to maximize the learning process so that learning becomes more interesting and meaningful according to three variable indicators which include the use of information technology in planning, implementation, and evaluation of learning at the Labuapi District State Elementary School.

The use of technology in the learning process such as the connecting, organizing, reflecting, and extending (core) learning model assisted by Edmodo can improve critical thinking skills which will ultimately improve the quality of learning carried out (Nubhan, Sukardi & Nursaptini, 2022). Likewise, the double-loop problem-solving learning model can significantly improve students' critical thinking skills which in turn improve the quality of their learning outcomes (Usnalillah, Sukardi, & Masyhuri, 2023).

Other research results that support the results of this research are research conducted by Triyana (2017) which states that the use of information technology can improve the quality of education, and is even very helpful in improving the quality of education. The use of information technology contributes to improving the quality of education. The higher the level of use of information technology, the quality of education will increase because it can support effectiveness, productivity, and efficiency in the field of education (Nugroho, 2014). Likewise, research results from Subadre, Jufri, & Karta (2023) show that the use of information technology can significantly improve the quality of education. This provides an insight into government programs related to school digitalization which are very relevant in efforts to improve the quality of education.

The Influence of School Literacy Movement and Information Technology on Quality of Education

The research results showThe School Literacy Movement and the Use of Information Technology together have a significant effect on the Quality of Education. Information technology is anything that can be used to retrieve, transfer, and process information through appropriate media and is dynamic following current developments (Japar, 2018). The role of information technology as a medium in carrying out educational management functions which can design, carry out educational, study, evaluation, and development functions. Through the use of information technology in educational institutions, it is hoped that quality education will be achieved (Ariyani, 2020).

Information technology has an impact on the learning process, especially on learning effectiveness, time efficiency, and learning support facilities (Gunawan, 2015). Thus, it can be concluded that information technology is a technology that combines computing (computers) with high-speed communication lines which are used to process data, store data and manipulate data to produce quality information. Information technology consists of hardware, software, and users in the form of systems that

function for processing data, analyzing data, and interpreting data (Warsita, 2008). Apart from that, information technology is also defined as computer-based science (Lantif, 2011).

Literacy includes thinking skills using sources of knowledge in print, visual, digital, and auditory forms. Based on the National Literacy Movement Guide (Kemendikbud, 2016), there are six dimensions of basic literacy, namely: Reading and writing literacy, numeracy literacy, science literacy, digital literacy, financial literacy, and cultural and civic literacy. Based on this description it can be concluded that literacy is a skill someone can read, write, speak, calculate, and understand information contained in various forms of text or media.

The school literacy movement is a participatory effort or activity involving school members (students, teachers, school principals, education staff, school supervisors, school committees, parents/guardians of students), academics, publishers, mass media, and the community. (community figures who can represent examples, the business world), and stakeholders under the coordination of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture (Pangesti, et al., 2018).

The results of this research are in line with the results of research from Putri & Rino, (2023) who found that the results or quality of learning can be influenced by school factors and learning tools, in this case, such as the use of technology.

Conclusion

From the results of the research and discussion above, the conclusions from the research that can be drawn are:

1) The School Literacy Movement has a positive and significant effect on the Quality of Teacher Education at State Primary Schools in Labuapi District, meaning that the higher the School Literacy Movement, the better the Quality of Education at State Elementary Schools in Labuapi District.

2) The use of Information Technology has a positive and significant effect on the quality of education for state elementary school teachers in Labuapi district, meaning that the higher the use of information technology, the better the quality of education at state elementary schools in Labuapi district.

3) The School Literacy Movement and the Use of Information Technology together have a significant influence on the Quality of Education in Labuapi District State Elementary Schools, meaning that the higher the School Literacy Movement and the Use of Information Technology together, the better the Education Quality in Labuapi District State Elementary Schools.

Implications

Implementing the school literacy movement and using information technology in learning can develop students' critical thinking skills. Thus, these two variables can strengthen student learning outcomes. Learning outcomes are an important indicator that determines the quality of education. Thus, this point has strong relevance to the variable of improving the quality of education.

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