

**IMPLEMENTATION OF SCHOOL LITERACY MOVEMENT MANAGEMENT
IN IMPROVING LEARNING ACHIEVEMENT
(Case Study of SMP Negeri 1 Ciparay, Bandung Regency and SMP Negeri 1 Cianjur,
Cianjur Regency)**

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Abstract

The School Literacy Movement is a literacy movement whose activities are mostly carried out in schools involving students, educators and education staff, as well as parents. This activity displays good practices regarding literacy and makes it a habit and culture in the school environment. Literacy can also be integrated into teaching and learning activities at school so that it becomes an inseparable part of all activities of students and educators, both inside and outside the classroom. This research aims to (1) Find and describe the implementation of school literacy movement management in improving student learning achievement; (2) Identifying factors that influence school literacy movements in improving student learning achievement. This research includes qualitative research with a case study approach. Data collection methods use observation, interviews and documentation methods. The research sample was selected using purpose sampling. The results of the research findings show that (1) Implementation of school literacy movement management is carried out in accordance with procedures, consistency, commitment and pleasant collaboration between educators and students can improve student learning achievement; (2) Supporting factors for implementing GLS activities at SMPN 1 Ciparay and SMP Negeri 1 Cianjur, Cianjur Regency, namely full support from the school, both accommodation support and staff support, as well as positive morale from all school members, especially the School Principal. Keywords: *Management, Literacy, achievement, Learning.*

A. INTRODUCTION

The need for literacy in this global era requires the government to provide and facilitate educational systems and services in accordance with the 1945 Constitution, Article 31, Paragraph 3, "The government seeks and implements a national education system that increases faith and piety as well as noble morals in order to educate the life of the nation, regulated by law." This verse emphasizes that the literacy program also includes efforts to develop human potential which includes intellectual, emotional, linguistic, aesthetic, social and spiritual intelligence, with the ability to adapt to developments in technological and information flows. Literacy is inseparable from the world of education. Literacy is a means for students to recognize, understand and apply the knowledge they gain at school. Literacy is also related to students' lives, both at home and in the surrounding environment. The reading literacy test measures aspects of understanding, using, and reflecting on reading results in written form.

The School Literacy Movement (GLS) has become known to the Indonesian people in recent years. This shows that awareness of the development of science and technology is an effort to understand the conditions of the times. Literacy is the main aspect that must be driven in education in Indonesia, as seen from the results of the Program for International Student Assessment or PISA assessment in 2015 which showed that Indonesia was ranked 68th from 81

countries with the score of mathematic 379, science 398, and reading 371. This situation shows that literacy ability is very low and it is very necessary to carry out movements that can foster interest in literacy.

The importance of cultivating an interest in reading is an effort to revive literacy. This literacy activity has been implemented by several schools or madrasas through programs designed by each educational organisation. The research results of Salma and Mudzanatun (2019) in the journal stated that students really enjoy participating in literacy activities, the habit of reading every day will certainly have a positive impact and improve learning achievement. Likewise, Patrisia's research journal (2017: 5) explains that literacy culture has provided satisfactory results by making students more adaptive, fond of reading, and able to express ideas from reading results through writing. An interest in reading is very necessary to make it easier for students to improve their achievements. learn them. By reading, learning will be very meaningful, improve the quality of learning and every reading activity will feel enjoyable without any coercion.

Schools are educational units that are required to prepare new orientations and literacy in order to produce superior graduates who can keep up with current developments. Educators and educational staff certainly have a moral obligation to be role models in terms of literacy. To be more massive, the GLS program involves public participation, such as literacy activists, parents, community leaders and professionals. In its implementation, GLS pays attention to the following principles, namely (1) runs according to predictable stages of development, (2) is balanced, (3) is integrated with the curriculum, (4) reading and writing activities are carried out anywhere, (5)) develop oral culture, and (6) develop awareness of diversity.

One of them is a junior secondary education institution or SMP. Based on this explanation, researchers are then interested in studying how literacy at junior high school level is related to processes to improve student learning achievement. This research was carried out at two educational institutions, namely at SMP Negeri 1 Ciparay, Bandung Regency and SMP Negeri 1 Cianjur, Cianjur Regency. The location selection was based on researchers' interest in these two institutions because both are educational units that have been actively implementing school literacy movements since 2014. Several School Literacy Movement activity programs have been implemented to motivate and improve student achievement, with an interest in reading and a passion for reading books, making Students can more easily understand lessons in class, so that these habits can support student achievement inside or outside the classroom.

B. LITERATURE REVIEW

Management

Management is an important element in the implementation of every educational organization program. In other words, all elements of educational implementation will run well if they are managed using management concepts and principles. Management principles that are applied correctly and well will have an impact on the efficiency of program implementation, increasing the quality and productivity of education. Finally, educational productivity makes a

quality institution. Management in the context of implementing educational programs is a tool for achieving educational goals. This tool is used as a method to achieve quality and improve the expected performance. Proper management will help achieve the expected goals. Therefore, carrying out proper management requires critical and creative thinking by considering the various components involved as a system.

Education management is an application of educational administration. In this context, administration refers to a person's competence or theory, while management refers to action (performance) in the form of real action. Therefore, when carrying out educational activities, it is mandatory to follow written rules, instructions, procedures and provisions (regulations) as a reference and guide in carrying out (management) in the educational unit. So linguistically it can be said that administration is a noun, while management is a verb, namely carrying out an action based on a written document (Suharyanto H. Soro, 2024).

Learning management on a micro scale, both offline and online, plays an important role in improving the quality of graduates. Learning activities are carried out by paying attention to the various factors involved in them so that what has been planned can be achieved optimally. One of the factors in question is the learning planning factor that will be implemented in the classroom. In this context, it can be said that a lecturer or teacher will get poor results if the lecturer or teacher does not make careful planning. In addition, the level of achievement is also difficult to measure accurately.

School Literacy Movement

Literacy comes from another language *littera* (letters) whose meaning involves mastery of the writing system. Literacy also relates to language related to certain communications. Literacy is defined as a way to know language, images so that it is useful for reading, writing, listening, speaking, presenting, seeing, and thinking critically about ideas. Literacy is a process that cannot be separated from building previous knowledge, culture and experience so that it can create new experiences and form deeper understanding. Literacy functions as a means of liaison between society and a tool used for individuals in the process of growing in active participation to live in a democratic society (Andika, 2019). Over time, in the development of technology, the meaning of literacy has also changed. Literacy is not only defined as a human ability to recognize writing and reading, apart from that, literacy also means that an individual can achieve a life goal, hone one's knowledge and talents, and the ability to interact in social life. Literacy is more than just writing and reading, literacy also means that communication, social and practical activities are also included in literacy (Wahidin, 2018).

School is a formal institution in which there are children who seek knowledge and spend part of their effective time studying at school. Learning carried out at school is based on the curriculum implemented at school because the curriculum has been clearly designed so that it has targets and goals that must be achieved by graduates. The same thing applies to subjects that have been determined to improve competence and the effectiveness and efficiency of the curriculum that has been implemented at the school. Apart from that, schools play a very important role in

building character in children, as they produce people who are intelligent and superior so that they have the initiative to continue their education (Ni Nyoman Padmadewi, 2018).

School Literacy is a tool that has been designed so that it can access, analyze, see, listen and communicate. The literacy movement is a movement that seeks to achieve completeness and sustainability to form schools as places for learning organizations with citizens who are literate throughout their lives by involving the community. (Antasari, 2017). The School Literacy Movement (GLS) is a government program in collaboration with the Ministry of Education and Culture, and coordinated by the Directorate of Primary and Secondary Education. In the process of establishing GLS, it is explained that GLS is a design that involves the entire school community so that everyone can participate in the success of the GLS program. From this explanation, it can be defined that GLS requires academic guidance from research-based universities towards educational level schools in Indonesia so that this government program can run systematically and sustainably.

The Literacy Movement Master Design explains that this program requires stages for its implementation. Therefore, it is important to understand, because efforts to increase school students' interest in reading require good design, patience and commitment from various parties. Apart from that, GLS is also implemented in several stages, such as: Learning, Development and Habituation. The timing for this implementation phase must take into account several aspects of the school. If GLS is implemented in secondary schools, it must gradually take into account school readiness. Schools that have good facilities and infrastructure, and a supportive school community. Hidayah (2017) stated that the school literacy movement is the government's awareness of the importance of literacy culture in the world of education. This program was formed through the Ministry of Education and Culture because it is hoped that it can create a culture of reading and writing in the school environment as a form of successful long life education. (Ibadullah, 2017). The meaning of the School Literacy Movement itself is a government effort made to provide support and encouragement to Indonesian people who are still at the educational level so that they can have a high interest in reading and broad knowledge.

Goals of the School Literacy Movement

The School Literacy Movement has objectives including:

a) General Objectives

Developing the character of students through cultivating the school literacy ecosystem which is realized in the school literacy movement so that they become lifelong learners.

b) Specific Objectives

- 1) Develop a culture of literacy in schools.
- 2) Increase the capacity of residents and the school environment so that literate.
- 3) Making the school a fun and child-friendly learning park so that school residents are able to manage knowledge
- 4) Maintaining continuity of learning by presenting a variety of reading books and accommodating various strategies rea

Stages of the School Literacy Movement (GLS)

The stages of the School Literacy Movement are as follows:

(a) Habituation

Implemented by growing interest in reading through 15 minute reading activities (Permendikbud No. 23 of 2015)

(b) Development

Improving literacy skills through responding activities enrichment book

(c) Learning

Improve literacy skills in all subjects (using enrichment books and reading strategies in all subjects)

Learning achievement

According to experts, learning achievement is a sentence that is connected by the words achievement and learning, where the words have related meanings but have different meanings. According to Marsun and Martaniah, learning achievement is the result of learning activities. From the results of these activities, it can be seen to what extent students have mastered the subjects taught (Nisa, 2015). Learning achievement is a mixture of the words "achievement" and "learning". Each word has its own meaning. In the Indonesian dictionary, achievement is a result that has been achieved from an effort made. Achievement can also be interpreted as the results that have been obtained through the learning process. Achievement is something that is obtained from an activity that has been carried out, obtained from group or individual results. Achievement is an effort that has been made to get results from that effort, whether in the form of learning results, work, or results that create a feeling of happiness due to one's own efforts.

Learning is defined as a conscious activity carried out by a person to obtain changes in cognitive, affective and psychomotor behavior, as well as using knowledge as a guide, guide and provision that is believed to be absolutely truthful and useful for oneself and one's environment so as to achieve happiness in life in this world and the hereafter (SuharyantoH. Soro, 2024). A person is said to be carrying out learning activities if changes occur in him, whether in short-term or long-term memory. Learning activities are carried out by maximizing brain function to think critically and creatively so as to produce something that is beneficial for oneself and the environment.

Learning is a change effort carried out by humans in order to provide a new change in character as a whole, for example from their own experiences in interactions with the surrounding environment. With the effort to learn, it will have a positive impact on students, such as character or knowledge. This can be a reference in learning, usually called learning achievement. Learning is also defined as a form of effort in thinking carried out by communicating. Learning is an activity that can be done anywhere and at any time according to each person's needs.

C. RESEARCH METHODS

Researchers use a case study approach. This approach is included in the qualitative research paradigm. The case study approach is a scientific activity carried out consciously for both single and multiple problems using data collection methods of observation, interviews, questionnaires, and documentation or the like so that it can describe and exploit the findings comprehensively and in depth (Suharyanto H. Soro, 2023).

The data collection method uses observation and interview methods. The observation method in this context is participatory observation, namely the researcher's position as the main actor in the research object. Researchers observe and record things related to research objectives. Important events that are considered as required data are recorded and coded so that it is easy to express the level of categorization. Information or data that is not related to the research objectives is kept away and is not the focus. Meanwhile, the interview method is used to explore the information needed so that the information (data) can be analyzed according to research needs.

This interview method is carried out by interacting or chatting face to face with the teacher who is the respondent in this research. Researchers conducted in-depth interviews with respondents. This aims to dig up information as deeply or as detailed as possible so that in describing research findings it reflects the actual facts in the activities of the school literacy movement. The researcher spent approximately 15 minutes for each interview. This time is considered sufficient to conduct and explore the main information in this research.

Researchers chose to research the management of school literacy movements in order to improve student learning achievement. School literacy activities are carried out every first hour. Therefore, researchers took samples of teachers and students at two educational institutions, namely at SMP Negeri 1 Ciparay, Bandung Regency and SMP Negeri 1 Cianjur, Cianjur Regency. The choice of location was based on the researcher's interest in the two school institutions because both are educational units that are actively implementing school literacy movements and are approximately 15 years old. This school is one of the state schools in Bandung district and Cianjur district, West Java Province. In other words, the participants in this research are: (a) active teachers who teach at the school; (b) 12th grade students, consisting of boys and girls and coming from different state elementary schools. This research was conducted in the 2023-2024 academic year.

D. TEMUAN PENELITIAN

In general, the School Literacy Movement aims to develop students' abilities to understand and practice the information or knowledge gained in reading activities and to make it a habit so that they can increase their knowledge and experience to be applied in real life. So the ultimate goal of literacy activities is that students have a culture of reading and writing so that lifelong education is created. Starting from this foundation, SMP Negeri 1 Ciparay, Bandung Regency and SMP Negeri 1 Cianjur, Cianjur Regency in implementing the school literacy movement aims to increase interest and foster the habit of liking to read and having the courage to accept the challenge of reading more books. By reading students can recognize, understand, discover and apply useful knowledge.

This GLS program was prepared to provide a reference for the implementation of GLS activities in the State Middle School environment. With this program, it is hoped that it can provide clarity and ease in carrying out various activity plans, collaborate and combine programs synergistically, and can improve students' literacy skills. The GLS program activities at SMP Negeri 1 Ciparay, Bandung Regency and SMP Negeri 1 Cianjur, Cianjur Regency include: reading

books, both fiction and non-fiction books, reviewing the results of reading the books, presenting, and writing down the books they have read on leaves. and the flowers are then attached to the beautiful tree.

The target of the GLS Program in State Middle Schools is to generally involve all school members, from students, supervisors, homeroom teachers and school principals. All school members must be enthusiastic, work together and be responsible for creating school members who love to read. Meanwhile, the specific target is five students who have passed the selection period. They are willing to accept the challenge to read as many books as possible, both fiction and non-fiction books. After finishing reading the book, they were also challenged to be able to review the book using the review techniques provided. And can present the results of the review in the form of articles, short reviews, poetry, short stories, or sociodrama.

The implementation of morning literacy training at SMP 1 Ciparay, Bandung Regency and SMP Negeri 1 Cianjur, Cianjur Regency is carried out every Tuesday, during the 0th lesson or 06.00 to 07.00. It is carried out alternately every week, grades 7, 8, and 9. Then, the content of the activities is also varied so that students don't get bored. Among them, Reading Marathon which is followed by book reviews for brave students. There are also work performance activities, which can be works in the form of short stories, poetry, rhymes, and so on. At the end of the semester, there was an award for the students who were most active in this literacy activity, namely in the form of a certificate and a literacy ambassador sash at SMPN 1 Ciparay to motivate other students to be active in this morning's literacy activities.

Carrying out reading challenge activities once a month, in the form of reporting reading results in the form of book reviews using the Ishikawa fishbone technique, or AIH. This activity is open to all students at SMPN 1 Ciparay, but those who want to seriously take part in this challenge are around 40 students in 2023. With the technical reporting of reading results every month, it is also interspersed with book review discussions from these students who are guided by the Literacy coach. The literacy challenge is a special activity of the Literacy Community in Bandung Regency, namely the LEKSAM BEDAS community in collaboration with the Education Office and the Bandung Regency Library Service. Lexam Bedas is embracing schools in Bandung Regency, to participate in this Literacy Challenge activity.

The technical activity itself is that 5 selected students from each school along with one literacy supervisor carry out the challenges given every month, from January to October. Later, every challenge carried out will be uploaded to the school's YouTube, and will also be reported to Leksam Bedas via Google Classroom. The form of the challenge itself is to read one book every month and then create works from the results of the reading, in the form of book reviews, speeches, fairy tales, poetry, essays, pantuns, story telling, Sundanese stories, and so on. What are the factors inhibiting the implementation of GLS? The inhibiting factor for GLS activities at SMPN 1 Ciparay is the interest and motivation of the students to continue carrying out literacy activities at SMP 1 Ciparay, Bandung Regency and SMP Negeri 1 Cianjur, Cianjur Regency which is not yet optimal.

What are the supporting factors for implementing GLS? Supporting factors for implementing GLS activities at SMP 1 Ciparay, Bandung Regency and SMP Negeri 1 Cianjur,

Cianjur Regency are full support from the school, both accommodation support and staff support, as well as positive morale from all school residents, especially the School Principal. This program is running well even though it is still at the standard level, namely students and teachers are required to take part in this activity in accordance with the instructions that have been made based on deliberations from the school community. Based on data obtained from observations, it was found that there was positive interaction between teachers and students according to their respective roles.

The activities of the school literacy movement are still within standard and student motivation needs to be increased even though based on the assessment results it was found that each student in one class got a high score, but overall it was still an average score.

The data above shows that in implementing school literacy there needs to be creativity and improvisation carried out by the school to maximize this activity so that it has an even more positive impact on students. In other words, this activity is not monotonous but requires creativity by the teacher so that students are motivated to do it. In general, school literacy movement activities are able to boost school performance. This can be proven by the progress obtained by the school using the instruments that have been made by the teacher.

E. CONCLUSION

Management is a conscious activity carried out by both individuals and groups internally and externally, starting with identifying information (data), planning, implementing, evaluating and following up in order to achieve organizational goals. School literacy management aims to develop students' abilities to understand reading texts so that they become new knowledge and build a culture of reading and writing in order to achieve lifelong education. This activity creates its own nuances for students before carrying out learning activities both in the classroom and outside the classroom.

The implementation of the school literacy movement has a positive impact on students, namely it can improve learning achievement. So this activity brings two different domains, namely the cognitive and affective domains. The ability to understand reading tests is not easy. In other words, to understand a text you are required to have high cognitive abilities and high concentration. Therefore, Muslims are advised to recite prayers before starting literacy or learning activities. The goal is that students are expected to easily understand and apply it so that it becomes new knowledge that brings positive contributions both to themselves and their environment.

This school literacy movement is a system, which involves many elements. Within the educational unit environment, this activity involves the principal, teachers, school staff and students. The realization of this school literacy movement is based on regulations issued by the school guided by local government provisions or regulations. However, the implementation

technique is left to each educational unit. This is because Indonesia has many cultures and beliefs that have a positive impact on these activities.

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