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Orginal Article

Implementation of school literacy movement program at the level of junior high school education units

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Abstract
The School Literacy Movement (SLM) is a program designed to facilitate the acquisition of student literacy competencies. Schools that implement this government program will undoubtedly have an impact on the literacy abilities of their students, including reading literacy, scientific literacy, digital literacy, numeracy, and so on. This forms the basis for researching to describe the implementation of SLM in Junior High Schools throughout the Kefamenanu Sub-District. The respondents in this study include school principals, SLM administrators, library heads, Mathematics teachers, and Indonesian Language teachers. Data collection techniques employed are interviews and observation. Subsequently, data is analyzed using the flow model by Miles and Huberman, which involves data reduction, data presentation, data verification, and conclusion drawing. Findings from the research indicate that junior high schools in the Kefamenanu Sub-District have implemented SLM from the habituation stage to the development and learning stages; however, the implementation is inconsistent and not yet optimal. Thus, executing SLM requires maximum attention from stakeholders, involving teachers, parents, alumni, and community members. Recommended that teachers in schools regularly and consistently implement the school literacy movement to instill in students a culture of reading to contribute productively to society.
Keywords: Development stage, Habituation stage, Learning stage, School Literacy Movement

1. Introduction

Education in East Nusa Tenggara (ENT) is consistently associated with low quality. The 2019 Assessment of Indonesian Student Competencies report reveals that 75% of students in the ENT Province fall into the low category for Literacy, 80% are categorized as low in science, and 90% are classified as low in Mathematics (Puspendik, 2021). This implies that only a small number of ENT students achieve intermediate or high proficiency levels in the three assessed skills: literacy, science, and mathematics. This depicts that students' critical thinking abilities remain significantly inadequate. However, the National Education Association has identified the essential 21st-century skills known as the 4Cs, which encompass critical thinking, creativity, communication, and collaboration (Redhana, 2019).

This reality needs to be addressed to prevent educational disparities between ENT and other regions in Indonesia. The latest National Medium-Term Development Plan indicates that the primary policy direction for national development is focused on accelerating the reduction of development disparities between regions by promoting transformation and development acceleration in the Eastern Indonesian Region, including Sulawesi, Kalimantan, Maluku, Nusa Tenggara, and Papua while maintaining growth momentum in the regions of Java, Bali, and Sumatera (Kennedy et al., 2019).

In the effort to develop education in ENT, the Ministry of Education, Culture, Research, and Technology, through the Regional Office of Education and Culture in ENT (ROEC ENT), has shown significant concern and put in great effort to enhance the quality of education in the region. The hard work of ROEC ENT has yielded significant results. Based on recent ROEC ENT surveys, the quality of education in the East Nusa Tenggara Province has been on the rise. In 2016, the achievement score for elementary schools (ES) was 4.35, which increased to 6.33

Orginal Article

in 2019; for junior high schools (JHS), the score improved from 4.26 in 2016 to 6.24; and for senior high schools (SHS), the score increased from 4.20 in 2016 to 6.31 (LPMP NTT, 2021). However, this does not mean efforts to improve education quality in ENT should be halted. Other government programs like the School Literacy Movement (SLM) to be implemented at every educational level represent tangible support from the government for educational development in Indonesia.

SLM, launched in 2016 (Dirjen Dikdasmen, 2018), is a participatory initiative involving various stakeholders such as school community members (students, teachers, principals, educational staff, school supervisors, school committees, parents/guardians of students), academics, publishers, mass media, society (community figures representing role models, the business world, and others), all coordinated by the Directorate General of Primary and Secondary Education under the Ministry of Education and Culture. The primary effort in SLM is to establish reading as a habit (Wiedarti et al., 2016). This is realized by allowing students to read for 15 minutes before each lesson.

Implementing SLM involves three stages: habituation, development, and learning. In the habituation stage, schools must foster a favorable reading climate. Activities in this stage include 15-minute reading sessions daily, which can be scheduled at the beginning, middle, and end of lessons. Students' reading activities are not accompanied by graded assignments or assessments during habituation. In the development stage, the principle is similar to the habituation stage, but follow-up tasks follow the 15-minute reading. The same non-curricular books are read based on students' interests, and this reading is followed by short presentations, simple writing tasks, and responses related to the content. The learning stage is aligned with the 2013 curriculum, which requires students to read non-curricular books. In this stage, students read books on general knowledge, special interests, or subject-specific books. Academic assessments are also included (Wiedarti et al., 2016).

In practice, SLM has been promoted since 2016, but its implementation has not fully met expectations (Khotimah & Sa'dijah, 2018). Several research findings indicate that SLM implementation has only reached the habituation stage (Batubara & Ariani, 2018; Wiratsiwi, 2020). The research results suggest that SLM implementation has not been optimal due to various unresolved inhibiting factors, as indicated by students' lack of reading activities during school hours (Hidayat et al., 2018).

SLM is a program that supports literacy and numeracy competencies. It will facilitate students' literacy and numeracy abilities if consistently and continuously implemented. This premise underlies the aim of this research, which is to describe the implementation of SLM in Junior High Schools within the Kefamenanu Sub-District.

2. Method

This type of research is qualitative descriptive research. Qualitative descriptive methods emphasize the observation of phenomena and delve into the substantive meaning of those phenomena, focusing on the research process rather than its results. The phenomenon studied in this research is the implementation of the School Literacy Movement by junior high schools throughout the Kefamenanu Sub-District. Respondents in this research include school principals, SLM coordinators, library heads, Mathematics teachers, and Indonesian Language teachers. Five junior high schools representing the Kefamenanu Sub-District were selected through purposeful sampling. The techniques used in this research are interviews and observations. Interviews are employed to gather data on the SLM process from the respondents, while observations are used to observe facts in the field. Data analysis techniques follow the flow model proposed by Miles and Huberman, including data reduction, data presentation, data verification, and concluding.

Orginal Article

3. Results and Discussion

This subsection explicitly describes the data regarding the implementation of SLM at the junior high school level throughout the Kefamenanu Sub-District. Theoretically, the implementation of SLM is carried out over the long term through three stages: habituation, development, and learning. This section will describe and discuss at which stage of the three aforementioned stages the implementation of SLM at the junior high school level in the Kefamenanu Sub-District has reached.

Habituation stage

The indicators of the habituation stage implementation are considered from several aspects, including the school's obligation to cultivate a literacy-friendly environment by providing and developing physical spaces that support SLM implementation. These spaces include non-curricular books, classroom reading corners for reading material collections, posters emphasizing the importance of reading, and a reading garden within the school premises. Activities during the habituation stage involve reading for 15 minutes every day, with the school having the flexibility to schedule these activities at the beginning, middle, and end of lessons.

The junior high schools in the Kefamenanu Sub-District have completed the habituation stage by dedicating 15 minutes to reading before commencing regular lessons. Table 1 presents excerpts from interview questions and a summary of respondents' results regarding the habituation stage's implementation.

Table1.

Interview Results of the Implementation of the Habituation Stage

Question	School A	School B	School C	School D	School E
Is the 15-minute reading activity before the learning implemented regularly? Since when?	Yes, there is, since 2019, up to the present.	Yes, since the implementation of the 2013 curriculum.	There is, since 2015.	Yes, there is, since 2020.	Yes, but not regularly since 2021

Table 1 shows that five schools representing several junior high schools in the Kefamenanu Sub-District have completed the habituation stage. The commencement times for this stage were not simultaneous or uniform. Some schools began implementing this stage since the adoption of K-13, while others started as recently as 2021. Although responses from these five schools indicated that students had been accustomed to reading for the first 15 minutes before lessons begin, the implementation of this stage is not yet consistently conducted daily in some schools.

The irregularity in implementing the habituation stage is due to various challenges, including the absence of reading corners in some classrooms. Because of the lack of reading corners, students are directed to read in the library during this stage. This approach is highly ineffective and inefficient, as the allocated time is only 15 minutes, and students require additional time to visit the library, read, and then leave the library to attend their next class. Beyond the consideration of time efficiency, a single library space surely cannot accommodate all students in the school. Details regarding the presence of reading corners in each classroom and their utilization can be found in Table 2, based on the interview results.

Orginal Article

Table 2.
Interview results about reading corners

Question	School A	School B	School C	School D	School E
Is there a reading corner in each classroom?	Only in certain classrooms.	Yes, there is.	There is already a reading corner in every classroom.	Yes, there is.	Not yet.
Is the reading corner in each classroom utilized to its maximum potential?	Not yet.	Yes,	It has been fully utilized.	Yes, there is.	No

Two schools in Table 2 have not yet established reading corners, while the other three have set up reading corners and maximally utilized them. Within these reading corners are not only non-curricular books for students to read but also creatively provided literacy trees, as shown in Figure 1 below.

Figure 1.
Literacy Tree

Figure 1 is an example of a literacy tree in the reading corner. There are several books around this literacy tree. Students read These non-curricular books during the first 15 minutes before lessons start. One of the challenges faced by the school in implementing SLM is the lack of non-curricular reading materials. As seen in Figure 1, the availability of non-curricular books is minimal. The variety in their numbers is highly restricted. This issue was also revealed during interviews, as shown in Table 3.

Table3.
Interview results regarding the availability of non-learning books

Question	School A	School B	School C	School D	School E
What types of books are placed in each reading corner in the classroom? In your opinion, are these books sufficient? Why?	Not available. So far, students have borrowed reading books from the library.	Textbooks, storybooks, novels, posters, magazines, the availability of books in the reading corner is not complete yet.	Folklore books, fiction, cookbooks, and textbooks.	Non-academic books to expand general knowledge, but not yet sufficient.	None.

Table 3 indicates that two out of five schools interviewed stated that no books are stored in the reading corners. This is because reading corners are not available in each classroom. Information obtained during the interviews with these two schools revealed that the practice of reading during the first 15 minutes before lessons start involves directing students to read in the library.

Based on the description above, it can be concluded that junior high schools in the Kefamenanu Sub-District have implemented the habituation stage of SLM. However, they still face challenges, such as a shortage of non-curricular books and others. Reading activities for the first 15 minutes are conducted through silent reading techniques. The research by Jiang (2015) showed that silent reading significantly enhances students' reading comprehension. Hence, silent reading or reading within oneself must be developed as it is an essential goal in basic literacy activities (Reutzel & Juth, 2014). Based on this research, silent reading is a practical approach to obtaining comprehensive information. Various activities and facilities support this, such as scheduling reading before lessons begin, providing non-curricular books, reading corners, literacy trees, and reading gardens. These activities and facilities serve as supportive means for implementing the habituation stage in SLM. According to the Director General of Basic and Secondary Education in 2016, supporting the habituation stage in SLM involves providing 15 minutes of reading time, daily reading journal provision, organizing literacy resources, creating text-rich environments, and selecting reading materials. The school's literacy climate is directed towards providing and developing physical environments, including non-curricular books (novels, short story collections, popular science books, magazines, comics, etc.), classroom reading corners for collecting reading materials, and posters emphasizing the importance of reading.

Although the junior high schools in the Kefamenanu Sub-District have implemented the habituation stage, the implementation has not been optimal. The reasons for this are several challenges faced by each school. The challenges vary from the limited availability of non-curricular books to shallow student reading interests. The research study by Nuryana et al. (2020) found that many schools are inconsistent in implementing the 15-minute reading activity, facing a lack of reading materials in the library and low involvement of teachers who should be leading examples in the success of the SLM program, which is still not well realized. An exciting finding revealed that some students are not yet fluent readers in some schools. To tackle these challenges, teachers have taken various measures. Teachers guide students to bring non-curricular books from home to overcome the limited availability of non-curricular books.

These inhibiting factors must be addressed and require the attention and efforts of the government, school principals, teachers, academics, alumni, and parents, each playing their respective roles and approaches. If not taken seriously, implementing the habituation stage will not be optimal. Unresolved inhibiting factors will impact students' low reading enthusiasm and potentially undermine the visibility of non-curricular book reading activities during this stage (Hidayat et al., 2018).

Development Stage

The activities in the development stage are similar to those in the habituation stage. The difference is that subsequent tasks follow the 15-minute reading activity. The books read are still non-curricular, chosen according to the student's interests or preferences. However, in this stage, the reading activity is accompanied by tasks such as brief presentations, simple writing assignments, and responding to readings related to the student's reading.

Several junior high schools in the Kefamenanu Sub-District have progressed to the development stage, providing follow-up activities after students read for a 15-minute interval. The follow-up activities vary; some schools offer students the opportunity to write or retell their reading content, while others have students write conclusions about their books, as seen in Table 4.

Orginal Article

Table 4.
Interview Results for the Implementation of the Development Stage

Question	School A	School B	School C	School D	School E
What do students do after the 15-minute reading activity before the lesson begins? Is it done regularly?	Students read books. Yes, students read regularly every day.	Students read the books in the reading corner regularly and are asked to write/tell the content of the book they read sequentially.	Learners write the main ideas from what they have read. Yes, regularly.	After reading, students summarize the reading material in writing, which is done regularly.	Students retell what they read, not regularly.

Table 4 demonstrates that three junior high schools consistently implement the development stage, namely School B, School C, and School D. In contrast, School A and School E have not yet implemented it regularly.

The development stage is a feedback stage for students after reading non-curricular books. This feedback can be obtained through verbal and written responses, non-academic assessments, the utilization of various graphic organizers for reading portfolios, and the development of physical, social, and affective environments (Dirjen Dikdasmen, 2016). The results of this research show that some schools have consistently implemented the development stage, while others have not done so regularly. The irregular implementation of the development stage is undoubtedly related to the challenges faced during the habituation stage. The development stage will be practical when the habituation stage has become a cultural norm. If the 15-minute reading activity before lessons start becomes a routine, then the development stage in a class or school will be maximized (Dirjen Dikdasmen, 2016).

Learning stage

The activities in the learning stage are related to implementing the 2013 curriculum, which requires students to read non-curricular books. In this stage, the books students read include general knowledge, specific interests, or hobbies and can also be related to specific subjects. There are also academic materials (related to subjects). Students are expected to possess and apply strategies to comprehend texts across all subjects.

Implementing the habituation and development stages in some junior high schools in the Kefamenanu Sub-District is not by the SLM guidelines, but they have progressed to the learning stage. SLM has been integrated into the learning process. This was revealed through interviews, as shown in Table 5, is a summary of interview results from each school regarding the implementation of SLM in their teaching practices. All five schools targeted in this study responded that they had implemented SLM in the instructional process for every subject. These schools provided varying narrative responses, but the core message is the same: each subject's learning stage has been carried out. Throughout the learning process, students are directed to read a text or examine a problem and then to reflect upon, formulate, interpret, reason, communicate, and explain the text or problem. After these activities, academic assessments measure students' academic abilities.

In the learning stage, this research shows that junior high schools in the Kefamenanu Sub-District have done it in various ways. Students are directed to read a text or examine a problem and then guided to reflect upon, formulate, interpret, reason, communicate, and explain the text or problem. After these activities, academic assessments are conducted to measure students' academic abilities.

Orginal Article

Table 5
Interview Results for the Implementation of the Learning Stage

Question	School A	School B	School C	School D	School E
Has the habit of student literacy been implemented in the learning process? What are the implementation strategies?	The strategy is that each subject allocates time for reading and understanding the essence.	It has been applied in the learning process tailored to the learning material. Each student is directed to formulate, interpret, reason, interpret, communicate, and explain mathematical problems in daily life.	It has been implemented in the learning process. The strategy involves designing teaching materials that encouraging students to engage in literacy activities.	Literacy is implemented in the learning process by creating reflections after lessons.	Yes, students can read a text, question, or statement.

Thus, the findings indicate that junior high schools in the Kefamenanu Sub-District have implemented SLM starting from the habituation, development, and learning stages. However, the implementation is not yet consistent and optimal. The lack of consistency and optimization in the SLM implementation is influenced by several challenging factors requiring stakeholders' attention. The involvement of stakeholders must begin with school initiatives to engage the public (parents, alumni, and community members) in developing school literacy activities (Dirjen Dikdasmen, 2016).

4. Conclusion
Based on the research findings and discussions, it can be concluded that junior high schools in the Kefamenanu Sub-District have implemented the School Literacy Movement (SLM) starting from the habituation, development, and learning stages. However, the implementation is not yet consistent and optimal. There are several schools where the implementation of the habituation and development stages is irregular, yet they have incorporated them into the teaching process. Therefore, the progress of the SLM program needs attention from various relevant parties, such as stakeholders, parents, alumni, and community members, in order for the program's mission, which fundamentally aims to cultivate noble character traits in students as the future of the nation, to be executed effectively and smoothly.

Acknowledgments

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