

IDENTIFICATION OF SUPPORTING AND INHIBITING FACTORS OF LITERACY ACTIVITIES FOR ELEMENTARY SCHOOL STUDENTS

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Abstract: This study aims to determine supporting and inhibiting factors of the movement of school literacy for elementary school students. This research is qualitative descriptive research. Data sources in this study were the principal, teachers, and students. The data were collected through interviews, observation, and documentation. To check the validity, this study uses triangulation of sources and triangulation of techniques. Data were analyzed interactively consisting of data collection, data reduction, data presentation, conclusion and verification. This research concludes that supporting factors of literacy activities are the supports from school principals, school programs, school facilities and infrastructure, the inhibiting factors are the lack of socialization by the school to teachers and students, the lack of attention of teachers to students in the literacy, the methods used by the teacher which has not been optimal, no special assessment of literacy, and the lack of books in the class library.

Keywords: Identification, supporters and inhibitors of literacy activities, literacy

INTRODUCTION

The culture of reading and writing in Indonesia is very low. The results of the PISA (Program for International Student Assessment) tests and surveys held by OECD in 2015 placed Indonesian students at 69th out of 76 participating countries. To improve Indonesia's rank and therefore Indonesian's literacy skills, the government needs to create a breakthrough. In 2014, the government, through the Ministry of Education and Culture launched a school literacy movement (GLS) as an effort to foster a culture of reading and writing through the habit of reading for (15) minutes every day.

GLS according to the Ministry of Education and Culture (2016: 2) is a person's ability to access, understand, and use things thoroughly and intelligently through various activities or activities such as reading, observing, listening, writing and speaking. While Abidin, et al (2018: 279) defines GLS as a social movement with collaborative support from various elements. GLS is in the form of reading as a habit for students, commencing every morning as reading activity for 15 minutes.

GLS has been defined as a compulsory activity in elementary schools, which includes reading and writing activities for 15 minutes before the teaching and learning activities (KBM) begin. In accordance with the Minister of Education and Culture Regulation No. 23 of 2015 concerning the growth of character in schools through habituation, a child must optimize fifteen 15 minutes before learning to read books but

learning textbooks (Permendikbud No 23 Year 2015). Thus literacy activities (GLS) can be a solution to foster students' character in school.

Surangga (2017) defines literacy as the ability to read and write. Reading and writing activities do have a relationship between one another, because by writing, indirectly someone has carried out reading activities. As expressed by Kalida and Mursyid (2014: 133) which states that reading and writing activities are activities that cannot be separated because by reading one can get information, whereas by writing one can channel ideas and opinions to others. In line with the opinion of Kalida and Muryid, Cakiroglu (2012: 55-88) states that skills in writing and reading are not only limited to kinesthetic activity but also cognitive activity that can not be sparated.

In the implementation, literacy activities certainly must have some basic capital including the leadership of the principal who supports literacy activities, school programs that support literacy activities, and facilities and infrastructure that facilitate literacy activities. Gustini, et al (2016: 34) states that the development of unlimited literacy activities is only the duty and responsibility of the Ministry of National Education, but also the need for support from all government and private agencies or institutions, individuals and groups.

SDIT Nurhidayah Surakarta has implemented the school literacy movement (GLS) since the Government launched the literacy movement in all educational institutions, namely in 2014. Therefore, the implementation of literacy activities that have been running for approximately four (4) years have produced interesting results. This is certainly due to school's effort in fostering a reading and writing culture through literacy activities. In implementing GLS, there are factors that support the literacy program and there are also inhibiting factors faced by the school in implementing the program. Based on the background described above, the researcher is interested in identifying supporting and inhibiting factors in the implementation of literacy activities during 15 minutes before KBM begins.

This study aims to describe the supporting factors of the literacy movement carried out at SDIT Nurhidayah Surakarta, as well as the obstacles experienced in implementing the literacy movement. This research is expected to provide benefits and in particular can add insight into the supporting and inhibiting factors experienced by the school in fostering a reading and writing culture through literacy activities.

APPROACH & RESEARCH METHOD

This research is a qualitative descriptive research. Descriptive research is conducted to describe a more comprehensive analysis about a variable that is not yet clear with only simple data collection and makes a conclusion analysis systematically and accurately. The research design took 4 months to be carried out at SDIT Nurhidayah Surakarta, which was addressed at Jl. Pisang, Kerten, Laweyan, Surakarta.

The source of this research is primary and secondary data sources, primary data sources are obtained through observation and interviews related to the implementation

of literacy movements, while secondary data sources are school documents in form of school profiles, vision-missions, and archives related to literacy activities. .

Data collection methods in this study are using methods of observation, interviews, and documentation. Data collection is intended to obtain materials, information, facts, and information that can be trusted (Widyoko, 2014: 33). Data obtained through observation, documentation, and interviews were obtained through respondents namely principals, homerooms, and high school students of SDIT Nurhidayah Surakarta. The research was conducted openly by researchers who were directly present in the field assisted by several observers to document data and evidence that were considered important as long as they were within the scope of the research. Then data analysis is carried out as an important step to analyze research findings by reducing data, presenting data, and verifying data. This study uses technical triangulation and source triangulation to test the validity of the data needed.

RESULTS AND DISCUSSION

a. Supporting Factors of GLS

This research was conducted at SDIT Nurhidayah Surakarta, which was addressed at Jl. Pisang, Kerten, Laweyan, Surakarta. The research data was obtained through observation, documentation, and interviews to respondents, namely principals, students' homeroom, and high school students of SDIT Nurhidayah Surakarta.

A policy will run effectively if it is supported by parties related to the policy implementer. Without the support of the parties concerned, it is impossible for the implementation to run in accordance with the common goal. This is not different from the implementation of literacy activities, because the implementation of literacy activities needs to be supported from the school management system, starting from the leadership of the principal, school programs, and adequate facilities and infrastructure, from some of the aforementioned support must be in line in supporting implementation of literacy activities.

In SDIT Nurhidayah Surakarta, the school program prioritizes the needs of students. From the results of interviews and observations, it is known that the supporting factors of literacy activities at the school are the support from the school, the existence of school programs and the facilities and infrastructure that support literacy activities.

This form of support includes the schedule of teaching and learning activities (KBM): students are required to read books for 15 minutes before the lesson begins. In addition, the school library facilities are also quite adequate both from the conditions and supporting facilities of the room, as well as the completeness of the books. The existence of journalistic extracurricular activities also supports the school literacy movement, to channel student writing talent. To improve students'

ability in writing, the school also often conducts writing or workshop training by inviting experts in their fields. and there are competitions related to literacy.

The school program has also supported literacy activities, including the schedule of student visits to regional libraries in school free time, displaying student literacy results in classroom wall magazine as an effort to motivate students to be literate, and the existence of school programs to record student literacy results, and publish student literacy results through publication media in the form of magazines that are owned by schools namely Nurhidayah magazine and other national media.

Facilities and Infrastructure at SDIT Nurhidayah Surakarta are quite adequate, including schools that have school designs that are rich in literacy and support literacy programs. This can be seen from the school environment that is safe and comfortable and each class is colored by the students' literacy work. School libraries owned by schools are also sufficient. This can be evidenced by the number of complete books and wide places so students feel comfortable when visit the library. In addition, there is also a schedule of student visits to the regional library, and journalistic extracurricular which is held every Saturday.

SDIT Nurhidayah Surakarta also has professional teachers. This can be evidenced by the background of teachers from well-known tertiary institutions in Indonesia and their experience in teaching who have mastered good learning methods so that they are very supportive in learning and in carrying out literacy activities in schools. From the explanation above, it can be concluded that the school implements the government program by carrying out literacy activities for 15 minutes before the teaching and learning activities (KBM) begin. In carrying out the program, the school has facilitated students with an adequate school library, the existence of class libraries, extracurricular journalism as well as publication media to display the work of students as a form of appreciation and motivation of students to love literacy.

Supporting factors that have been stated above are in line with the results of research conducted by Nurchaili (2016) which states that educational institutions must be able to develop strategies to foster a culture of literacy, namely by facilitating students with adequate and appropriate libraries, providing digital books that can be accessed by students easily and for free. With these conveniences, students are expected to build more interest in literacy.

b. Inhibiting Factors of GLS

In implementing a policy, it certainly cannot be separated from both supporting and inhibiting factors, but the policy will run in accordance with the initial objectives if the implementation of the policy can overcome the existing obstacles. Therefore, knowing the inhibiting factors is important in determining the problems that exist so that it can be easier in providing solutions which is in line with the obstacles experienced by the stakeholders and implementing the policy.

In the implementation of literacy activities at SDIT Nurhidayah Surakarta, it cannot be separated from the inhibiting factors, but these obstacles can still be overcome by the school. From the results of interviews and observations carried out, it was found that the obstacles to the implementation of literacy activities included: lack of socialization regarding literacy activities given by the principal. This is because literacy activities are considered to be activities that are not primary in the school program so that the implementation is still less than optimal. Besides that the attention of teachers to students in literacy is still less than optimal. This can be seen when researchers make observations with the state of the students when carrying out literacy activities in the classroom, the teacher is less than optimal in implementing literacy activities, the conditioning of students in literacy is also still less than optimal. There are still some students who are crowded and even do not carry out literacy activities when the literacy schedule takes place. The method used by the teacher in carrying out literacy activities is also limited to using sweepstakes only so that students become less enthusiastic about literacy.

The next obstacle is the lack of school policy in providing evaluation or special report literacy report cards. The evaluation carried out so far is only by giving star-shaped rewards made of paper cutouts for students who actively participate. The lack of availability of the number of books in the classroom library is the last obstacle, the books in the classroom library are books obtained from the students themselves, students are asked to bring books and exchange books with other friends, but this is less effective because there are several students who did not carry a book so that in the implementation there were several students who did not get the book.

From the statement above, it can be concluded that the obstacles faced by schools in carrying out literacy activities are the lack of socialization by the principal to teachers and students, the lack of attention of teachers to students in literacy, lack of student conditioning, the methods used by teachers are not optimal, not yet special registration, and the number of books in the class library is inadequate.

Inhibiting factors of literacy activities mentioned above, in accordance with the results of research by Faradina (2016) which states that the obstacles in the implementation of the GLS program are the lack of books, inadequate libraries, and inappropriate human resources. with their fields.

CONCLUSION

Based on the results of research and discussion that have been described in the previous chapter, this research can be summarized as follows:

Supporting factors in literacy activities at SDIT Nurhidayah Surakarta are: the existence of school programs that support literacy activities, namely there are daily literacy activities, junalistic extracurricular activities that accommodate students to

channel their writing talents, schedule student visits to the regional library, and publish students' work in magazines national. The school facilities and infrastructure that supports literacy activities include adequate school libraries, classroom libraries, and school environments that support literacy activities. While the inhibiting factors in the implementation of literacy activities are the lack of socialization conducted by the principal to teachers and students, the lack of attention of teachers to students in literacy, methods that teachers do not optimal, lack of evaluation or special assessment related to literacy, and the number of books in the library inadequate class.

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