

THE IMPACT OF SCHOOL LITERACY MOVEMENT PROGRAM (GLS) ON HIGH SCHOOL LEARNING

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ABSTRACT

Literacy skill is an individual's ability to access, understand, and organize information that he or she has to be used in various activities in his or her life. By having good literacy skill, a student is expected to maximize the development of critical, creative, and social-empathy skills as well as knowledge affection. Therefore, the School Literacy Movement (GLS) program appears to help expedite the development of the students' literacy skill. In economic learning, students are required to have broad knowledge. Therefore, GLS is expected to have a positive impact on students so that they can understand the lesson better. The purpose of this study was to determine the benefits of the GLS program in learning the economics of students of SMAN 2 Lubuk Pakam. To answer that question, the researcher used qualitative research methodology. The results of this study indicate that GLS provides several positive impacts namely increasing students' insight, making students more receptive to the subject matter, and making students more confident in expressing opinions.

KEYWORDS: Literacy, School Literacy Movement, Economics Learning.

INTRODUCTION

Based on the research conducted by the Organization for Economic Cooperation and Development (OECD) in the Program for International Student Assessment (PISA), the 2009 PISA results showed Indonesian students aged 15-20 years ranked 57th with a score of 396 (OECD average score of 493), while in 2012 showed Indonesian students of the same age ranked 64th with a score of 396 (OECD average score of 496) (OECD, 2012). The ranking was obtained from 65 countries participating in PISA 2009 and 2012. In addition, we can also see the results of the Progress International Reading Literacy (PIRLS) test in 2011 which evaluated the students' reading ability in grade IV. In the test Indonesia ranked 45 of the 48 countries that took the test with a score of 428 which was still below the average score of 500 (Mulliset al., 2012).

From the results of the above research, it can be seen that the quality of education in Indonesia is still relatively low. With respect to this condition, the government must have effort to improve the quality of education services in Indonesia. To improve the quality of education services, the government must be able to enhance the literacy skills of its students.

Literacy at first is only interpreted as a person's ability to write and read (Barton, 1994: 3). Along with the development of science, understanding literacy began to develop. Literacy is no longer limited to the ability to read and write, but also about mathematical abilities, technology, and how to communicate with the society (Cooper, 2003: 5). Alabama State Department of Education (2000: 1)

states that literacy skills require various types of skills and knowledge that allow an individual to obtain the meaning of a message. To do this, one must repeatedly access new knowledge and connect the new knowledge with pre-existing knowledge. This process forms a new perspective for someone about a subject.

To improve the literacy skills of the students, the Indonesian government through the Ministry of Education and Culture developed the literacy movement by involving various elements in the school. This literacy movement is based on the Republic of Indonesia Regulation of the Minister of Education and Culture No. 23 of 2015 concerning the growth of manners. On the basis of this regulation, the government established the School Literacy Movement (GLS) as a means to build a literary school ecosystem. The School Literacy Movement involves all school members including teachers, students, parents, and the society to participate in this program.

At the high school level, GLS is expected to bring about a literate ecosystem where this condition allows students to develop critical, creative, social empathy, and respectful to knowledge. Widodo (2015: 60) says that literacy emphasizes students on being able to perform critical analysis, such as conducting interviews, observing the environment, writing reports, and doing observation. Students can do similar activities by making a simple report which is then presented in front of the class. With this activity, it is expected that the students' interest in reading and writing can grow and be fun for students so that they can realize active participation without being forced. In addition, GLS is also expected to support the ability of High Order Thinking Skills (HOTS) of the students. This ability is needed by students to compensate for the National Examination (UN) questions which began to be developed using the HOTS approach in which the students need broad insight. It is there that GLS appears to perfect the learning process so that the students have a broader insight.

Deli Serdang Regency welcomes the GLS program by launching the Deli Serdang Literacy Movement program. This activity is accommodated by the Education Office of Deli Serdang. According to the head of the Education Office of Deli Serdang, Mrs. Wastiana Harahap, in general the literacy skills of the Deli Serdang regency are good. This can be seen from the emergence of independent literacy activities in the society with the existence of various reading houses and literacy villages in Deli Serdang regency. In addition, according to the secretary of the Archive Library Office of Deli Serdang regency, Mr. Misran Sihhaloho, the Deli Serdang government has 2 mobile library cars operated to increase the knowledge of the Deli Serdang society. Deli Serdang regency has also prepared its schools to implement the GLS program. One school that has implemented the GLS program is State Senior High School (SMAN) 2 Lubuk Pakam. This can be seen from the implementation of the 15-minute reading program at school. In addition, the education office of Deli Serdang regency also has a series of programs (clean, neat, cool, shady), child-friendly school, and family education programs. These programs are none other than to provide a comfortable environment for students to develop their literacy skills.

With the presence of GLS, it is expected that the students are more literate and have good creativity and critical thinking skills. This hope will not occur without the role of various parties such as teachers, the librarians, staffs, and various elements of society that are needed to maintain the school ecosystem as an academic environment. In addition, parents must also be able to position themselves as motivators for their children to be more active in reading activities so that the GLS program can be maximized.

The purpose of this research was to determine the impact of the implementation of GLS in the SMAN 2 Lubuk Pakam environment. This is important considering that not all schools in Deli Serdang regency are actively participating in this program. Therefore, the researcher is interested in discovering the various effects of the GLS program so that later it can trigger other high schools to participate in implementing the GLS program.

MATERIALS AND METHODS

To answer the problems in this study, researchers used qualitative research methods. This research was conducted at SMA Negeri 2 Lubuk Pakam. The data sources in this study are words and actions, written data sources and statistics obtained from the field. To retrieve the data in the field the researcher uses field observation techniques, interviews and document analysis. The informants in this study consisted of 1 school principal, 2 teachers, 2 library officers, and 5 students who were randomly selected. In addition the researchers also interviewed the Head of the Deli Serdang District Education Office and the Secretary of the Deli Serdang District Library and Archives Service. To validate the data, researchers used source triangulation and method triangulation. The acquisition of data validity through source triangulation is done by comparing information about the implementation of the high school level GLS program derived from the results of interviews with existing conditions in the field through direct observation. As much as possible to obtain data validity through triangulation methods, researchers used interviews and direct observations of the classroom situation when learning and environmental conditions of the school of SMAN 2 Lubuk Pakam.

RESULT AND DISCUSSION

The School Literacy Movement Program (GLS) is an educational improvement effort that involves all parties related to the school. This is done in order to realize the literary output of individuals throughout life. According to Beers (2009: 2) the school literacy movement must use the following principles in its implementation which is divided into 6, namely:

1. The process of developing literacy goes according to a predictable stage of development.
2. A good literacy program runs in balance.
3. The liteation program is integrated with the existing curriculum.
4. Reading and writing activities can be done anytime and anywhere.
5. Literacy activities emphasize the importance of oral culture.
6. Literacy must be able to increase awareness of diversity both inside and outside the classroom.

In addition to developing students' literacy skills, good strategy planning is needed. Therefore Beers (in Kemendikbud, 2016: 12-13) presents several stages of effective strategies that can be used in the process of creating a literary environment in schools.

1. Conditioning a literacy-friendly physical environment that can be in the form of displaying the work of students in front of the class or facilitating access to reading books
2. Seeking social and affective environment as a literate model of communication and interaction that is built through communication and interaction models conducted by all school residents.
3. Seeks school as a literate academic environment by providing sufficient time for students to carry out literature activities in learning.

With the three strategies above, it is expected that the implementation of GLS can run well and can improve students' literacy skills. But these three strategies are only the basic concepts given. Each school can adjust the strategy to the conditions and situations of the school. For this reason, the GLS indicator is prepared so that schools can independently evaluate the achievement of the GLS program in their schools. The following are indicators of GLS achievement in schools according to the Ministry of Education and Culture (2016: 14):

1. There is a 15 minute reading activity (reading silently or reading aloud) that is done every day regularly.
2. Has carried out 15 minutes of reading activities before learning for a period of 1 semester.
3. Students have a daily reading journal.
4. Teachers, principals, and / or education personnel have become models in the 15-minute reading activity by participating in reading during the activity.
5. There is a library, reading corner in the classroom, and a comfortable reading area with non-lesson collection books.
6. There are posters for reading campaigns in the school environment.
7. There is material rich in text in the class.
8. A clean, healthy and rich text environment and there are posters about the habit of living clean, healthy and beautiful.
9. The school tries to involve the public in developing GLS activities.
10. The principal and his staff are committed to implementing and supporting GLS.

The implementation of the GLS Program in SMAN 2 Lubuk Pakam is considered good. This can be seen from the 15-minute reading activity that has been running for 2 years. The 15-minute reading activity is carried out before the first subject begins by accelerating the student's entry schedule to 07.15 WIB. This activity is guided by the teacher who entered in the first hour in the class. Because the 15-minute reading activity has been carried out for a long time, the teacher is seen as being able to become a reading role model during the 15-minute reading activity. The teacher helps students in understanding each reading that is not understood by them. The books that students read are non-

learning books such as novels, regional stories, and biographies. Each classroom has a reading angle so that the books used in the 15 minute reading can be stored in the classroom. In addition, in the classroom there were also various types of text-rich posters such as the names of class cleaners, names of students according to their seats, and learning support posters. For the condition of the school environment it looks comfortable and clean and there are trees that are quite crowded to support learning in school. In almost every plant there is also a name label that allows students to know directly about the name of the tree. There are also small huts and under-tree seating in SMA Negeri 2 Lubuk Pakam that students can use to discuss. In the trash can there is a label that distinguishes between recyclable waste and waste that cannot be recycled so that students can get to know various types of waste and place them according to the existing categories. In addition the school works with various public parties to conduct various literacy activities such as book bazaar, poetry reading and writing competitions, short story making competitions, and book making for the best works of students as a form of appreciation.

In its implementation the GLS program is considered to have a positive impact on students in SMAN 2 Lubuk Pakam. Through GLS students feel more helped in starting learning in school. This is because with the GLS Program, especially reading activities 15 minutes before learning begins, students feel there is an introduction in starting learning so that their minds are better prepared to learn. In addition, with the GLS program students can also add insight. This is because students not only focus only on learning material books, but also get knowledge from various learning sources outside the learning material. This makes the knowledge and understanding they get in school broader. It is expected that with the breadth of students' insight and ease in accepting learning, students can become individuals who are more confident in discussing and expressing their opinions in the classroom which leads to an increase in student learning achievement.

CONCLUSION

This study aims to determine the impact of the implementation of the School Literacy Movement Program (GLS) in SMAN 2 Lubuk Pakam. The results of this study indicate that the implementation of the GLS Program has a positive impact on students. this can be seen more easily by students in accepting subject matter, increasing students' insight, and students appear more confident in expressing their opinions when discussing. When students already have these three things, it is expected to improve their ability to absorb and understand subjects taught by the teacher so as to improve their learning achievement.

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