

INFLAME LITERATURE IN THE SCHOOL LITERACY MOVEMENT AT SMKN 1 SOREANG

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Abstract

Various studies on reading and writing habits have mushroomed in the world of education. However, the results of these studies have yet to be developed and applied consistently. The government has made various efforts through the Ministry of Education and Culture and Research to increase the nation's literacy. The School Literacy Movement (GLS) program is being intensively programmed. The Directorate of Basic Education formed the GLS, so Indonesian people have a high reading level. At schools, on campuses, and in society for growing literacy. It is necessary to study building literacy habits through certain media because of the conditions and challenges like this. One of them is literature. This research can build literacy habits through reading literature in the world of education, and in general, the wider community has known literature for a long time. It can obtain many things with the commitment to building literacy habits through reading literature. Besides supporting the movement to build literacy habits, it also helps build national character. All groups, the government and the wider community will realise this. The method used in this study is descriptive-analytical. The results of the discussion show that cultivating literature will have a significant influence on increasing literacy culture among the younger generation, especially children. Literature learning and researchers have an important role in providing a new paradigm for the existence of literature so that literature can have an important role in efforts to improve literacy culture among the younger generation.

Keywords: Literacy, literature, school literacy movement

Abstrak

Berbagai penelitian tentang kebiasaan membaca dan kebiasaan menulis telah menjamur di dunia pendidikan. Namun, hasil penelitian-penelitian itu belum dikembangkan dan diaplikasikan secara konsisten. Berbagai upaya dilakukan oleh pemerintah melalui Kemendikbud dan Kemenristekdikti untuk meningkatkan literasi bangsa. Saat ini sedang gencar diprogramkan Gerakan Literasi Sekolah (GLS). Dibentuk Satgas GLS oleh Direktorat Pendidikan Dasar agar bangsa Indonesia memiliki tingkat membaca yang tinggi. Di sekolah, di kampus, dan di masyarakat digelorkan strategi penumbuhan literasi. Melihat kondisi dan tantangan seperti ini, maka perlu dikaji tentang membangun kebiasaan literasi melalui media tertentu. Salah satunya adalah dengan sastra. Membangun kebiasaan literasi melalui membaca sastra dapat dilakukan dalam dunia pendidikan dan masyarakat luas. Dengan adanya komitmen untuk membangun kebiasaan literasi melalui membaca sastra maka banyak hal yang didapatkan. Selain turut mendukung gerakan membangun kebiasaan literasi juga turut membangun karakter bangsa. Hal ini disadari betul oleh semua kalangan baik pemerintah maupun masyarakat luas. Adapun metode digunakan dalam kajian ini berupa metode deskriptif. Hasil pembahasan menunjukkan bahwa menumbuhkan sastra akan memberikan pengaruh yang signifikan terhadap peningkatan budaya literasi di kalangan generasi muda terutama anak-anak. Pembelajaran dan peneliti sastra mempunyai peran penting dalam memberikan paradigma baru terhadap keberadaan sastra sehingga sastra dapat memiliki peran penting dalam upaya meningkatkan budaya literasi di kalangan generasi muda.

Kata Kunci: Literasi, sastra, gerakan literasi sekolah

INTRODUCTION

Literacy has a broad and complex meaning. According to UNESCO, academic research, institutions, national contexts, cultural values, and experiences heavily influence people's understanding of literacy. The Education Development Center (EDC) states that literacy is more than just the ability to read and write. But more than that, literacy is an individual's ability to use all the potential and skills he has in his life. Thus, literacy can be understood as the ability to read words and the world. The reading culture or literacy of the Indonesian people is still deficient. Reading culture in Indonesia is still not a habit for the people. This reading culture is reflected in various places of education where students read when the teacher orders them to read, not from within the students themselves. This is why Indonesia's literacy culture is still far below other countries.

Based on a survey conducted by the Program for International Student Assessment (PISA) which was released by the Organization for Economic Co-operation and Development (OECD) in 2019; Indonesia is ranked 62 out of 70 countries or is in the bottom 10 countries with low literacy levels. The Program for International Student Assessment (PISA) was initiated by the Organization for Economic Co-operation and Development (OECD). PISA is a study to evaluate education systems followed by more than 70 countries worldwide. Every 3 years, 15-year-old pupils from randomly selected schools take a test in the main subject, namely reading, mathematics, and science.

Meanwhile, UNESCO said that the reading interest of the Indonesian people is only 0.001 percent. It means that out of 1,000 Indonesians, only 1 person likes to read. The results of further research entitled *World's Most Literate Nations Ranked* conducted by Central Connecticut State University in March 2016. Indonesia was ranked 60th out of 61 countries regarding reading interest. The data above shows that literacy issues are still a matter that literacy must address in Indonesia. However, books play a very vital role in human life. Only nations with high reading interests are prerequisites for a modern, information-literate society. Qualified human resources (HR) are needed ahead of Indonesia Gold in 2045. Citing data from the Central Statistics Agency for 2022, It is stated that the Indonesian people's reading habit as a whole is at 59.52 with a reading duration of 4-5 hours per week and 4-5 books per quarter.

Creating readers is not easy, but it is easy to realize. People can realize a reading culture through a habituation process. In 2016, the Ministry of Education and Culture Puspendik, in the Indonesian National Assessment Program (INAP) or Indonesian Student Competency Assessment (AKSI), tested the reading skills, mathematics, and science of

grade IV elementary school students. Especially in reading, the result is 46.83% in the less category, 47.11% in the good category and only 6.06% in the good category. This condition indicates that the literacy skills of Indonesian students are still relatively low and must be improved. This problem is confirmed: the government needs a special strategy so that students' reading skills can increase by integrating/following up school programs with activities in the family and community, which are accommodated in the literacy movement at home, in schools, and in the surrounding environment.

Building a reading culture is a collaborative, participatory task involving many parties, such as parents at home for their children, teachers at schools for their students, librarians at the library for their users, and the government for all its people. Quoting the opinion of Anggi Adriansyah from the National Research and Innovation Agency (BRIN) published in *Republika* daily on December 14 2021, that the challenge to creating a reading culture is indeed structural and cultural. Structurally related to government efforts to provide access to quality reading materials and libraries and cultural aspects related to the habit of reading as an integral part of everyday life. Literacy in reading and writing is one of the six basic literacy skills that people must master. Through the ability to read and write, a person can live a life with better quality because the key to learning science is reading. At the same time, by writing, one can express ideas and thoughts from thought processes previously obtained from reading. Literacy in reading and writing will improve one's quality of life (GLN Material, Ministry of Education and Culture 2017). Therefore literacy must be intensified, accustomed to and made into a culture by the community, especially teachers and students as the primary educational actors.

SMKN 1 Soreang, as an educational institution, always plays an active role in instilling, cultivating, and developing a literacy culture for the entire academic community. Its implementation is comprehensive and inseparable from the other five types of literacy, namely numeracy, science, digital, financial, cultural literacy, and citizenship. Launching the School Literacy Movement (GLS) at SMKN 1 Soreang in 2018 was more than just a formality that had no realisation. The GLS at SMKN 1 Soreang was followed up with various programs to strengthen literacy culture. Strengthening the reading culture is carried out by improving the library, adding interesting book collections, improving the library system, reading challenges, and others.

To foster a written culture which is still a concern, especially at SMKN 1 Soreang as a "miniature" Indonesian society that prefers a culture of conversation compared to a written culture, SMKN 1 Soreang held a literacy program. 23 of 2015 concerning the

development of character. One of the activities in the movement is the 15-minute activity of reading non-learning books before class time begins. This activity is carried out to foster students' interest in reading and improve reading skills so students can master that knowledge better. Reading material contains ethical values in the form of local wisdom, national, and globally delivered according to the stage of development of students. In addition, GLS activities aim to consolidate the 2013 curriculum for all subjects by implementing literacy strategies in learning concerning higher-order thinking skills (HOTS) and XXI-century competencies (critical, creative, communicative and collaborative thinking skills), and strengthening character education. This important breakthrough should involve all stakeholders in the field of education, starting from the central, provincial, district and city levels to education units. The involvement of parents of students and the community is also an important component in the GLS Master Design. Strategic directions for literacy activities within the primary and secondary education units. GLS implementation will involve related work units in the Ministry of Education and Culture and other parties who care about the importance of literacy. Cooperation with all education stakeholders is necessary to implement an integrated and effective joint movement.

Literature has many contributions to daily life. One of them is by utilizing literature as a medium to build a literacy culture. Literacy culture should be introduced starting with children. Children's age is when they experience the golden moment stage or the golden development of their brains. Therefore, now is the right time to introduce them to literature which will later foster a culture of literacy in each of them and Indonesian society in general. The following will describe the stages of child development, which will be used as a guide in choosing appropriate reading so that their literacy will grow and even develop.

Literature can bring society towards change, both in terms of culture and social. Literature can be a source of inspiration and a driving force for moral strength for the process of socio-cultural change from a deteriorating condition to a better direction, namely independence and independence. It can be seen that during the war for independence, literary works became one of the media that became a source of the spirit of reviving a nation, the spirit of love for the motherland and the source of patriotic enthusiasm to fight against all forms of colonialism. A good literary work does not only display aesthetic charm. Still, it must also be able to provide inner and intellectual enlightenment to its readers or create public opinion. Provide belief in the form of values

that have the power of enlightenment and are a source of inspiration for socio-cultural change. Literary works are not only a reflection of people's lives, but they must be able to change a nation with the thoughts conveyed in by writers. Therefore, education about understanding literature must be taught early, using interesting creative teaching formats to give a deep impression of literature and give birth to thinkers.

Based on this description, the research problem is formulated as follows:

1. Low students' literacy skills
2. Lack of students' knowledge about literary literacy activities

METHOD

The type of research used in this research is descriptive research. Descriptive research is a study that aims to describe or describe something such as circumstances, conditions, situations, events, activities and others (Arikunto, 2010). In this study, the researchers provided an overview or described the implementation of the school literacy movement at SMKN 1 Soreang. The subjects in this study were students at SMKN 1 Soreang. The data used in this study are described as field notes, audio recordings and photographs. The data was collected using structured observation, structured interviews and documentation, with the research instruments being observations and interviews conducted by the researcher's selves.

The first step in analyzing the data in this study is by reducing data (data reduction); namely, the data that has been collected will be selected and summarized according to the objectives to be achieved. After the data is selected, the second step is to present the data (data display) by presenting the data in the form of narrative text. The third step in analyzing the data is concluding (verification) by making temporary conclusions until evidence is found. Strong evidence regarding the implementation of the GLS at SMKN 1 Soreang. The validity of the data used in this research is through data triangulation that is used as a check data from various data sources. The researcher made observations and continued with reinforcement through the results of interviews with several informants.

RESULTS AND DISCUSSION

Building a literacy culture is complex, and the environment is very influential in developing a literacy culture. Building a reading culture requires commitment, especially in the school environment. In addition to facilities and infrastructure, teachers, as the

spearhead of education, must be creative in creating a culture of literacy in schools. A school environment capable of giving birth to a culture of literacy must be built, not necessarily relying on one person or surrendering to the main constraints experienced by many students. In some schools the condition of the library is far from worthy as a reading park. The only problem is that the books are minimal and there is also a need for more attention to the ideals of a book library.

The School Literacy Movement (GLS) needs to be maximized collaboratively by all components within the school and the community outside the school. In short, the GLS must be able to move all internal and external components of the school. With technological advances, the literacy movement is not just about reading and writing. Still, it includes the ability of a person to absorb information from various sources, both audio, video, print and electronic. The literacy movement can determine society's high level of learning because literacy teaches us to study various knowledge in books. And be a shield for a person to avoid various environmental influences that cause a person to be lazy to learn, such as playing online games. The general goal of the school literacy movement in Ngurah Suragangga (2017), namely the general goal of School Literacy Movement (GLS) is to develop students' character through cultivating the school literacy ecosystem, manifested in the School Literacy Movement so that they become lifelong learners.

A school must develop literacy activities to support learning success and increase students' knowledge. Indonesia needs human resources who are intelligent and broad-minded, and ready to face the challenges of various times, such as the challenges of industry 4.0. To make this dream come true. Following SMKN 1 Soreang develops a culture of literacy in schools through the following programs:

1. One book month program and discussion of book review results
2. Read every 15 minutes every day when class begins
3. "Class Library" or "Reading Corner" program
4. Procurement of quality reading books,
5. Visits to Regional Libraries."
6. Visits to the nearest Publisher.
- 7 Challenges (Challenge);
8. Writing Contest and book publication;
9. Reading Award.

1. Achievement of Activities

Tabel 1. Realization of the School Literacy Movement Program

No.	Program	Realization
1	One-month program for one book and discussion of book review results	100 %
2	Reading Every 15 minutes every day when class begins	100 %
3	The program Class library" or "Reading Corner"	100 %
4	Procurement of quality reading books	100 %
5	Visit the Regional Library	80 %
6	Visit the nearest publisher	80 %
7	Challenge	100 %
8	Writing Contest and book publication	80 %
9	Reading Award	80 %

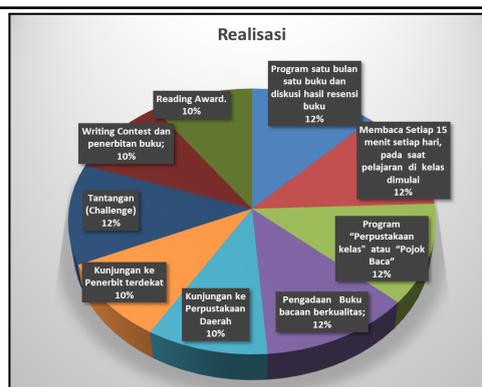


Diagram 1. Realization of Program Achievement



Picture 1. One-month one-book program and discussion of book review results



Picture 2. Reading Every 15 minutes of every day, at the time when the class begins



Picture 3. The program Class library" or "Reading Corner"



Picture 4. Procurement of quality reading books



Picture 5. Visit the Regional Library



Picture 6. Visit the nearest publisher



Picture 7. Challenge



Picture 8. Writing Contest and book publication



Picture 9. Reading Award

2. Literary Literacy in the School Literacy Movement

Academic literacy needs to be developed in reading/learning communities. This is reasonable because literature and art have an important role in nation-building. Ajip Rosidi (2016) states that the role of literature and art in building the nation (1) the meaning of the 1928 youth oath, one of which upholds the unified language of Indonesian, is a cultural pledge that recognizes the diversity of cultures and regional languages in Indonesia (2) literature and art are a means of identification nation, (3) Indonesian literature as part of the "heirs of world culture". Furthermore, academic literacy is needed, especially in learning societies, because literature is a spiritual dimension. Literature is a product of a civilized and cultured society/nation. Therefore, the continuity of academic literacy implementation is important in the School Literacy Movement.

Literary literacy is the habit of processing literature that is functional in life (Endraswara, 2017: 4). The tradition of literary literacy is related to literary activities which are always full of enthusiasm and appeal. This tradition can be built from an early age, by introducing children to literary reading in order to foster an interest in reading. Literary Literacy in accordance with several basic concepts can be interpreted as a form of literacy-based activity to hone and develop abilities in accessing, understanding, identifying, determining, evaluating, utilizing information critically and intelligently, creating effectively and in an organized manner, using and communicating children's literary objects based on reading, writing, listening and speaking activities to develop good character.

In the context of academic literacy, To foster students' interest in reading in this study is to make literary reading a gateway or picker. Hence, children's awareness grows in their literacy activities. Literary reading offers pleasure, so the pleasure derived from literature impacts other types of reading. 3wr422 Literature is an important nutrient for fostering a love of books and reading activities as an effort to familiarize literary works. Children's literature is understood as reading whose content follows the child's world, which places the child's point of view as the center of imagery, offers pleasure and understanding, and emphasizes beauty. National literacy issues start from students' lack of interest in reading, uneven distribution of books, teacher competency and school ecosystems that need to be more literate. There is a glimmer of hope that can be the pride of implementing education at the SMK level that creatively, advanced, and productively implement literacy programs. An appreciation and love for literary works can be shown with, for example, the behaviour of being fond of creating literary works, talking and listening to literary works, reading literary works, discussing literary works being read or heard, and collecting literary books. Thus, the purpose of teaching literature leads to literature, namely, human experience or literary experience.

Tabel 2 The development of a literary literacy culture is carried out at SMKN 1 Soreang

No.	Activities
1.	Read short stories, read novels, read poetry, read plays
2	Listening to short stories, listening to poetry, listening to dramas/films
3.	Writing short stories, writing poetry, writing novels
4	musicalization of poetry





Picture 10. Literary literacy activities

Based on the results of interviews and questionnaires on students' literary and non-literary reading interest, along with the results of each class.

Table 3. Literature and Non-Literary Reading Interests for Class X

No.	Class	Literary Percentage	Non-Literary Percentage
1	X TPL 1	70 %	30 %
2	X TPL 2	73 %	27 %
3	X TKR 1	78 %	22 %
4	X TKR 2	70 %	30 %
5	X TEI 1	75 %	25 %
6	X TEI 2	73 %	27 %
7	X TKJ 1	78 %	22 %
8	X TKJ 2	80 %	20 %
9	X PH 1	85 %	15 %
10	X PH 2	78 %	22 %

11	X PH 3	80 %	20 %
12	X KL 1	90 %	10 %
13	X KL 2	70 %	30 %
14	X KL 3	75 %	25 %

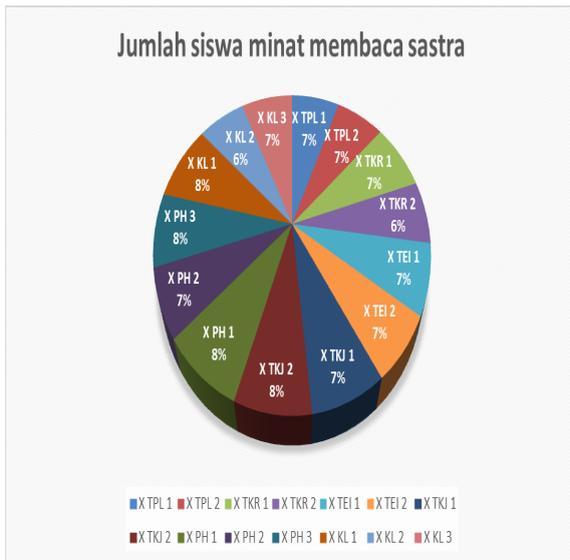


Diagram 2

Number of students interested in reading literature

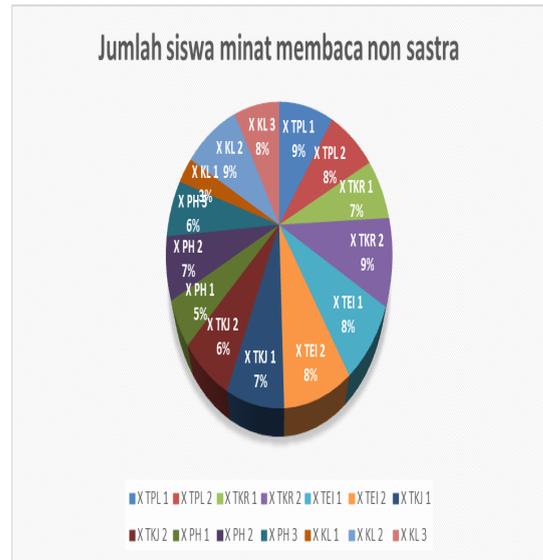


Diagram 3

Number of students interested in non-Literature



Diagram 4 Percentage of students in class X

Table 4. Literary and Non-Literary Reading Interests for Class XII

No.	Class	Literary Percentage	Non-Literary Percentage
1	XII TPL 1	70 %	30 %
2	XII TPL 2	73 %	27 %
3	XII TKR 1	78 %	22 %
4	XII TKR 2	70 %	30 %
5	XII TEI 1	75 %	25 %
6	XII TEI 2	73 %	27 %
7	XII TKJ 1	78 %	22 %
8	XII TKJ 2	80 %	20 %
9	XII PH 1	85 %	15 %
10	XII PH 2	78 %	22 %
11	XII PH 3	80 %	20 %
12	XII KL 1	90 %	10 %
13	XII KL 2	70 %	30 %
14	XII KL 3	75 %	25 %

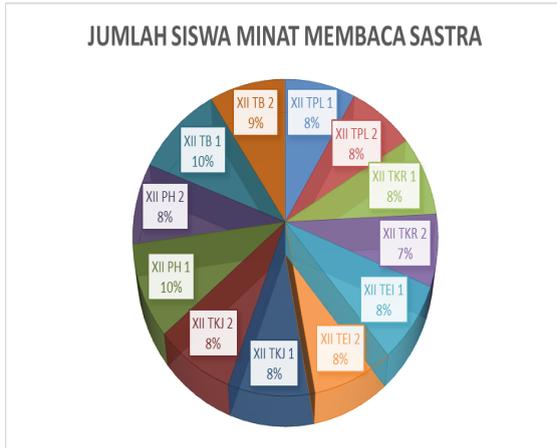


Diagram 2

Number of students interested in reading literature

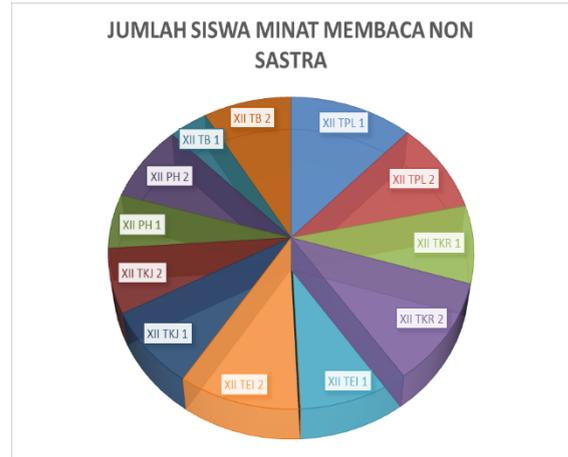


Diagram 3

Number of students interested in non-Literature



Diagram 4 Percentage of class XII students

From these data, it can be concluded that more students like reading literature than non-literature. Through reading and listening to story books or literature, students can develop reading skills. The habit of reading which is continuously cultivated will certainly foster a culture of literacy. Literary reading activities are also expected to be able to develop creativity and taste. Children who have been accustomed to reading literary works since childhood will have a much better sensitivity to feelings than children who do not read literary works. Observations on the behavior and character of the characters in various stories will enrich children's insights about the diversity of human attitudes and characteristics.

CONCLUSION

Based on the results of the discussion above, it can be concluded that building a literacy culture in Indonesia is very urgent and important to do. Thus, literacy learning is very important to form a generation that is strong and can compete in the global era.

The new paradigm in literary literacy in schools is as follows.

1. Students in literary literacy feel engrossed, enjoyable, and happy;
2. Students read literary works, such as poetry, short stories, novels, plays, and essays directly, not summaries;
3. Composing classes are held in a fun way;
4. Giving appreciation/awards to students for their multiple interpretations of a literary work; as well as
5. the presentation of literature, for example, theories, definitions, and history of literature is not or is not prioritized.

The most important aspect of academic literacy is the character education of students, which is related to the seeding of noble values and noble characters within them. Academic literacy is based on two main activities: reading and writing literary works. Thus, teachers, parents, children, and stakeholders must work together and be creative and innovative in making learning fun.

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