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Implementation of the Literacy Program: A case study at the SD 006 Bangsal Aceh, Dumai City

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ABSTRACT

The development of education and culture is directed at improving the quality of life. The State Elementary School 006 (SD 006) Bangsal Aceh takes part in the government program, namely the National Literacy Movement. In response to this, the researchers observed for approximately five years the iteration program at this school was running. This study aims to describe on how to implement of the literacy program, the obstacles and solutions that are carried out in the implementation of the literacy program, the relationship between students' reading interest and the implementation of the literacy program, and the relationship between students' interest in writing for students with the implementation of literacy programs. This study used a qualitative approach with a descriptive type. Sources of research data were the principal, 5 teachers, and 4 students. Data collection techniques used the Miles and Huberman models. Test the validity of the data used technical triangulation and source triangulation. The results of the study indicate that the implementation of the program has not been realized properly. The obstacles to implementing the program are a less supportive environment, incomplete infrastructure, unilliterate parents, and lack of examples of teachers in literacy habituation in schools. Students' reading and writing interest are still low.

1. Introduction

Education as a process aims to deliver students to the level of maturity. Students are expected to have both physical and spiritual maturity. Nationally, the purpose of education in Indonesia is in accordance with Law no. 20 of 2003 states that the purpose of national education is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who

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believe, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. The purpose of education is clear that education must lead students to have the potential to be faithful, pious, have character, be healthy, knowledgeable, capable, creative, independent, democratic and responsible. The school literacy movement is an overall effort to make schools a learning organization whose citizens are literate for life through public involvement. (Laksono, 2016). In early development, literacy is defined as the ability to read, write, listen, speak, see, present and think critically about ideas. (Abidin, 2017).

The Program for International Student Assessment (PISA) is a survey that is often used as a reference to see the quality of education in the world. In 2018, a survey assessed 600,000 15-year-old children from 79 countries. Based on this survey, the reading literacy score of Indonesian students was 371. Likewise, the literacy ranking titled 'World's Most Literate Nations' which was announced in March 2016, the product from Central Connecticut State University (CCSU) Indonesia was ranked 60th out of 61 countries that surveyed. From the results of this survey, it can be interpreted that the reading interest of students in Indonesia is very low and becomes a tragedy for educational institutions in Indonesia. The education system in Indonesia today seems to have a gap between desire and reality. (Munirah, 2015).

Literacy in the 4.0 era became a big challenge but was served with great facilities as well. The available facilities must be innovative, creative, communicative and productive by the younger generation. (Sumarti, 2020). This fact is certainly a concern for educational institutions that education is not only limited to transferring knowledge but also transferring values. Educational institutions (Schools or Madrasas) should provide ample space to attract students' reading interest in schools, for example by increasing public reading spaces for students in the school environment, schools are really active in inviting students to come and read books in the library. school. Along with the purpose of establishing a library is to create an educated and educated society, accustomed to reading, have a high culture and encourage the creation of lifelong education. (Habib, 2015).

Thus, if all schools try to implement literacy activities gradually, students and teachers will have the skills to access invaluable sources of information to support the teaching and learning process, even if they are able to put it in written form or be able to produce written works that are quality. (Mashuri, 2012). Besides reading, schools also need to lead students to want to write. Reading and writing are like two sides of a coin that cannot be separated, where the two activities cannot be separated. (Yuwono, 2019)

Currently, based on notes from the head of the library from the Library Inventory, the library at SD Negeri 006 Bangsal Aceh Dumai has + 1,000 collections of books other than textbooks, both fiction and non-fiction, plus a collection of encyclopedias and so on. The large number of books owned by the library of SD Negeri 006 Bangsal Aceh Dumai should be capital for schools, especially educators to increase students' reading interest. The growth of a literacy culture in

students is not only a school task, but is also the responsibility of families, business people and the media, stakeholders, and other elements of society. (Faizah, 2016). The number of visitors to the library of SD Negeri 006 Bangsal Aceh Dumai should always increase to read various collections of books in the library of SD Negeri 006 Bangsal Aceh Dumai. However, in his report in the head of Pustaka's report that the data on visitors to the SD Negeri 006 Bangsal Aceh Dumai library for the period July 2019 to December 2019 showed an unnatural number, the total number of students at SD Negeri 006 Bangsal Aceh Dumai was 114 people, while the maximum daily library visitors were visitors. the library only reaches 3-5 people, the total number of library visitors in a week reaches 20-40 people. Meanwhile, students who do not visit their library choose to play in the field or sit chatting with friends. Librarians have special ways to introduce information literacy in school libraries, for example in user education. (Septiani & Marlina, 2012). Schools need to design the school environment to be a lifelong learning environment by cultivating reading activities that are not just reading and writing that are not just writing. This means that reading and writing need to become a culture in the school environment. One effective way for schools to provide an effective environment for reading is for schools to have libraries. (Supiandi, 2016).

Among the family, school, and community spheres, only the school sphere can be intervened by the government. By fostering a reading culture in schools, it is hoped that reading habits will spread to the family and community. (Antoro, 2017). Likewise, the students' interest in writing at the 006 Bangsal Aceh Dumai State Elementary School, although there is already a writing competition program in the GLS program, there is still no student interest in writing, this can be seen from the absence of participants from students at the 006 Bangsal State Elementary School. Aceh Dumai who wants to take part in writing competitions both at school and at the sub-district level, even though teachers have used various ways to motivate students to take part in writing competitions with the lure that they will increase the value of Indonesian and provide special rewards. Meanwhile, other research examines the implementation of GLS based on activities that support it, inhibiting factors, supporting factors, and the benefits of the program for students (Antasari, 2017; Lukman, 2011; Batubara & Ariani, 2018). Implementation is a process of moving all group members to try to achieve the goals that have been planned by the managerial/organizational, both working with self-awareness and mutual awareness effectively and efficiently. (Suhardi, 2018).

Mulyono (2014) said that a good plan has several principles in planning, including:

- a. Refers to the goals to be achieved
 - b. Considering efficiency
 - c. Practically doable
 - d. Considering the potential of existing resources
 - e. Comprehensive: broad-minded
 - f. Integrated: integrated with all related components
-

- g. Oriented to the future
- h. Flexible: easy to adapt to changes
- i. Include related components
- j. Clear: no double interpretation.

Based on this phenomenon, the writer has the desire to examine how the Implementation of the Literacy Program at the 006 Bangsal Aceh Dumai State Elementary School is. This study aims to describe (1) How is the implementation of the Literacy program at SD Negeri 006 Bangsal Aceh Dumai, (2) What are the obstacles and solutions made in the Implementation of the Literacy Program at SD Negeri 006 Bangsal Aceh, (3) How is the relationship between students' reading interest and Implementation of the Literacy Program at the State Elementary School 006 Bangsal Aceh, and also (4) How is the relationship between students' interest in writing and the implementation of the Literacy Program at the State Elementary School 006 Bangsal Aceh Dumai. Many studies have been conducted in connection with the GLS activities. Previous research examined the effect of GLS to increase students' reading interest (Teguh, 2017, Ardian, 2017; Agustin & Cahyono, 2017; Mitasari, 2017).

2. Methodology

This study used a qualitative approach with a descriptive type. The research data sources were principals, 5 teachers, and 4 students at SD Negeri 006 Bangsal Aceh, Dumai City. Data collection techniques used observation techniques, interviews and documentation. The data analysis technique used the Miles and Huberman model, namely data reduction, data display, and drawing conclusions.

a. Data collection

At the data collection stage, the researcher collected data or according to what has been determined from the start. The data collection process as described earlier involved the actors (informants), activities, setting or context of the occurrence of events. It can be concluded that at this stage the researcher collects data by involving informants, namely the principal, waka of the curriculum, homeroom teacher, head of librarian and librarian who have been determined at the beginning and are very involved in the literacy program at SD Negeri 006 Bangsal Aceh, Dumai City. The researcher recorded all student activities inside or outside the library related to literacy activities that had been carried out at SD Negeri 006 Bangsal Aceh, Dumai City.

b. Data reduction

Data reduction focused on the process of selecting, simplification, abstracting, and transforming large data that emerges from written records in the field. Data reduction was carried out continuously so that a lot of data was collected, but data reduction can be done since the data is collected a little. In this study, data reduction was carried out by collecting the author's notes in the field, identifying all notes that had meaning

related to the research focus. Data that is not related to the research problem must be set aside and coded for each unit so that it is easy to trace the origin of the data and make hypotheses easily.

c. Data Presentation

Presentation in the set of structured information that gave the possibility of drawing conclusions and taking action. By looking at the presentation of the data, it was easy for researchers to understand what is going on and what to do. In this study, the presentation of data is grouped or collected in the form of images, graphs, tables, matrices, charts in order to combine coherent information so that researchers can easily find out what happened and draw conclusions easily.

d. Verification and Withdrawal of Conclusions

Verification and drawing conclusions were focused on drawing the meaning of the data that has been displayed. The conclusions drawn in this study are loose, remain open and skeptical, but the conclusions that have been provided are initially unclear, then increase to become more detailed and firmly rooted.

Test the validity of the data used technical triangulation and source triangulation. Data collection techniques used triangulation (combined), the data analysis in this study is inductive or qualitative. The results of qualitative research emphasize meaning rather than generalizations, the use of this approach and method is adapted to the research objective, namely obtaining a comprehensive understanding of the implementation of literacy programs in SD Negeri 006 Bangsal Aceh, Dumai City. In the Hidayat (2018) the type of research chosen is a qualitative approach, the similarities are in the research subjects of elementary school students.

3. Results and Discussion

Research Result

The results showed that (1) the implementation of the literacy program had not been realized properly. The process of planning activities to be carried out in the literacy program at SD Negeri 006 Bangsal Aceh based on the results of observations there were several activities to be carried out, ranging from reading 15 minutes before entering to holding a competition. which contains literacy activities in schools for program achievements and expected outputs. Badrudin (2017) said that the report is a form of presenting facts relating to the assigned responsibilities regarding a situation or activity, the facts presented are material and information based on the objectives experienced by the reporter himself or herself.



Figure 1. Implementation of Literacy in Learning



Figure 2. Implementation of the Literacy Movement

The process of implementing the literacy program at SD Negeri 006 Bangsal Aceh is based on the results of observations collected by the author of the implementation process through the stages of socialization, supervision of program implementation, and the involvement of teachers and students in the literacy program as well as giving awards to students who carry out literacy activities well (2) Implementation constraints are a less supportive environment, incomplete facilities and infrastructure, support from parents who are not literate, and the lack of examples from teachers in habituation of literacy in schools, the solution is to create a literate environment, complete facilities and infrastructure to support school literacy , add a collection of books that attract students' reading interest, and try to motivate teachers to be willing to set a good example in literacy activities at school. (3) The reading interest of students at SD Negeri 006 Bangsal Aceh, Dumai City is still very low related to the implementation of the literacy movement carried out in schools. This can be seen from the results of interviews with teachers who said that: "The reading interest of the students of SD

Negeri 006 Bangsal Aceh is still very low related to the implementation of the literacy program carried out by the school as well as (4) interest in writing students and students in SD Negeri 006 Bangsal Aceh Dumai City is still very low regarding the implementation of the literacy movement carried out in schools where students are very difficult to produce writings related to the implementation of the literacy movement in schools even though the teacher has tried to attract student interest in various ways such as carrying out poetry writing competitions or rhymes, or just to fill in school wall magazines. The use of 0-15 minutes to read was also explained by the directorate general of primary and secondary education of the ministry of education and culture in 2016 in the guidelines for the school literacy movement in elementary schools (Sutrianto, 2016). The following are the results of observations of the Implementation of the School Literacy Program.

Table 1. Habituation Stage

No.	Indicator	Not Yet	Already	Description
1.	There is a 15 minute reading activity:			
	a. Reading Aloud	V		
	b. Reading silently	V		
2	15 minute reading activity done every day (beginning, middle, or towards the end of the lesson)	V		
3	Books that are read to or read by students are recorded with the title and name author in diary	V		
4	Teachers, principals, and other education personnel are involved in 15 minutes of reading a book or reading silently	V		
5	There is a school library or a special room to store non-lesson books	V		
6	There is a classroom reading corner in each class with a collection of non-lesson books.	V		
7	There are reading campaign posters in classrooms, corridors, and other areas of the school.		V	
8	There are test-rich materials in each class	V		
9	School gardens, canteens, and UKS become an environment rich in literacy. There are posters about healthy living habits, cleanliness, and beauty in school gardens, canteens and UKS. Food in the canteen		V	
10	The school seeks to involve the public/alumni parents, and other elements of society to develop school literacy activities	V		

Source: School Literacy Program Guidebook for Elementary Schools

Table 2. Development Stage

No	Indicator	Not Yet	Already
1	There is a reading activity 15 minutes before the lesson.		V
2	There are activities to respond to enrichment books during literacy lesson hours or activity hours in the school library/class reading corner or relevant lesson hours.	V	
3	There is a varied collection of enrichment books.	V	
4	There are activities to respond to reading through interactive aloud reading activities, guided reading, group reading, and independent reading.		V

5	There are activities to appreciate the literacy achievements of students.	V	
6	There is a School Literacy Team.		V

Source: School Literacy Program Guidebook for Elementary Schools

Table 3. Learning Stage

No	Indicator	Not Yet	Already
1	There are enrichment books that are used in learning all subjects.	V	
2	There are reading strategies that are used to improve students' understanding of reading in all subjects.	V	
3	There are activities to respond to reading in the form of oral, written, artistic, work, etc. activities, according to the literacy skills of students.	V	
4	There are learning activities that take place in the school library, classroom reading corner, school reading area, etc.		V
5	There are academic awards that take into account the literacy skills of students.	V	
6	There is a School Literacy Team, in collaboration with elements of the public, which organizes literacy activities in schools on a regular and regular basis.	V	

Source: School Literacy Program Guidebook for Elementary Schools

Literacy, of course, is closely related to reading and writing. Here the author will describe the results of the author's research on how students' reading interest relates to the Literacy Program at SD Negeri 006 Bangsal Aceh Dumai. From the results of interviews and observations of the authors, it can be seen that although the literacy program at SD Negeri 006 Bangsal Aceh has entered its 5th year, students' reading interest is still very low outside of mandatory reading hours in the morning 15 minutes before reading, and mandatory library visits. This is in line with the answer of the third grade teacher who said:

“... it is very difficult for us teachers to see them reading outside of the first 15 minutes of study and the mandatory library visiting hours.”

This is because, of course, they are more fun playing outside with their friends during breaks, and also because of the obstacles above. The head of the librarian said the same thing:

"As for when they go to the library during their mandatory visiting hours, what they do is play and don't read. As for those who read, most of the children win. Meanwhile, outside the mandatory visiting hours of the library, it is break time, only 2 or three people and at most 5 people. and that's the only person. "

From the results of these interviews, it can be seen how little interest in reading the students at SD Negeri 006 Bangal Aceh Dumai are.

The 5th grade teacher said in his interview:

“...it is very difficult to expect students to produce writing unless the writing is an assignment for the lesson.”

However, when compared to reading, students' writing interest is better than writing interest. This can be seen from some of their writings which they display on the wall magazines. school. (This can be seen from the results of the class teacher documentation) The same thing was also conveyed by the class IV (four) teacher which reads:

"...compared to reading, children prefer to be told to write, especially when asked to write rhymes, even though the contents are as they please."

From the results of interviews and documentation, it can be said that students at SD Negeri 006 Bangsal Aceh prefer to write than read, even though the results are still far from the expected goals of implementing the literacy program at SD Negeri 006 Bangsal Aceh.

Discussion

The implementation of the literacy program at SD Negeri 006 Bangsal Aceh was carried out through various stages, namely planning, implementation, evaluation and reporting. These stages become a reference for the program in implementing literacy in SD Negeri 006 Bangsal Aceh which is described in several indicators. This was found in Wulandari's research which revealed that the schools studied ran a book donation program from donors on world book day in May, the donors came from companies, students' parents and so on (Wulandari, 2017). From the results of observations and interviews based on these indicators, it can be described as follows:

(1). The literacy program prepared by the principal together with the curriculum representative, the head of the library, and the teacher council at SD Negeri 006 Bangsal Aceh is based on a juridical basis, RKAS SD Negeri 006 Bangsal Aceh, The process of planning activities carried out in the Literacy Program at SD Negeri 006 Bangsal Aceh based on the results of observations there are several activities to be carried out, program achievements and expected outputs. There are short-term, medium-term and long-term planning for literacy programs at SD Negeri 006 Bangsal Aceh. The short term ranges from daily to weekly, and the medium term ranges from a month to a semester, while the long term ranges from a year to five years. The literacy program planning that has been carried out has reached the output stage or the results of the planned program

(2). Implementation is an activity to carry out what has been planned. In this case, the planning that has been prepared is carried out in various literacy activities and determines the people (teachers/employees) involved in the implementation of the literacy program. The process of implementing the literacy program at SD Negeri 006 Bangsal Aceh is based on the results of observations collected by the authors of the implementation process through the stages of socialization, namely by conveying directly to students about the literacy program carried out by the school. Conducting habituation of 15 minutes of reading before starting the lesson, enactment of mandatory library

visits, librarian Arrange books in such a way that students find it easy to find the books they need.

(3.) The evaluation of the literacy program at SD Negeri 006 Bangsal Aceh is carried out once every 6 months by the headmaster directly where he immediately asks for reports from all class teachers and the head of the library on how the literacy program has been implemented for 6 months. Furthermore, as a follow-up to the literacy results, it is used to plan further literacy activities or improve literacy activities that are being carried out. Improved literacy activities, which ones were not added, and other improvements deemed necessary for the implementation of a better literacy program. (4) In compiling a report on literacy results at SD Negeri 006 Bangsal Aceh, together with the homeroom teacher, I collected resumes, responses, and student essays and then put them together in file form, then submitted them to the head of the library'. The award is given to students by the homeroom teacher and the head of the library, the award is in the form of school supplies as motivation for these students and other students.

The obstacles faced in implementing the literacy program at SD Negeri 006 Bangsal Aceh are the environment that has not been maximally supportive of the literacy program, students have not maximized their time to visit the library, they prefer to sit back and relax under a tree and tell stories. do not have a high interest in reading and there is no motivation in terms of reading and taking advantage of free time in the library., and based on the observations I made during the research, there is a lack of examples from parents of students who are less literate. Therefore, an environment that supports literacy programs is needed, for example make mini libraries in various corners of the school so that students are really interested in increasing reading interest. Mentors, writers, reading ambassadors at the sub-district and regional levels need to be brought in every three months or six months to increase interest in reading and writing for students at SD Negeri 006 Bangsal Aceh as well as providing reading books that are of interest to students in the form of illustrated stories and fairy tales as well as stories with nuances of children's stories that match the interests of students.

In activities to attract students' reading interest, the school has a significant role, this can be seen from the principal who acts as the person in charge as well as policy maker in the implementation of literacy activities, the teacher acts as a motivator and encourages students to actively carry out literacy activities in the classroom and in the library, and students act as implementers in literacy activities. The implementation of this literacy activity certainly cannot be separated from the various activities that have been carried out by the school. Literacy activities at SD Negeri 006 Bangsal Aceh Dumai were carried out quite well but in increasing students' interest in reading they were still lacking.

Likewise, students' interest in writing related to the implementation of the literacy program at SD Negeri 006 Bangsal Aceh Dumai is still very low. In this study, the writer saw that students' interest in writing was still low even though the literacy program had been running for 5 years, but students' interest in writing was still far

from the teacher's expectations and literacy goals. It is still very difficult to expect students to write meaningful writing from the results of implementing literacy programs in their schools. The low literacy culture among students is currently a challenge for parents and teachers to regenerate their literacy culture. (Alfarikh, 2017).

4. Conclusion

From the results of this study, the conclusions are formulated as follows:

1. The literacy program at SD Negeri 006 Bangsal Aceh has been running for approximately 5 years and has not been realized properly. The literacy program at SD Negeri 006 Bangsal Aceh is still in the development stage, not to mention the learning stage, although in realization there are already some classes that have entered this stage. Program implementers, especially literacy leaders, are still unfamiliar with literacy because they have never attended training related to literacy. There is still a lack of supervision and evaluation of the implementation of the literacy program at the 006 Bangsal Aceh Dumai State Elementary School which was carried out by the school principal
2. There is still a lack of literacy facilities and infrastructure outside the classroom at the 006 Bangsal Aceh Dumai State Elementary School so that the implementation of literacy is still focused in the classroom and library. There is still a lack of a diverse collection of reading books that can attract students' interest in reading.
3. The students' reading and writing interest are still low regarding the implementation of literacy programs at SD Negeri 006 Bangsal Aceh Dumai

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