

## Pedagogical Based School Literacy Movement to Improve Reading Culture at SMAN 2 KLARI

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### Abstract

*The aim of this research is to describe the implementation of a pedagogy-based school literacy movement to improve reading culture at SMAN 2 Klari. The research method used in this research is qualitative descriptive research. Data was collected through in-depth interviews, observation, documentary research, and qualitative descriptive data analysis. Researchers analyze data through data reduction, data presentation, drawing conclusions and verification. The subjects of this research were students and teachers of SMAN 2 Klari. The results of the research show that: (1) the educational objectives of the GLS program need to be aligned with national educational objectives; (2) the role of educators as mentors and motivators in the GLS program and those in charge; and evaluators; (3) The role of students in the GLS project is not only seen as subjects, but as individuals who can develop and have potential; (4) The educational content of this GLS project is sustainable, flexible and comprehensive; (5) Educational facilities in the GLS project include habits, supervision and rewards; (6) Educational environment and supporting facilities to improve reading habits, namely libraries, digital technology and displays. The results of this research can be used to understand how implementing a learning-based school literacy movement can improve reading culture in schools.*

**Keywords:** *School literacy movement, Pedagogic, Reading Culture*

### Introduction

The earliest known literacies in the history of human civilization are reading and writing. Both are considered functional literacies, which are very useful in everyday life. The ability to read can improve one's quality of life. Moreover, in the modern era characterized by fierce competition and rapid movement to survive well, individual ability is essential (Saryono, 2017). While the culture of reading has been firmly planted in Indonesian society, however, the fact is that despite significant improvements in education and the widespread use of digital technology, the need for good reading habits has not been met. phenomenon that occurs when more people have access to digital technology, which makes watching and listening activities stronger. According to some studies, Indonesians prefer to watch rather than read, leading to a low reading culture (Syahrudin, 2018).

Cultivating reading literacy can be a basic value to analyze and understand various phenomena that occur. If the culture or tradition of literacy in Indonesia is not developed, this nation will accept the consequences as we feel today, such as increased cybercrime fraud, easier access to pornography, hoaxes are easily spread, cyber bullying is rampant on social media, historical illiteracy, politicians speak 'inconsequentially' without data, confusion in responding to differences, the highest level of plagiarism, and many more. This is a serious problem, what is the future of our country if the community, especially the younger generation, has a very low level of understanding of literacy (Warsihna, 2016).

Literacy is the subject of measurement by various international surveys. Unesco survey results in 2012 showed that the reading index of Indonesian society was 0.001. This means that out of 1000 Indonesians only 1 person reads seriously. The 2012 Programme for International Student Assessment (PISA) test results on reading literacy, math, and science placed Indonesia 64th out of 65 countries surveyed. The reading literacy score of Indonesian students (aged 15 years) was only 396, far below the average standard of 496. The survey shows the low reading literacy skills of Indonesian students (Antoro, 2017, p. 5). Based on these data, efforts to improve student literacy should be made as early as possible so that students' literacy competencies can improve. The government through the Ministry of Education and Culture produced several regulations to alleviate literacy problems among students, including the government has issued the Minister of Education and Culture Regulation Number 23 of 2015 concerning Cultivation of Budi Pekerti. One of the points stipulates the existence of a reading culture that begins with 15 minutes of reading before the lesson begins at all levels of primary and secondary education. This regulation is strengthened by the establishment of the School Literacy Movement (GLS) program as a movement that aims to develop the habit of reading in the school environment. The results of GLS are expected to equip students with the ability to understand information analytically, critically, and reflectively (Wiedarti et al., 2019).

In the implementation of GLS there are three stages, namely: first, starting from reading habituation activities. Second, in the form of literacy skill development activities. Third, in the end, it must reach the effort to apply literacy in learning. At this peak stage, it is expected not only in linguistic subjects but for every subject (Sutrianto et al., 2016). In relation to the description above, pedagogics focuses on students, educators, the learning process, assessment and evaluation. As expressed by Soewarno (in Purba, 2021) said that "Pedagogics is the art or science of how to become a teacher, in this case it is closely related to teaching. In pedagogics there is a study of the learning process, interactions with students, and how to manage the teaching and learning process.

Tirtarahardja and Sulo (Purba et al., 2021, p. 9) state that the elements involved in education include: educators, students, educational goals, educational materials, educational tools and methods, and the educational environment. Thus, the components of education that become pedagogical studies are educational goals, students, educators, educational content, educational tools, and the educational environment. In other words, the School Literacy Movement program implemented at SMAN 2 Klari, which aims to improve reading culture in students, is certainly inseparable from the concept and role of pedagogics. Sadulloh et al. (2021, p.2) revealed that pedagogics is a theory and study that is thorough, critical, and objective in developing the concept of human nature, children, educational goals and the nature of the educational process.

The researcher conducted observations to identify problems at SMA 2 Klari school related to the literacy movement. Therefore, this literacy movement is considered not

maximally implemented in the school. In other words, teachers and students have not been able to make literacy an essential need that must be possessed, so that literacy is not only a habit, but is a process of self-development and actualized in daily learning activities. In relation to the description above, this literacy movement must be built through holistic concepts and practices, so that both teachers and students have their respective roles in carrying out these literacy activities, where teachers try to build the environment and methods to achieve the success of these activities. Meanwhile, students realize and get used to this literacy as a form of learner who is required to develop and train themselves dynamically.

Therefore, the pedagogic-based School Literacy Movement is an effort made by the school in a planned manner to make the school community literate. SMAN 2 Klari supports the School Literacy Movement (GLS) Program since 2022 until now. SMAN 2 Klari has a strong vision in supporting the literacy program, namely "The realization of students who are religious, literate, safe, superior in work and achievement". However, in its implementation, there are several components that are not yet appropriate when viewed from the pedagogical aspect. These components are objectives, the role of educators and the role of students, educational situations, and educational tools in the implementation of the school literacy movement as an effort to improve reading culture.

### **Method**

The research approach used in this study is qualitative, while the method used is descriptive qualitative. Therefore, this research is intended to analyze the implementation of the pedagogic-based school literacy movement, in an effort to improve reading culture activities for students. The location of this research was carried out at SMA Negeri 2 Klari, Karawang Regency, so that the research subjects were teachers and students at the school.

### **Results**

#### **School Literacy Movement at SMAN 2 Klari**

In an effort to realize literacy at the high school level, the author aligns with what the Ministry of Education and Culture outlined in 2020. This is done through three stages, namely habituation, development and learning. The three things will be described below:

#### **1. Habituation Stage**

The literacy habituation stage is carried out to foster students' motivation to get used to reading so that if this habituation activity is carried out continuously it will foster a reading culture in students. Activities at the habituation stage at SMAN 2 Klari have been carried out since 2022 until now. In the habituation stage, students are socialized about literacy activities which are initially carried out through reading activities for 15 minutes before starting compulsory learning in class. The 15-minute reading activity before learning begins is carried out in the classroom and reads silently together. Reading literacy habituation activities are also carried out together on the school field every Tuesday.



Non-lesson textbook reading activities Before the Lesson Starts

(Documentation January 09, 2024)

To support reading literacy, the school library provides reading materials in the form of reference books and enrichment books.



Figure 2. Library of SMAN 2 Klari

(Documentation January 2024)

## 2. Development Stage

The implementation of GLS at this stage is to develop interest in reading which will result in improving students' literacy skills. Literacy activities at this stage aim to develop students' ability to understand reading and connect it with personal experiences, think critically, and process communication skills creatively through activities to respond to enrichment reading.

Literacy activities at the development stage at SMAN 2 Klari in addition to continuing the habit of reading 15 minutes before learning begins, students also write the results of their reading into literacy journals and then present the results of their reviews in front of all students who participate in literacy activities orally. In turn, students are asked to express their thoughts and feelings about the book they read (Figure 3).



Delivering reading results orally (January 2024 document)

In the development stage, students are also trained to express their ideas and thoughts creatively in the form of book synopsis, rhymes and poems as outlined in the literacy tree (Figure 4), extracurricular activities namely KIR and Journalism, Literacy Ambassador awards, and other activities.



Figure 4: Literacy tree (Document 2023)

### 3. Learning Stage

The learning stage in the literacy program aims to develop students' way of thinking to become more creative and to form a person as a lifelong learner. In this stage there are bills that are academic in nature (related to subjects), reading activities at this stage are to support the implementation of the 2013 curriculum which requires students to read non-lesson text books which can be books about general knowledge, hobbies, special interests, or multimodal texts, and can also be related to subjects.

### Discussion



## **Pedagogic-based school literacy movement to improve reading culture at SMAN 2 Klari**

### **1. Educational objectives in the school literacy movement at SMAN 2 Klari**

The objectives of implementing the school literacy movement program at SMAN 2 Klari are:

- a. To develop a culture of literacy at school.
- b. Increasing the capacity of school community and environment to be literate.
- c. Making the school a fun and child-friendly learning garden so that the school community is able to manage knowledge.
- d. Maintain the sustainability of learning by presenting a variety of reading books and accommodating various reading strategies.

Based on the objectives of the School Literacy Movement, it can be said that these objectives are still very general and do not reflect the praxis aspects of education.

The functions and objectives of Indonesian education are listed in Law Number 20 of 2003 concerning the National Education System Chapter II Article 3 which reads (Soekartawi, 2003):

"National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. independent and become democratic and responsible citizens."

Based on a review of the functions and objectives of education in the National Education system, it can be said that the objectives of the School Literacy Movement at SMAN 2 Klari need to be aligned with the objectives of National Education.

### **2. The role of educators in the school literacy movement at SMAN 2 Klari**

The role of educators in the School Literacy Movement program at SMAN 2 Klari is to play an active role with the principal in designing literacy programs, designing effective literacy methods and strategies to create a conducive learning atmosphere for students. During the implementation process of the school literacy movement, educators are fully responsible for guiding and motivating students to be actively involved in the implementation of the school literacy movement program. Since the beginning of January 2024, the literacy activity of reading non-textbook lessons which was previously carried out for 15 minutes has been increased to 40 minutes. All educators at SMAN 2 Klari starting from the principal and all subject teachers are actively involved in guiding and motivating students to participate in reading literacy activities together in the field. SMAN 2 Klari's librarian also plays an active role in lending fiction books for students who do not bring fiction books from home or students can read fiction books by accessing the link <http://tlnusantara-glnjabar2023.dlibraryapp.com/>.

In addition to their role as mentors and motivators, educators also act as evaluators. Evaluation of literacy implementation is carried out to generate

information about the success of the School Literacy Movement program that has been implemented. The results of this information can be used as a reflection material that puts forward the goal that students can benefit from literacy activities that have been implemented by the school.

### **3. The Role of Learners in the School Literacy Movement at SMAN 2 Klari**

The role of learners in the GLS program at SMAN 2 Klari is not only seen as subjects receiving information, but as individuals who can develop on the basis of the diversity of student abilities in terms of intelligence, learning styles, and learning capital. In terms of intelligence, students can play an active role in choosing reading materials that suit their interests and needs. This can increase their motivation and engagement in learning, as relevant reading is more likely to spark interest and personal connections.

Learners also play a role in developing their critical skills. They are empowered to analyze, evaluate and respond to different types of texts based on their learning styles and learning modalities, and develop a critical understanding of the information they encounter. The GLS program encourages learners to collaborate with others and communicate effectively. Through working together on literacy activities, they can learn from each other's experiences and broaden their horizons. Learners can be directed to understand the relevance of literacy in their cultural and social contexts. This can enrich their understanding of the meaning of reading and motivate them to engage in literacy as part of their daily lives.

### **4. Contents of the School Literacy Movement program at SMAN 2 Klari**

The School Literacy Movement program at SMAN 2 Klari is sustainable, Sustainable means that this program is a routine program that is carried out every week, which is carried out on every Tuesday for 40 minutes with a series of activities, namely, the habituation stage of 15 minutes reading fiction books then at the development stage followed by writing a synopsis of the reading results into the student literacy journal, and 10 minutes to present the reading results in front of all students who participate in literacy activities orally. In turn, students are asked to express their thoughts and feelings about the books they read, as well as convey the ethical values implied in the fiction books that have been read by students.

Besides being sustainable, the School Literacy Movement program at SMAN 2 Klari is flexible and comprehensive. Flexible means that this program does not interfere with the school's curricular program but rather supports the curricular program and the time is also adjusted to the curricular program. Comprehensive, where the school literacy movement program covers all domains of literacy skills, including reading literacy, writing literacy, science literacy, mathematics literacy, financial literacy and media technology literacy.

5.

### **Educational tools in the School Literacy Movement program at SMAN 2 Klari**

Educational tool is an action or situation deliberately created by educators to achieve educational goals. There are several types of educational tools, namely habituation, supervision, orders, prohibitions and rewards. (Sadulloh et al., 2021, pg.114).

The educational tools applied to the School Literacy Movement program at SMAN 2 Klari through reading literacy habituation before learning which is carried out continuously and continuously every week. In the development stage, literacy activities are carried out through extracurricular activities, namely KIR, Journalism, and regular visits to the library every week as well as book review activities which are held once a year.

Supervision is carried out by the SMAN 2 Klari School Literacy Team (TLS) in collaboration with teachers and education personnel. The results of the supervision are examined as a reflection material that puts forward the goal that students can benefit from literacy activities that have been implemented by the school.

The School Literacy Team of SMAN 2 Klari gives awards to students who have certain criteria. The awards aim to motivate them to carry out literacy activities, including: the election of Literacy Ambassadors, literacy festivals, and Language Month competitions held every October.

Based on the explanation above, the educational tools applied in the School Literacy Movement at SMAN 2 Klari are habituation, supervision, and rewards. The three educational tools are carried out in a sustainable and continuous manner so that the reading culture of students increases so that students are able to think critically in facing the challenges of the era in the 21st century.

### **6. Educational environment and supporting facilities to encourage the School Literacy SMAN 2 Klari**

To create a literate school environment, SMAN 2 Klari creates a physical environment that supports literacy. One of them is by managing good library management, providing a variety of reading materials, including textbooks, novels, magazines, and other literature sources. Based on the documentation study with the Librarian of SMAN 2 Klari (Fanny, February 14, 2024), the number of fiction books in December 2023 was 529. The number of fiction books in February increased to 708. The increase in the number of fiction books came from student donations. The number of fiction books in the form of ebooks until February 2024 amounted to 46.

In addition, technology can be utilized by providing access to computers and the internet to support literacy learning. The school also provides an attractive reading corner to stimulate students' interest in reading.

Another supporting tool to improve students' reading culture is the presence of displays in schools. According to Nuryani et al. (2019, pg. 137) that "Displays can be seen as a media and learning environment and as a means of



publication for student work". The displays supporting literacy at SMAN 2 Klari are: inspirational words wall and wall magazine.

## Conclusion

Research on pedagogic-based School Literacy Movement to improve reading culture at SMAN 2 Klari can be concluded that the pedagogic-based School Literacy Movement program implemented at SMAN 2 Klari is in the form of habituation, development, and learning programs. Habituation activities are carried out 15 minutes reading fiction books before learning, followed by development activities by writing a synopsis of the reading results and presenting the reading results to train speaking skills. In the learning stage, students read non-textbooks, which can be in the form of books about general knowledge, hobbies, special interests, or multimodal texts related to the subjects.

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