High School Students' Perceptions Of Gerakan Literasi Sekolah

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Abstract

Gerakan Literasi Sekolah or GLS is a government-led movement through the Ministry of Education and Culture to organize literacy activities throughout school education. GLS focuses on developing character through reading book material by cultivating a literacy ecosystem at school. The purpose of the study was to determine the impact of GLS through students' understanding and perceptions of the program that has been undertaken. The approach method used in this research is descriptive qualitative data collection through teacher and student interviews at one of the high schools in Boyolali. The results showed that GLS is the result of policy mobilization from the government, with the issuance of Permendikbud Number 15 of 2015, which requires every school to organize GLS, and students are inevitably needed to carry out the regulation. In general, GLS in Indonesia is still at the stage of growing interest in reading. However, in its implementation, literacy is not implemented by the guidelines. The purpose of literacy still needs to be achieved as it should be. Students' perceptions and paradigms on literacy still include the meaning of reading and writing activities, students' awareness of reading needs to be improved, and GLS needs to be optimally integrated with GLK and GLM. However, overall, the school has been quite good in starting the stages of implementing GLS in their school.

Keywords: Mobilization, Perception, School Literacy Movement

Abstrak

Gerakan Literasi Sekolah atau disingkat GLS merupakan gerakan yang diinisiasi oleh pemerintah melalui Kemendikbud untuk menyelenggarakan kegiatan literasi di seluruh bangku pendidikan sekolah. Fokus dari GLS adalah menumbuhkembangkan budi pekerti melalui materi buku bacaan dengan membudayakan ekosistem literasi di sekolah. Tujuan dilakukan penelitian untuk mengetahui dampak dari GLS melalui pemahaman dan dan persepsi siswa terhadap program yang telah dijalani. Metode pendekatan yang digunakan pada penelitian ini adalah kualitatif deskriptif, pengumpulan data melalui wawancara guru dan siswa di salah satu SMA di Boyolali. Hasil penelitian menunjukan bahwa GLS merupakan hasil mobilisasi kebijakan dari pemerintah, dengan diturunkannya Permendikbud Nomor 15 Tahun 2015 yang mengharuskan setiap sekolah untuk menyelenggarakan GLS dan siswa mau tidak mau diharuskan menjalankan regulasi tersebut. Pelaksanaan GLS di sekolah dimanfaatkan untuk meningkatkan kualitas sekolah sebagai pendongkrak akreditasi sekolah. Namun dalam implementasinya literasi tidak terlaksana sesuai dengan panduan, tujuan dari literasi masih belum tercapai sebagaimana mestinya. Persepsi dan paradigma siswa pada literasi masih mencakup pada artian kegiatan membaca dan menulis, kesadaran siswa untuk membaca masih kurang, GLS belum terintegrasi secara optimal dengan GLK dan GLM . Namun secara keseluruhan, sekolah sudah cukup baik dalam memulai tahapan pelaksanaan GLS di sekolahnya.

Kata kunci: Mobilisasi, Persepsi Siswa, Gerakan Literasi Sekolah

1. Background

Gerakan Literasi Nasional (GLN - The National Literacy Movement) seeks to develop and cultivate literacy in Indonesia by synergizing the main elements of the literacy movement actors by integrating all existing potential and expanding public involvement (Kemendikbud, 2017). The action is implemented on a national scale inclusively and simultaneously, from families and schools to communities in all regions. By incorporating the literacy movement in all aspects of social life, it is expected to create a culture in the community that starts from an obligation to become a habit (Nopilda & Kristiawan, 2018). The birth of GLN as a form of government response to improve the quality of human resources of the Indonesian people in facing the 21st-century global challenges initiated by the World Economic Forum in 2015 that all nations in the world must have basic literacy skills, competencies, and character. Meanwhile, according to UNDP data, Indonesia's 2015 Human Development Index level was 113 out of 188 countries, including life expectancy, literacy rate, average years of schooling, and actual expenditure per capita (BPS, 2022). BPS data shows that illiteracy among the Indonesian population in 2015 decreased to a percentage of 3.36% (BPS, 2016). Therefore, the Ministry of Education and Culture changed the focus of illiteracy eradication to the literacy movement in learning activities by issuing the Minister of Education and Culture Regulation No. 23/2015 on cultivating character through the literacy movement

The GLN is the parent of the entire national literacy movement passed down to schools, communities, and families. GLS is applied to all levels of education, from elementary, junior high, and high school. GLS *Sekolah Menengah Atas* (SMA) is a literacy movement from the center that is lowered in the provincial realm because it is by the policy that SMA is under the direct authority of the local government. However, as the term implies, GLS does not run alone as an exclusive movement. GLS involves public participation, such as bureaucrats, universities, literacy activists, parents, and the school community (Martiningsih, 2019). Many previous studies have shown the positive effects of promoting literacy in schools, such as research conducted by Gunawardena which showed that literacy could significantly develop effective communication, reading, and critical thinking skills in students if literacy is carried out consistently (Gunawardena, 2017). However, in reality, there are still many obstacles faced in the implementation of GLS, such as differences in GLS implementation instructions from the agency with those in the GLS guidebook where the GLS guidebook explains that if there is no bill or follow-up, it results in a lack of supervision in the form of monitoring and evaluation (Khotimah et al., 2018). The evaluation aims to monitor learner development, which can provide regular learner feedback (Septiary & Sidabutar, 2020; Trianggoro & Koeswanti, 2021).

In Indonesia although the illiteracy rate has decreased significantly, Indonesia's literacy level is still far behind other countries. From the results of the Program for International Student Assessment (PISA) survey released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia ranked the world's literacy skills 8eightbottom out of 70 (Summaries, 2019). In addition, as reported by the official portal page of the Ministry of

Education and Culture.go.id on June 30, 2021, a survey conducted by UNESCO shows that Indonesian people's interest in reading is still at the percentage level of 0.001%, which means that only 1 in 1000 people carry out intensive reading activities. This needs special attention because literacy is no longer just about reading and writing skills. In reality, teachers lack understanding of the concepts and stages of implementing the school literacy movement, making it difficult for teachers to implement it. In reality, teachers lack an understanding of the concepts and stages of implementing the school literacy movement, making it difficult for teachers to implement it (Azriansyah et al., 2021).

Much research has been conducted on GLS, but most focus on the strategies and obstacles of GLS implementation. The novelty of this research is to explore the implementation of GLS through the students' perspective. Perception is where the body receives stimuli through the sensory organs that make a person give a response to act (Adawiyah & Gunansyah, 2018). The effect of the stimulus given to students can be known through their perception of it. Therefore, the researcher is interested in researching the Analysis of High School Students Perceptions of the School Literacy Movement Program to find out the impact of GLS through their understanding and perception of the GLS program they have been living.

2. Research Method

This study uses qualitative research to obtain a general interpretation of social phenomena through participants' perspectives by processing descriptive data (Ahyar et al., 2020). This research was conducted at one of the high schools in Boyolali, with a population of 1,089 students. The sample used was 30 students and a teacher who had a position as the person in charge of the GLS program activities. The research instruments used to collect data were (1) student and teacher interviews to explore data on student perceptions and supporting elements related to the GLS program that had been undertaken, (2) observation techniques to collect data through systematic observation and recording of the phenomena investigated as supporting data. The data analysis used is *thematic analysis,* a method of identifying, analyzing, and reporting themes or patterns found in the data. In this analysis technique, the researcher carefully examines the transcript's contents and then gives meaning to the information conveyed by the informant in the context of collectivity (Junaid, 2016).

3. Results and Discussion

3.1. Results

One of the high schools in Boyolali has implemented the School Literacy Movement. This activity started in 2015 when the government launched GLS. The school responsively sent a delegation to Jakarta to attend a national literacy workshop organized by the Ministry of Education and Culture. Shortly after that, the school immediately held a teacher coordination meeting to form a School Literacy Team, made SOPs for GLS activities, made a *resume* book, and procured books through donations of used books from all school members. The following

year, book procurement was carried out in collaboration with external parties such as book publishers, universities, parents, and Solopos, who provided 1000 newspapers used in a school event, reading 1000 newspapers simultaneously. Even today, the school has tried digital libraries such as iPusnas and iJateng.

The form of GLS activities organized at school is *one day, one book*. So, one day reading one book is carried out three days each week. GLS is carried out 30 minutes before the first hour begins, and to be more effective and efficient in supervising GLS is done by gathering students together in the field. Coordinating GLS to run in an orderly manner is by involving teachers who serve as supervisors, and also students as library ambassadors and literacy ambassadors who are in charge of taking care of book circulation to the library every month, organizing their classmates to immediately gather in the field and collect literacy books every week to be submitted to the homeroom teacher.

The strategies teachers use when implementing the literacy approach are 10 minutes of reading silently and five writing book resumes. This is to avoid boredom in students. Besides that, there are storytelling sessions by the teacher and presentation sessions of reading results by students for storytelling and presentation activities carried out on different days. In the storytelling session, the teacher will explain the material, and students must rewrite the material presented in the resume book. In this session, the school occasionally invites public actors such as the Police, the Ministry of Finance, Students, or from students who tell their experiences, such as when participating in competitions. Based on teacher interviews, the purpose of bringing in external parties is to add insight while increasing student motivation. The school also has supporting facilities such as literacy gazebos, open reading rooms, libraries, posters, and wall magazines at several locations.

The school's target in the GLS program is that during the three years of school, students have a reading experience of 30 books, with ten books each year. This is also a form of school responding to the government's desire to ground literacy which, at that time, high school students after graduating had 0 reading experience. In addition, the school wants students to have reading resilience. During the interview, the teacher explained that the desire to build a strong culture of iteration at school was to support students' concentration when reading questions, which at that time there was still a National Exam. Indonesian language teachers complained that students' reading endurance averaged only up to 20 questions while the rest began to lose concentration. By intensifying the literacy program, it is hoped that students will become accustomed to reading and affect their concentration when reading exam questions. The school's efforts to improve the quality of the GLS program are also accompanied by the school's desire to become a superior school through the programs implemented, one of which is the literacy culture program because it is proven that after a year of running the GLS program well, the school received an award as a Literacy School from the Provincial Government and became a model school for other schools which will then have an impact on the school's image.

Students' understanding of literacy is still embedded in reading and writing activities. The tendency of students to still read only when GLS activities are carried out, while the factors that influence this are the lack of free break time to read, students are not comfortable reading in the literacy gazebo or open reading room because the place is close to the canteen so the atmosphere is crowded. The place is only in a few points of location, making some classes far to reach; while most classes do not have a functional reading corner, there is still a lack of motivation and interest in reading from the students.

Not many schools have implemented GLS, as most students have only experienced GLS during high school. This shows that many elementary and junior high schools still have not implemented GLS in their schools. Their response when they first participated in GLS was a shock, and some even wondered whether the activity was essential. As for the students, when they first participated in the activity, they felt enthusiastic, but after a few months, they became bored. Based on interviews conducted with students, they stated that the routine of reading and writing that was repeated over time bored them. However, inevitably students must follow these activities even though they do not understand the urgency because the school disciplines by providing sanctions for students who do not follow GLS, and every morning the teacher will go around the class to check that all students follow GLS so that there is no gap for not following GLS.

Suitable reading books was the most influence on students' enthusiasm to participate in GLS. However, although there are still many obstacles, GLS students admit that it brings benefits, including having the opportunity to read, broaden their horizons, get used to listening, and more easily understand presentations from others, and can train discipline. In the school, because book circulation is not done by the students themselves but by the library ambassador, the library ambassador often chooses books randomly so that sometimes students get books that are not suitable. Although students can exchange their books, they are reluctant to exchange them and choose the subsequent book circulation. In addition, the relatively short writing time is only 5 minutes, the weather in the field is hot, and the atmosphere is sometimes crowded, which can break the focus of students' reading so that it is not uncommon for students to write just copying from reading books in literacy books as a fulfillment of the obligation to be submitted to homeroom teachers.

3.2. Discussion

Many social community organizations carried out the beginning of the Literacy Movement in the 1900s to eradicate illiteracy. Klandermans (Sukmana, 2016, p. 14) states that what is meant by social movement is the collective opposition of people who have the same solidarity and goals in a continuous process of interaction with the elite, the opposing party, and the authorities in the era of the 1960s and 1970s a new social movement emerged that was more directed towards humanist, cultural, non-materialistic aspects. Along with its development in 1950, the literacy movement was directly commanded by the first President at that time, Soekarno, until in 2015, the Ministry of Education and Culture changed the focus from

eradicating illiteracy, which at that time had reached 3.56%, to a literacy movement in learning activities (Kemendikbud, 2017). Unlike its character as a movement born from the grassroots, namely the community, the literacy movement today is more accurately assumed to be a mobilization because the government initiates the movement. Anthony Oberschall argues that mobilization emphasizes structural aspects such as resource readiness in integrating individual roles in social networks and emphasizes rationality about participation in a social movement (Subaktiar, 2020). McCarthy and Zald mentioned that mobilization is used by the authorities to control or carry out social movements by involving the wider community to optimize resources (D. K. Sari, 2017). By the nature of mobilization from the authorities to community groups, the literacy movement comes from government policies that empower communities to carry out social movements, as in the National Literacy Movement, which is reduced to the *Gerakan Literasi Keluarga* (GLK), *Gerakan Literasi Masyarakat* (GLM), and the *Gerakan Literasi Sekolah* (GLS) by involving all existing stakeholders (Kemendikbud, 2017).

Indonesian literacy is still at a low level. To the results of research conducted by Prasrihamni et al. (2022), the main factor in the low interest in reading in Indonesia is the absence of habituation in reading instilled in children from an early age (Prasrihamni et al., 2022). In line with this, Citra (2018) also shows in her research that the internal factors of low student interest in reading are the lack of student reading habits, reading is still at the behest of others, rarely visiting the library, not having the initiative to find the reading material needed (C. P. Sari, 2018). This can happen because there are no immediate demands from the government in the Family Literacy Movement (GLK). Unlike the School Literacy Movement, under the auspices of the Ministry of Education and Culture, there is direct pressure from the Provincial or City Government so that its implementation can run more massively.

Schools as literate learning organizations become mobilizers that intersect directly with the Ministry of Education and Culture in implementing each policy into the learning curriculum. Schools as one of the places to strengthen literacy that provides a supportive environment for students physically, socially, and affectionately (Sutrianto et al., 2016). In implementing GLS, schools have developed structured and systematic program plans, formed special teams to strengthen school literacy and public involvement, and provided supporting infrastructure for students to do GLS comfortably (Khotimah et al., 2018). With the issuance of Permendikbud number 23 of 2015, schools are required to organize GLS, and children in schools are required to implement the regulation.

Becoming an excellent school is something that every education unit wants to achieve. One way is by implementing government policies as well as possible. Because becoming a superior school will gain the trust of the community and the public, who are considered capable of producing quality human resources. So many schools compete to boost their quality to become excellent by running various programs. Becoming a superior school will also affect school accreditation, which will help schools get support from the community, government, and private sector regarding professionalism, morale, energy, and funds (Asopwan, 2018).

In implementing GLS, many things still need to be considered by what is in the guidebook, as the main literacy activities are reading and writing. Reading literacy is not just a word-for-word reading activity. PISA since 2018 defines reading literacy as the process of understanding, utilizing, evaluating, and reflecting on texts to achieve goals, develop personal knowledge and potential, and blend in with society (OECD, 2019). As for most students, writing activities are just copying back what they have read, and this is still wrong, basically writing activities in GLS are pouring ideas, thoughts, feelings, and experiences into the form of writing so that it becomes an essay or a person's ability to create works in the form of writing based on the results of one's imagination (Yusrawati JR, 2020). As for the presentation session, students present their reading results by re-expressing what has been written. Meanwhile, the presentation session referred to by GLS at the development and learning stage is that students can think critically to carry out questions and answers to express their ideas and ideas from the books they read (Nopilda & Kristiawan, 2018).

Students' understanding and literacy paradigms are still limited to reading and writing activities. This is supported by Yusrawita's research, which also explains that students generally still think that literacy is an activity limited to reading and writing (Yusrawati JR, 2020). It is important to see students' perceptions in seeing the effect of the stimulus given. Perception is where the body receives stimuli through the sensory organs that make a person respond to action (Adawiyah & Gunansyah, 2018). So that when someone is doing perception, they will select whether the stimulus is valuable or not to them and determine what is best to do. Perception Theory from Stephen P. Robbins (1996) describes three dimensions that shape perception, namely the first perception actor, perceived object, and the situation where the perception arises (Robbins, 2008, p. 103). Literacy has a broader scope: literacy skills in science and technology, finance, culture, and citizenship, sharpening critical thinking, and being sensitive to the surrounding environment (Kemendikbud, 2017). However, the reality encountered in the field in the implementation of GLS is that teachers do not understand the purpose and objectives of GLS and still do not understand the components of the stages in GLS (Azriansyah et al., 2021).

The school target in the GLS program wants children to have a reading experience of 30 books and have reading endurance. The program assessment still focused on quantity but is still missing quality. Because of its implementation, many students do not read it but only copy back the books they read to be submitted to the homeroom teacher as a form of fulfilling obligations. Suitable reading books strongly influence student enthusiasm, but because library ambassadors carry out book circulation, sometimes students get books that are not suitable. Even though students can exchange their books but choose reluctantly, this reluctance can show that students are less enthusiastic about following GLS. Febriana (2019) states that reading material that appeals to students can motivate students to read reading texts seriously (Ramandanu, 2019). Leni (2019) Generally, individuals who like something are caused by interest. Usually, what is most liked will be easily remembered (Maryani & Sopiansah, 2019). So

even though students have circulated books 30 times, the quality is still lacking, which does not maximize students' reading endurance. Meanwhile, teachers monitor the program from how students are seen reading during GLS and literacy book notes written by students.

The reward is a form of appreciation to encourage students to do better. In mobilizing the GLS program to run according to plan, the school conducts discipline by giving point sanctions or punishment to students who are not orderly following GLS. Moreover, give awards to students with a good track record during GLS (Anggraini et al., 2019). In line with this, Reksa's research (2021) also shows that the reward and punishment method can increase students' awareness of obedience and compliance with existing school regulations and strengthen students' learning discipline (Pribadi et al., 2021).

4. Conclusion

The results of this study show that the literacy movement was originally a movement that emerged from the initiative of social community organizations over concerns about illiteracy in Indonesia, which at that time was very high. In its maturity, the literacy movement transformed into a mobilization initiated by the government with the issuance of Permendikbud Number 15 of 2015, which requires every school to organize GLS, and students are inevitably required to carry out the regulation. The current condition of GLS in Indonesia is still at the stage of growing interest in reading. Besides GLS as a government policy, implementing GLS in schools is utilized to improve school quality as a booster of school accreditation. The implementation of GLS is not carried out by predetermined guidelines so that it affects the perception and paradigm of students on literacy, which still includes the meaning of reading and writing activities, literacy goals are still directed at the aspect of quantity assessment, and students' awareness of reading is less still fixated on fulfilling obligations. There is no continuation action, and low student interest in reading is influenced by GLS, which is still not optimally integrated with other literacy movements such as GLK and GLM. In shaping student compliance, the school applies a sanction and reward approach. Nevertheless, overall, the school has been quite good in initiating the stages of implementing GLS in their school. Schools already have awareness and have responsively implemented GLS at school since the first time the government promoted GLS.

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