

B11 The Implementation of Gerakan Literasi Sekolah (GLS) Program

by Ali Mustadi

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The Implementation of *Gerakan Literasi Sekolah (GLS)* Program in Elementary School

Sri Wahyuningsih and Ali Mustadi

Universitas Negeri Yogyakarta

Abstract

The purpose of *Gerakan Literasi Sekolah (GLS)* program is to manage schools as a literary ecosystem. The components of GLS program such as facilities & infrastructure, activities, and school literacy team determine the successful implementation of the program. This study aims at describing the condition of the GLS program implementation in state elementary schools of Sleman district. Data were obtained through a questionnaire by elementary school teachers. This research gauges the implementation level of GLS program from several aspects like the conditions of facilities & infrastructure, the school literacy team, the public involvement, and the activities of GLS program. The research resulted that 44% of the schools in Sleman district have been implemented GLS program in *good* category.

Keywords: Literacy; GLS Program; Elementary School

Corresponding Author:

Sri Wahyuningsih
sri.wahyuningsih2016@student
.uny.ac.id

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1. Introduction

Literacy currently becomes a critical point in education. Many parties argue that literacy must be emphasized in *learning processes* even since elementary level. *This*, subsequently, raises a question related to the importance of literacy.

Literacy is *commonly* associated with *reading and writing abilities*. Reading ability is the initial stage *for* human to obtain information. *Due to* the rapid development of science and technology, literacy also requires people to able to adapt to current dynamics.

UNESCO the organization that concerns on education defines literacy as:

The ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society[1, p. 13].

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Based on the above definition, it can be seen that literacy is required to cope with various forms of text material. The information contained in the text material can be used to solve the problems of everyday life.

The importance of literacy skills allows parents and teachers to teach reading and make students acquainted with it. The students who are fluent in reading are believed to have good academic skills. Referring to several research results, children classified as good reader are able to comprehend complex and long text [2]. Also, children who showed positive attitudes and self-confidence in reading also have significant effect on their reading ability [3].

There are currently several international-scale reading to survey students' reading abilities in a country. Based on the results of PISA in 2009 and 2012, Indonesia still ranks in a low position. Thus, the Ministry of Education and Culture of Indonesia developed Gerakan Literasi Sekolah (School Literacy Movement) program. This GLS program is also a manifestation of the Regulation of the Minister of Education and Culture No. 23 of 2015 on character development. One of the activities is reading non-academic book for 15 minutes before the learning process [4].

The GLS program has been implemented in all elementary schools of Sleman district. Based on the interview with the Head of Supervision Section for Elementary Schools in Sleman District, it is known that almost the entire primary schools in Sleman have implemented GLS program. Students read all kinds of books (fiction or non-fiction) for 15 minutes every day. Various efforts, such as socialization, have also been done by Education agency official to promote the implementation of GLS program in schools. In addition to the efforts of the Education Office, the GLS program is also supported by the Sleman district government through various competitions related to literacy such as reading interest competitions as a form of literacy care.

Despite the provided attempts and the supports from the Education Office and Sleman district government, the implementation of GLS in schools still find some constraints. Some schools claim that the procurement of reading books for elementary school students is still lacking. In fact, some teachers allow student to read the textbook during the 15 minute reading activity though the regulation mentions that the text should be non-academic books containing the positive character values to enhance the students' reading interest [5].

By reviewing some description of the GLS program implementation, this needs to gain deeper on the realization of GLS program in elementary schools. This article reveals the implementation of the GLS program in elementary schools related to the aspects of

school facilities and infrastructure, literacy activities, school literacy team, public involvement, and constraints experienced by schools during GLS program implementation. The implementation descriptions were obtained through a questionnaire given to 179 state elementary schools in Sleman district. The results can be used as additional information to improve the quality of GLS program implementation.

2. Literature Review

The GLS program is a comprehensive effort to make the school as learning organization whose the occupant are literate throughout life with public engagement [4]. If it is viewed from the definition, the school should be a place to facilitate every individual to be a literate. Schools as an organization need to have several components such as clear goals, members, and relationships within the school [6]. To implement the GLS program, indeed, the school must determine first the goals to be achieved. Furthermore, the school also needs to appoint members who can work together to achieve it. This objective should be aligned with the objectives of the GLS program that has been set by Minister of Education and Culture.

As a fairly new program, the GLS program has developed by Minister of Education and Culture with decent purpose. The general purpose of this program is to cultivate students' character through a culture of literacy ecosystem in school so that they become lifelong learners [4]. This indicates that the GLS program tries to improve the quality of Indonesian students. Therefore, the GLS program policy should be a challenge for a school. As a learning organization, schools must be able to run the policy and strive to realize the goals of GLS program. Troman states that a school must be able to face changes or policies that have been determined by the central government in order to achieve better educational goals [7]. Making changes to improve the quality of education can be done in various ways. One of them is by establishing the school as a learning community. Schools can work with several parties such as universities or research institutes to achieve better quality of learning [8].

The implementation of the GLS program involves several components including facilities and infrastructure, school literacy team, public engagement, and activities in the GLS program. School literary facilities and infrastructure include libraries, reading corners, and reading areas [4]. The facilities and infrastructure of school literacy is essential to succeed the program the availability and well-managed facilities and infrastructure of school literacy can help students to foster their reading interest. Geske & Ozola mention that based on PIRLS analysis results in 2011, students with high literacy competencies

are those who read stories with different titles, poems, and fiction books in school at least once a week [9]. In addition, reading topics also affect students' reading interest [10], [11].

The school library serves as a place for students to read book. According to the National Standards Library, the type of collection in the elementary school or Madrasah Ibtidaiyah (MI) library consists of (1) books (textbooks, curriculum supplement books, reading books, reference books, and biographical books); (2) periodical text (magazines and newspapers); (3) audio visual; and (4) multimedia. The number of collections for elementary school libraries or madrasah ibtidaiyah consists of (1) 1 copy of textbooks per subject for each student; (2) 1 copy of teacher manual per subject for each learning field; and (3) Enrichment books with 60% of non-fiction and 40% of fiction ratio respectively, as the requirement of 1 to 6 groups of study with the number of books as many as 1000 titles, 7 to 12 groups with the number of books as many as 1500 titles, 13 to 24 groups of study with the number of books of 2000 titles [12].

In addition to the school library, reading corner in classroom is also one means for school literacy. The classroom reading corner is completed with a collection of books arranged in such an interesting way to foster students' reading interest as well as to make the students acquainted with books [4]. The procurement of classroom libraries requires some consideration, such as teachers need to work with parents and school staff in formulating the objectives and the literature collections [13]. The literature collection in the classroom reading corner should be diverse. A varied collection of reading books can be a booster for students to read [14]. To make the classroom reading conditions more effective, teachers need to find information on standard of reading books which are suitable for elementary students. The research results indicate that teachers who receive assistance in the form of qualified children's reading books as well as those who joining teacher development training proved to be able to enhance the achievement of students' literacy competence [15].

As a goal-driven program, the GLS requires a dedicated team who responsible for coordinating the implementation of the GLS program in a school [4]. The team is called the School Literacy Team (SLT). Some specific functions of SLT are to coordinate reading programs, to meet the teachers' needs, to assist and to supervise students either direct or through the teachers as a link between schools and parents or other communities, and to conduct assessments [16], [17].

Public involvement in the implementation of the GLS program in schools is also important to help schools to develop literacy facilities and infrastructure. It also increases school openness and community confidence [4]. Cooperation between schools with

some parties can produce a positive value. For example, schools that are still difficult to run the reading program can work with academics to find a solution. Through cooperation, relationships and trust will be well established [18].

One of the main activities in the GLS program is 15 minute reading activity every day in the beginning, middle, or towards the end of the lesson [4]. The background of the 15 minute reading activity is a reflection of the low interest and reading ability of Indonesian students. The acquaintance of 15 minutes reading activity is expected to foster students' reading interest. To make students acquainted with reading, teachers do not need to force them. The things that can be done is by providing interesting reading materials. Teachers can also assist students in choosing suitable books for them [19].

3. Material & Methodology

3.1. Participants

This research involved 193 state elementary schools in Sleman district by using cluster sampling technique. This technique employed the number of sub samples from each 17 districts in Sleman district. Furthermore, the school were chosen randomly. The detailed data on the number of elementary schools in Sleman was obtained from the website of Minister of Education and Culture. The following is the sample and sub sample calculation of this research.

Slovin Formula:

$$n = \frac{N}{1 + Ne^2} \quad (1)$$

Explanation:

n: sample number

N: population number

e: limit of error tolerance

The number of schools as sample for questionnaire distribution, i.e.

$$n = \frac{374}{1 + 374 \times 0,05^2}$$

$$n = \frac{374}{1,935}$$

n = 193 elementary schools

The formula to find sampling fraction cluster is:

$$fi = \frac{Ni}{N} \quad (2)$$

The formula to calculate the size of sampling fraction cluster is:

$$ni = fi \times n \quad (3)$$

Explanation:

fi: sampling fraction cluster

Ni: number of individual in cluster

N: number of population

n: number of sample

ni: number of sub sample

For example, the following is the school sample determination from Minggir regency.

$$fi = \frac{12}{374}$$

$$fi = 0,032$$

So, the number of schools from Minggir regency used as the sample for questionnaire distribution is:

$$ni = 0,032 \times 193$$

$$ni = 6$$

3.2. Instrument

The questionnaire was to reveal the implementation of GLS program. The questionnaire consisted of nine items. The statements of questionnaire included the facilities and infrastructure, the activities of the program, and the program evaluation.

The validity test of the instrument was in the form of non-test so the construct validity was adequate [20].

The construct validity testing factor analysis. Based on the factor analysis, it was found that the reserach questionnaire of GLS program implementation had KMO score of 0.673. The score had met the criteria since it was above 0.5 (>0,5). Then, the result of Bartlett's Test showed that its significant was 0.000. The anti-image correlation from all questionnaire items had the score above 0.5 (>0,5). The following table is the list of obtained correlation score for anti-image correlation.

TABLE 1: Score of Anti-Image Correlation.

		X1	X2	X3	X4	X5	X6	X7	X8	X9
Anti-image Correlation	X1	,503 ^a	,046	,033	-,087	,049	,043	-,049	,067	-,341
	X2	,046	,793 ^a	-,036	-,082	-,054	-,025	-,097	,001	-,013
	X3	,033	-,036	,717 ^a	-,073	-,142	-,113	-,050	,056	,076
	X4	-,087	-,082	-,073	,733 ^a	-,182	,033	-,181	-,188	-,031
	X5	,049	-,054	-,142	-,182	,725 ^a	-,183	-,002	-,184	,002
	X6	,043	-,025	-,113	,033	-,183	,665 ^a	-,306	,015	-,009
	X7	-,049	-,097	-,050	-,181	-,002	-,306	,684 ^a	-,241	-,005
	X8	,067	,001	,056	-,188	-,184	,015	-,241	,694 ^a	-,091
	X9	-,341	-,013	,076	-,031	,002	-,009	-,005	-,091	,529 ^a

a. Measures of Sampling Adequacy(MSA)

3.3. Data analysis

Data analysis technique was by (1) giving score in each statement item that had been filled; (2) totaling the scores; (3) catagorizing the scores based on the guideline of the score interpretation. Then, the obtained scores were also catagorized based on the percentage criteria and described by referring the literature review. The following is the guideline for score interpretation.

TABLE 2: Guideline for score interpretation.

No	Score	Category
1	$X \geq Mi + 1,5.SBi$	Very Good
2	$Mi \leq X < Mi + 1,5.SBi$	Good
3	$Mi - 1,5.SBi \leq X < Mi$	Quite Good
4	$X < Mi - 1,5.SBi$	Bad

Explanation:

Mi: ideal mean

SBi: ideal standard of deviation

Mi: $\frac{1}{2}$ (ideal highest score + ideal lowest score)

SBi: $\frac{1}{6}$ (ideal highest score– ideal lowest score)

The following are the results based on the guideline of the score interpretation.

TABLE 3: Guideline for score interpretation.

No	Score	Category
1	$X \geq 6,75$	Very Good
2	$4,5 \leq X < 6,74$	Good
3	$2,25 \leq X < 4,4$	Quite Good
4	$X < 2,25$	Bad

4. Results and Discussion

4.1. Result

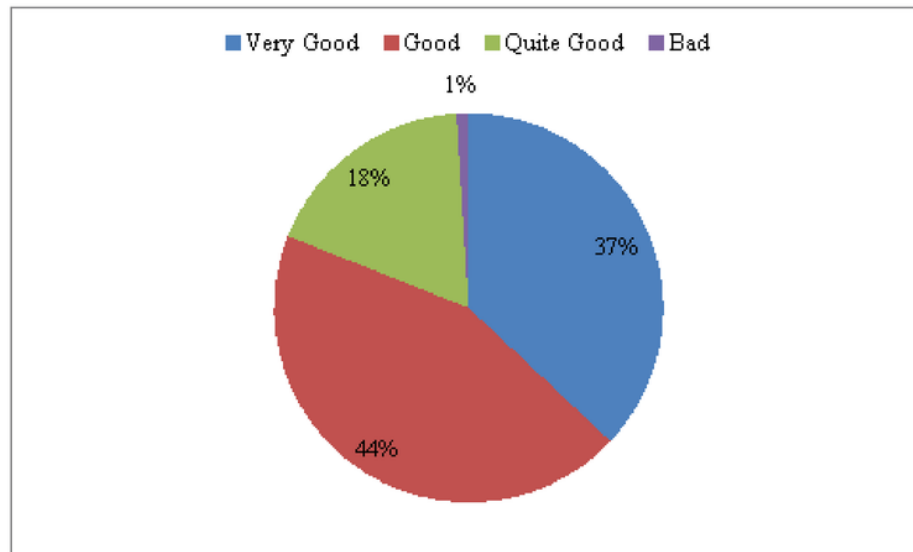


Figure 1: The result of GLS in state elementary schools in Sleman district.

This research was guided by the research question: To what extent is the implementation level of the GLS program in state elementary school of Sleman district? The research data were collected through questionnaires given to 193 teachers of state elementary school in Sleman District. However, from 193 distributed questionnaires, it was only returned 179. Furthermore, the results of the questionnaire scores that have been filled by teachers converted into percentage and categorized based on the appropriate criteria.

This study measured the GLS program implementation from several aspects. These aspects include (1) facilities and infrastructure that supporting GLS program implementation; (2) the activities of GLS program implementation; and (3) the evaluation. Based on the findings, 44% of state elementary schools of Sleman district had well implemented GLS program. The details of the GLS program implementation in state elementary schools of Sleman district is shown in the following table:

TABLE 4: The details of GLS program implementation in state elementary schools of Sleman district.

No	Statement	Result
1.	School library	93.3% of schools already have school libraries
2.	Availability of classroom reading corner with non-academic books collection	68.2% of schools have provided a classroom reading corner with non-academic books collection
3.	The availability of reading campaign posters in the school environment	72.1% of schools have provided reading campaign posters in school environments
4.	School literacy team	40.2% of schools already have school literacy team
5.	Public involvement in the implementation of GLS program	56.4% of schools have involved the public in implementing the GLS program
6.	15 minutes reading activity	62.0% of schools have conducted 15 minutes daily reading activities; 33.0% of schools have carried out 15 minutes of reading activities at least 1-2 times a week; 3.4% of schools have carried out at least 1-2 times a month; and 1.7% have not conducted 15 minutes reading activity
7.	Teachers accompany students in choosing their reading books	42.5% of teachers have assisted students in choosing a reading book every day; 40.2% of teachers have assisted students in choosing reading books at least 1-2 times a week; 12.3% of teachers have assisted student in choosing reading book at least 1-2 times a month; and 5.0% of teachers never accompany students in choosing reading books
8.	The activity of documenting the titles and authors of the books read by students	16.8% of teachers have ordered students to document the titles and the authors of the books every day; 30.7% of teachers have ordered students to document the titles and the authors of the books at least 1-2 times a week; 15.1% of teachers have ordered students to document the titles and the authors of the books at least 1-2 times a month; 37.4% of teachers never ask students to document the titles and the authors of the books they read
9.	The benefits of GLS program	95.0% of teachers claim that the GLS program can improve the students' academic achievement and, on contrary, 5.0% of teachers claim that the program could not improve the student achievement

4.2. Discussion

This study describes the implementation of the GLS program in State Elementary School of Sleman district. The description is viewed from various aspects ranging from facilities and infrastructure to activities undertaken in the program.

Based on the findings, the procurement of facilities and infrastructure of literacy component in the schools has been running well. It can be seen from the school library. The number of books collection in the school library has also fulfilled the standards set by the National Library of Indonesia. The number of different reading titles on interesting topics can help learners to grow their interest in reading. This is consistent with the statement that school libraries role as learning environments that can shape reading interest to students [21]. Therefore, school libraries should also be well arranged

so that students become enthusiastic to read in the school library. School libraries can be integrated with multimedia and graphic content suited to the development level of elementary students [22].

Improving the quality of school libraries and other literacy facilities seem to be a serious problem for schools. Some schools find it difficult to provide literacy facilities and infrastructure due to their inadequate budget. In addition, the number of book collections was limited and was in bad condition. Further, some book collections were old published books that less attractive for elementary-level students. The conditions of library building that did not meet the standard criteria also hinder the accomplishment of GLS program objectives.

These constraints are common to school libraries. Inadequate library arrangement will make the school library ineffective. This is in accordance with Bailey, Hall, & Gamble that providing a library as a place for students to read comfortably has become one of the problems faced by school libraries. Therefore, to improve the quality of school libraries, it requires cooperation from schools with related institutions. If the cooperation can be well-established, the teachers and the school librarians can work together to foster students' reading interest [23].

Effective GLS program implementation should also involve the public and it has been a biggest challenge for schools. The research results showed that the level of public involvement in the implementation of GLS program was 56%. The public engagement efforts that have been done, such as (1) cooperation with village library; (2) cooperation with mobile library program from The Library and Archives Office of Sleman Regency; (3) books charity agendas by inviting community, parents, and teachers to donate books for the school libraries; and (4) socialization of school programs and activities through social media. However, although schools have tried to involve the public in the implementation of GLS program, the obstacles still appeared such as (1) the school residents were not fully aware of the purpose of GLS program; (2) the difficulty to arrange meetings with mobile libraries due to other school agendas such as examinations agenda; and (3) the lack of public awareness to donate books though the information of book charity had been announced.

The School Literacy Team has also been a component of the study. Based on the findings, only 40% of schools who already had a school literacy team who served as the coordinator of the GLS program. The teams from several schools undertook some activities to support GLS program regularly like State Elementary School of Klegung 3 of which their school literacy team invite the parents who picking up to wait their children while reading a book in the school area. It shows that the team also had a duty to instil

awareness of literacy to parents to be a role model for students. It is in line with Mraz et. al. statement that school literacy team is also responsible for maintaining the relationship between the school and the family [24]. Furthermore, the literary team of Margorejo State Elementary School asked the librarian to replace books in the classroom reading corner once a week.

The activities of GLS program implementation such as 15 minute reading had run well. 60% of schools had conducted 15 minutes daily reading activities. The teacher also gave assistance to students in choosing the books. However, the documentation of the title and author of the book was not optimal yet.

As a reading interest growth program, elementary school teachers have a positive perception on GLS program. It can be seen from the teachers respond on the question of whether GLS program improves students' academic performance and 170 of 179 teachers stated that the program can enhance the students' academic achievement. The progress after the GLS program according to the teachers were (1) the students were more interested in reading book; (2) the students reading interest increased; (3) the students' fluency in reading getting better; (4) the reading material has a correlation to the learning themes.

5. Conclusion

The implementation of GLS program consists of several aspects that should be well-managed. Those aspect include the facilities and infrastructures, the literacy activities, school literacy team, and public involvement. Each aspect should be run well in order to achieve the goals of GLS program. This reserach found that the implementation of GLS program in Sleman district had been running well. However, several limitation found in this reserach, such as the questionnaire distribution had not met the determined target. Besides, the research instruments was only in the form of questionnaire completed by the teachers of which may contain subjectivity tendency.

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