



Implementasi Gerakan Literasi Sekolah selama Pandemi Covid-19 di Sekolah Dasar

Implementation of the School Literacy Movement during the Covid-19 Pandemic at Elementary Schools

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Received: 12-01-2021

Accepted: 25-03-2021

Published: 30-04-2021

How to cite this article:

Firdaus, A.M., & Bahri, Aliem. (2021). Implementation of the School Literacy Movement during the Covid-19 Pandemic at Elementary Schools. *Pedagogik Journal of Islamic Elementary School*, Vol. 4(1), 91-102. <https://doi.org/10.24256/pijies.v3i2.3044>

Abstract

Reading is the most suitable alternative to improve education children's literacy while literacy is the ability to create interpret a meaning through the text. This research aims to know the implementation of the School Literacy Movement (GLS), especially in increasing student interest in reading during the Covid-19 pandemic. This type of research was a quantitative or experimental research (pre-experimental design). As for the results Inferential statistical analysis was carried out using the t-test formula, it is known that t_{Count} obtained 12.648 with a frequency of $df = 25-1 = 24$, at a significant level = 0.05 or 5% obtained t table 2.063. So the t-count was 12, 648 2,063 this shows that H_0 is rejected and H_1 is accepted. Based on the results of the study and referring to the hypothesis that the researcher set, it can be concluded that there is a significant effect of implementation of the School Literacy Movement (GLS), especially reading interest at the fifth grade students at Bakung 2 Sudiang Elementary School, Biringkanaya District, Makassar City.

Keywords: School Literacy Movement (GLS); interest in reading; elementary school students

Abstrak

Membaca adalah alternatif yang paling cocok untuk meningkatkan pendidikan literasi anak sedangkan literasi merupakan kemampuan untuk menciptakan juga menginterpretasikan sebuah makna melalui teks. Penelitian ini bertujuan untuk mengetahui implementasi Gerakan Literasi Sekolah (GLS) khususnya dalam meningkatkan minat baca murid pada masa pandemi Covid-19. Jenis penelitian ini adalah kuantitatif atau eksperimental (pre-experimental design). Hasil analisis statistik inferensial dengan menggunakan rumus uji-t, diperoleh thitung sebesar 12,648, frekuensi $df = 25-1 = 24$, dan ttabel sebesar 2,063 pada taraf signifikansi = 0,05 atau 5%. Jadi thitung > ttabel atau $12,648 > 2,063$ yang berarti H_0 ditolak dan H_1 diterima. Berdasarkan temuan penelitian ini dan mengacu pada hipotesis yang diajukan oleh peneliti, dapat disimpulkan bahwa pelaksanaan School Literacy Campaign (GLS) berpengaruh

signifikan terhadap minat baca siswa kelas 5 UPT SPF SD Inpres Bakung 2 Sudiang, Kecamatan Biringkanaya, Kota Makassar.

Kata kunci: *Gerakan Literasi Sekolah (GLS); Minat Baca; Siswa Sekolah Dasar*

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Introduction

In Indonesia, there are various kinds of educational problems, especially problems in literacy. Literacy education cannot be separated from the world of education, especially for elementary school children whose age is indeed the time to know, understand and apply. Reading is the most suitable alternative to improve children's literacy education. Despite the fact that children's interest in reading in Indonesia is minimal, we as educators should not be careless about this. Shaping the character of the nation's successors through education as a resource in guiding humans in match with the nation's character is the mandate of the Act. The government manifests regulations through Permendikbud Number 23 of 2015 in order to produce students who are outstanding in character by developing the National Literacy Movement. These National Literacy Movements include the School Literacy Movement (GLS), the Family Literacy Movement and the Community Literacy Movement.

Reading comprehension is part of linguistic competence and undoubtedly plays a very important role in Indonesian language subjects. If you do not have a good reading comprehension to begin with, your future learning will definitely be difficult. Because by reading students will really want to get very valuable information for the development and improvement of their thinking and social power. However, due to low/apathy towards reading, the students' underlying reading ability is not interesting. According to (Padmadewi and Artini, 2018), in conventional training, school directors, educators, and guardians greatly influence school skills training.

Meanwhile, according to (Subakti, 2020), reading is an activity that we do in daily life to obtain information, news and knowledge in order to improve critical thinking skills and find new ideas. According to (Malawi, 2018), schools are currently not optimal in developing the literacy skills of school residents. This is due to the lack of awareness of the importance of literacy in life and the lack of use of non-textbooks.

Children's interest in reading does not just come, but continuesly grow through long cycles and stages of development. Understand that reading interest is an interest or desire to read and a child or student should be encouraged to do so because reading is an important skill to master and if one already likes reading, the reader will not only

get information. but in addition to pleasure and satisfaction. One of the efforts to work on the nature of training in schools is to further develop reading comprehension education. In the midst of the rapid progress of innovation as it is today, humans must always refresh their insights and abilities. Much of this information and ability is acquired through perusing. Farida Rahim recommends that "interest in reading is a strong urge to be recognized with the desire to get understanding material and then read it with self-awareness". Someone who has an advantage in reading will show his desire to get understanding material and then read it on his own consciousness or outside support (Farida, 2011).

The school literacy movement (GLS) is a movement in which all school members are required to participate in the success of these activities, not only from students but also teachers, parents/guardians of students and the community must take part in this activity. Literacy has its own role in the world of education, especially in shaping the character of a student. By reading students can know the issues that are developing out there and become more critical in responding to something. According to (Kemendikbud, 2016) that the literacy culture embedded in students affects the level of success and the ability of students to know issues analytically, critically, and also reflectively.

Moreover, at the end of 2019, there is an infectious disease that began to be found in the Wuhan area, China which at that time was very horrendous throughout the world, not only in Indonesia. This is an infectious disease caused by acute respiratory syndrome due to corona virus 2 (severe acute respiratory syndrome corona virus 2 or SARS-CoV-2). The virus is hereinafter referred to as Covid-19 or known by the full name Corona virus disease 2019 abbreviated as Covid-19. The cause of the emergence of this infectious disease, the government through its circular letter appealed to the entire community to implement what is called social distancing (keep your distance). This forces schools to close and the learning process is transferred to their respective homes.

There have been many studies that discuss literacy problems in elementary schools such as research from (Subakti, 2020). The results of research conducted by

researchers prove that the literacy campaign launched during the Covid-19 pandemic was very successful in increasing students' reading interest. In this literacy activity students' reading ability has increased, students' interest in reading already exists but needs to be improved. Similar research by (Utami, 2019). The school literacy campaign process during the COVID-19 pandemic was carried out offline and online, and the stages of the school literacy campaign were from the habituation stage, the development stage, and the learning stage. As a result, students' reading interest increased during the COVID-19 pandemic, thanks to the school literacy campaign. From the two relevant research results above, there is still no follow-up so that the implementation of the literacy movement in elementary schools needs to be reviewed.

This research focuses on children's reading interest that needs to be improved. It means like this, a child who is lazy to read means that the child already has the will or interest in reading but he is just "lazy" doing these activities. The teacher must keep them interested, not leave them alone. A teacher must be good at reading the situation in the classroom and solving a problem. Find the cause of the existing problem and fix the problem as creatively as possible. This research was conducted using the big book media, students will be more enthusiastic about the media that is applied because in it there are writings with large sizes and interesting pictures.

Based on observations at Bakung 2 Sudiang Elementary School, information was obtained that before the Covid-19 pandemic emerged, this school had implemented what is called the School Literacy Movement (GLS). The school follows the guidelines of the Ministry of Education and Culture and implements a general literacy activity of reading books 15 minutes before the start of lessons. The inhibiting factor of the literacy movement in this school is that the interest in reading in fifth grade students already exists but needs to be developed, the availability of story books is also still lacking in this school because children tend to be more interested in story books and the allocation of literacy activities is also minimal because considering Students have subjects that they must study in school. Schools in terms of overcoming these inhibiting factors continuously provide encouragement and motivation to students and always give praise.

The low interest in reading is the duty and obligation of all of us, including the students themselves, because without awareness in students about the importance of reading, the various efforts made to increase students' interest in reading will be in vain. Therefore, the first thing that becomes the basis of this research is to raise students' awareness of the importance of reading and the benefits of reading for learning in the future. Based on this situation, researchers found the problems faced by this school, namely the lack of direction of school literacy activities for students during the pandemic to the Limited Face-to-face Learning (PTM). The researchers are trying to collect all forms of evidence (data) and reports related to literacy activities both before the pandemic or after the Covid-19 pandemic. For this reason, the researcher raised the title Implementation of the School Literacy Movement in Elementary Schools During the Class V Covid-19 Pandemic at Bakung 2 Sudiang Elementary School.

Method

This type of research was quantitative or experimental research (pre-experimental design) that applied a questionnaire design before post-questionnaire. This research was conducted at Bakung 2 Sudiang Elementary School. The address is at Jl. Pioneer of Independence km. 18, Sudiang, Kec. Biringkanaya, Makassar City, South Sulawesi Province. The research subjects were the fifth grade students of Bakung 2 Sudiang elementary school totaling 25 students, 14 female students and 11 male students.

Research design

Research design according to (Tika, 2015) is a plan on how to collect, process and analyze data on a regular basis as well as directed so that a research can be carried out effectively and efficiently based on the existing research objectives. The design of this research was pre-questionnaire-post-questionnaire design with the type of research was pre-experimental design. The research design is:

$$O_1 \quad X \quad O_2$$

Image 1. *Research design*

Research variable

Research variable according to (Silaen, 2018) is a trait, phenomenon or characteristic in which it is able to show something to be observed or measured whose value can vary and vary, have various values or have varying values.

Independent Variable (*independen*) : Literacy Movement (X)

Bound Variable (*dependen*) : Student Reading Interest (Y)

Research Instruments

Questionnaires and interviews can serve as research tools. The questionnaire was filled out twice, before treatment (preliminary questionnaire) and after treatment (interview form). The interview sheet was used as a non-test instrument used to obtain information from the school literacy movement implemented in the school.

Data analysis technique

Analysis of data derived from research findings using descriptive and inferential statistical analysis. Only the mean of the two values is tested for difference in values, and for this, a technique called t-test (t-test) was used and then to get more accurate results a paired sample test using SPSS version 26 was also used.

Descriptive statistical data analysis was carried out using SPSS version 26. The researcher would compare the results obtained before and after being given treatment. In this analysis, the research determined student literacy activities with School Literacy Activities (GLS) in the same way as the procedure proposed by kemendikbud. The study used the t-statistic technique (t-test) in inferential statistics. Score frequency distribution is shown in the following table 1.

Table 1 *Score Frequency Distribution*

No	Interval	Category
1.	0-54	Very low
2.	55-64	Low
3.	65-74	Currently
4.	75-84	Tall
5.	85-100	Very high

Result***Results of Descriptive Statistical Data Analysis****Pre-questionnaire*

According to the results of the descriptive analysis of the students' reading interest scores before being given treatment (pre-questionnaire) it is shown as in the following table 2.

Table 2. *Student Reading Interest Score Statistics Before Treatment*

Statistics	Statistical Value
Subject	25
Ideal Score	100
Maximum Score	80
Minimum Score	55
Score Range	25
Average Score	66.52
Standard Deviation	6.905
Variance	47.677

Post-questionnaire

Furthermore, according to the results of descriptive analysis of students' reading interest scores before being given treatment (post-questionnaire) it is shown as in the following table 3.

Table 3 *Student Reading Interest Score Statistics After Treatment*

Statistics	Statistical Value
Subject	25
Ideal Score	100
Maximum Score	95
Minimum Score	75
Score Range	20
Average Score	84.48
Standard Deviation	4.744
Variance	22.510

Results of Inferential Statistical Analysis

In short, according to the research hypothesis, there is a significant influence on the implementation of literacy campaigns in supporting the school literacy campaign (GLS), especially the reading interest of grade 5 students at Bakung 2 Sudiang Elementary School. The technique used to support hypothesis testing is inferential statistical technique using -t test. It is known that the t-count obtained is 12,648. Furthermore, to find the t-table, the researcher used the t-distribution table with a significance level of = 0.05 or 5% and $df = N - k = 25 - 1 = 24$ then obtained $t_{0.05} = 2.063$ obtained t count 12.648 then t Table 2.063 returns $t_{\text{Calculate}} > t_{\text{Table}}$ or $12,648 > 2,063$. Based on the results of t-count and t-table, it can be concluded that H_0 is rejected and H_1 is accepted. This means that there is a significant influence from the implementation of the literacy movement in supporting the School Literacy Movement (GLS), especially the reading interest of fifth grade students at Bakung 2 Sudiang Elementary School.

Discussion

It is known that the resulting t_{count} is 12,648. Furthermore, to find the t-table, the researcher uses a t-distribution table with a significance level of = 0.05 or 5% and $df = N - k = 25 - 1 = 24$ then obtained $t_{0.05} = 2.063$ obtained t count 12.648 then t Table 2.063 returns $t_{\text{calculate}} > t_{\text{table}}$ or $12,648 > 2,063$. Based on the results of tcount and ttable, it can be concluded that H_0 is rejected and H_1 is accepted. This means that the implementation of the literacy campaign has a major impact in supporting the GLS, especially the reading interest of Bakung 2 Sudiang Elementary School students in Grade 5.

Based on the findings above, it can be seen that (Sismulyasih, 2018) conducted a similar study, namely on the implementation of the literacy workshop strategy, the data shows that the literacy workshop strategy can improve students' final literacy skills. This can be seen in the increase in learning outcomes and an increase in learning completeness from 40% to 93.33%. The average final ability after the implementation of the literacy workshop strategy is 77 points, with a minimum of 50 points and a maximum of 100 points, a 93.33% completeness level, and 6.67% reaching the specified

completeness level (KKM 70). Further similar research from (Utami, 2019). During the COVID-19 pandemic at 3 Kalimeang Elementary School, the school literacy movement process was carried out offline and online, and the GLS stages were from the habituation stage, the development stage and the learning stage. Therefore, students' reading interest increased during the COVID-19 pandemic at 3 Kalimeang Elementary School because of the school literacy campaign.

Conclusion

Based on the results of the research above, it can be concluded that the implementation of the school literacy movement in elementary schools during the COVID-19 pandemic is declared passed or successful with a very high category. In the paired sample test, it is also proven that there is a change after being given treatment. It is also known that the tcount value is greater than the ttable value which is in accordance with the hypothesis that the author has adopted that H1 is accepted and H0 is rejected if the tcount value is greater than the ttable value. Therefore, based on the results of this study, it can be concluded that literacy practices have a significant effect on the support for school literacy efforts (GLS), especially on reading interest in grade 5 UPT SPF students. SD Inpres Bakung 2 Sudiang, Biringkanaya District, Makassar City.

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