



The Influence of the Literacy Movement on the Learning Motivation and Activeness of Elementary School Students

Pengaruh Gerakan Literasi Terhadap Motivasi dan Keaktifan Belajar Siswa Sekolah Dasar

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Abstract

This study aims to analyze the influence of literacy movement program on students' learning interest and activity in learning. The research involved 60 elementary school students in Cluster I of Wajo District, Makassar City. The researcher used an ex-post facto design to reveal the influence of the literacy movement program on students' learning interest and activity without changing or manipulating the variables or samples. Data collection was conducted using questionnaire and observation techniques. The questionnaire was given to students to obtain data on the application of literacy movement and students' interest, while observation was carried out to obtain data on students' activity in the learning process with literacy movement. The collected data were then analyzed descriptively and inferentially. The results of the study revealed that the literacy movement program can help improve students' interest in learning and reading, help students acquire new skills in reading, writing, and speaking, and can significantly increase students' participation in learning activities.

Keywords: school literacy movement; interest in learning; student activity

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh program gerakan literasi terhadap minat belajar dan keaktifan siswa dalam pembelajaran. Penelitian ini melibatkan 60 siswa sekolah dasar di Gugus I Kecamatan Wajo Kota Makassar. Peneliti menggunakan desain ex-post facto untuk mengungkapkan pengaruh program gerakan literasi terhadap minat belajar dan keaktifan siswa tanpa mengubah atau memanipulasi variable maupun sampel tersebut. Pengumpulan data dilakukan dengan teknik angket dan observasi. Angket diberikan kepada siswa untuk memperoleh data penerapan gerakan literasi dan minat siswa, sedangkan observasi dilakukan untuk memperoleh data keaktifan siswa dalam proses pembelajaran dengan gerakan literasi. Data yang terkumpul selanjutnya di analisis secara deskriptif dan inferensial. Hasil penelitian mengungkapkan bahwa program gerakan literasi dapat membantu meningkatkan minat siswa

dalam belajar dan membaca, membantu siswa memperoleh keterampilan baru dalam membaca, menulis, dan berbicara, dan dapat membantu meningkatkan partisipasi siswa dalam kegiatan pembelajaran secara signifikan.

Kata kunci: *gerakan literasi sekolah; minat belajar; keaktifan siswa*

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Introduction

Literacy activities in elementary schools play an important role in improving the quality of education and preparing students for a better future. Literacy can help students develop good reading, writing, and speaking skills, which are basic skills needed in daily life and in the working world (Alfin, 2018). In addition, literacy activities can also help students understand, process, and draw accurate conclusions from information (Round & Campbell, 2013; Sturges & Gastinger, 2010). These abilities are crucial in facing various problems in life, including making important decisions. Literacy activities in elementary schools can also help students improve their creativity and imagination. By reading books and writing stories, students can develop their creativity and imagination, allowing them to explore the world more broadly and think more creatively. Literacy activities in elementary schools can help students improve their confidence and learning motivation (Hidayat et al., 2022; Rohim & Rahmawati, 2020). By improving their reading and writing skills, students will feel more confident in facing school tasks and exams, and be more motivated to continue learning and developing their skills.

The low level of literacy among students generates a source of human energy that is not competitive due to their limited scientific and technological skills, which result from their weak attention and proficiency in reading and writing (Gal et al., 2020). Reading and writing have not yet become a necessity of life and have not yet been established as a national culture. The number of books available is far from sufficient to meet the demand for reading as the basis for learning, and the issue of reading culture has not been regarded as a critical problem, while many other issues are considered more pressing.

There are three international research studies that examine a country's level of knowledge, namely PISA (Program for International Student Assessment), TIMSS (Trends in International Mathematics and Science Study), and PIRLS (Progress in International Reading Literacy Study). PISA examines literacy skills in reading, mathematics, and science, TIMSS examines student achievement in Mathematics and Science, while PIRLS examines the level of understanding of elementary school students when given various readings that require active engagement in the reading process. The results of two international studies, PISA and PIRLS, have received full attention from

the government, as Indonesia's achievement is quite low. This is evidenced by the data published by PISA research in 2019, which showed that Indonesian students' reading ability scored 371, ranked 74th, mathematics ability scored 379, ranked 73rd, and science ability scored 396, ranked 71st. Meanwhile, the PIRLS 2021 score for Indonesia was at Level 41 out of 45 PIRLS participants with a score of 405. The results of the PISA and PIRLS research are certainly very concerning. Therefore, literacy is needed in various conditions, so that the meaning of literacy can be beneficial in existing life. With the development of technology in the fourth industrial revolution, skills related to literacy have been developed, namely data literacy, technology literacy, and human literacy.

In addition, the results of interviews conducted by researchers in cluster 1 in Wajo District, Makassar City found that the average motivation and learning activity in the Indonesian language subject were quite low. This is due to the lack of promotion of the School Literacy Movement, both in the variety of reading materials used and the reading facilities available at school. The interview results also found that the lack of promotion of the School Literacy Movement has resulted in children's language skills being quite low. This can be seen from the children's attention during learning, their level of confidence in speaking and reading in front of the class, and their attention to writing materials.

The school literacy movement can be one way to improve the quality of education in Indonesia by increasing students' interest in reading (Pratiwi et al., 2022; Salma & ., 2019). By increasing literacy activities in schools, it is hoped that students can be more actively, creatively, and effectively involved in the learning process and can increase students' interest in learning. Several previous studies have shown that literacy activities in primary schools have a positive effect on students' learning motivation and activity, such as research conducted by (Binasdevi, 2021) which shows that literacy activities in primary schools have a significant effect on students' learning motivation. The research results show that students who are involved in literacy activities in primary schools have higher learning motivation than students who are not involved in these activities. Another study conducted by (Tabroni et al., 2022) found that literacy activities involving school libraries can increase students' activity in reading and writing. In addition, these literacy activities also increase students' interest in reading and writing. Research conducted by (Anugerahwati, 2019) showed that literacy activities conducted in primary

schools have a positive effect on students' reading and writing skills. Moreover, literacy activities can also increase students' activity in learning and improve students' creativity in writing. From these studies, it can be concluded that literacy activities in primary schools can have a positive effect on students' learning motivation and activity. Therefore, this study was conducted to determine the extent to which the school literacy movement influences students' learning motivation and activity in primary schools. This research is important because its results can contribute to the development of school literacy movement programs and efforts to improve the quality of education in Indonesia. In addition, this research can also provide better information and understanding of the factors that influence students' learning motivation and participation in primary schools.

Method

This study uses an ex-post facto design to uncover existing data or events without manipulating the variables or samples under study. The ex-post facto study is conducted to investigate the effect of the literacy movement on the motivation and learning activity of primary school students. In this study, the variables are divided into two categories: literacy movement as an independent variable and motivation and learning activity as dependent variables. For a clearer understanding, please refer to Figure 1.

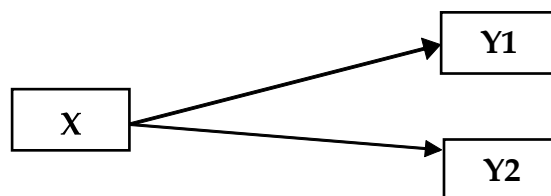


Figure 1 *Ex-post facto research design*

Information:

X = school literacy movement

Y1 = learn motivation

Y2 = learning activity

This study involved 120 fourth-grade elementary school students from Cluster 1 in the Wajo district, Makassar City. The sampling technique used in this study was cluster random sampling by drawing lots to determine the group of students that would

be the sample of the study. Based on the results of the drawing, it was determined that one of the schools with a total of 60 fourth-grade students would be the sample for this study. The class was divided into Class A and Class B. Data collection in this study used questionnaires and observations. The questionnaire was divided into two, namely the literacy movement questionnaire and the student learning motivation questionnaire. All questionnaires were completed by the students to obtain data on the literacy movement and the learning motivation questionnaire to see how much the literacy movement in school influenced the students' motivation. The observation technique was used to obtain data on how active the students were in the learning process after the implementation of the literacy movement in school. The collected data were processed using two statistical analysis techniques, namely descriptive statistical analysis and inferential statistical analysis techniques.

Result

Descriptive statistical analysis is used to obtain an overview of student characteristics in terms of motivation and learning activity variables with the implementation of the School Literacy Movement. The results of the descriptive analysis of the literacy movement questionnaire are presented in Table 1.

Table 1 *Implementation of School Literacy Movement*

Literacy Movement	N	Range	Min	Max	Sum	Mean	Std. Deviation
Class A	30	11,00	82,00	93,00	2642,00	88,0667	2,61209
Class B	30	13,00	82,00	95,00	2647,00	88,2333	2,55536
N	60						

Based on table 1, the standard deviation value of school literacy movement in class A is 2.61209 while class B obtained a standard deviation value of 2.55536. In addition, both classes obtained an average value of school literacy movement of 88.0667 and 88.2333, respectively, indicating that the implementation of school literacy movement is categorized as very good.

Table 2 *Student Learning Motivation*

Literacy Movement	N	Range	Min	Max	Sum	Mean	Std. Deviation
Class A	30	13,00	85,00	98,00	2718,00	90,6000	3,68220
Class B	30	11,00	88,00	99,00	2837,00	94,5667	2,66113
N	60						

The results of the descriptive analysis of the student learning motivation questionnaire in Table 2 show that the motivation of class A and class B students is in a very high category, as evidenced by the average score of student motivation, which is at 90.6000 and 94.5667. The results of observing student activity in the learning process of school literacy movements can be seen in Table 3.

Table 3 Student Learning Activities

Student Learning Activities	Percentage of Student Activeness	
	Kelas A	Kelas B
Conducting research	80,00%	90,00%
Active reading	96,67%	90,00%
Active listening	100,00%	83,33%
Practicing	100,00%	83,33%
Creative thinking	80,00%	80,00%
Critical thinking	80,00%	86,67%
Expressing opinions	100,00%	90,00%
Explaining	80,00%	90,00%
Discussing	93,33%	93,33%
Presenting a report	80,00%	86,67%
Displaying work results	90,00%	90,00%
Summarizing the learning process	86,67%	100,00%
Correcting errors or deficiencies in the learning process	96,67%	90,00%
Summarizing learning materials in one's own words	93,33%	83,33%
Average	89,76%	83,33%
Category	Active	Active

Criteria for active students in the learning process are said to be met if the number of active students $\geq 75\%$ with a very good category for student activities per indicator or average student activities. Based on observations in class A, the average percentage of active students who performed expected activities reached 89.76%, and in class B it was 83.33%. Therefore, it can be concluded that student activities in classes A and B in the Indonesian language learning process with the application of school literacy movements have met the active criteria.

In addition to conducting descriptive analysis, the author also conducted inferential analysis by conducting tests for normality, homogeneity, and hypothesis. Normality analysis was conducted using the Kolmogorov-Smirnov analysis aided by SPSS and showed that all data were normally distributed. Furthermore, the homogeneity

test also showed that all data were homogeneous as they obtained a sig > 0.05. The hypothesis test can be seen in table 4.

Table 4 *Manova Test Results*

Effect		Value	F	Hypothesis df	Error df	Sig.
intercept	Pillai's Trace	.999	24513.395 ^b	2.000	57.000	.000
	Wilks' Lambda	.001	24513.395 ^b	2.000	57.000	.000
	Hotelling's Trace	860.119	24513.395 ^b	2.000	57.000	.000
	Roy's Largest Root	860.119	24513.395 ^b	2.000	57.000	.000
Class	Pillai's Trace	.295	11.900 ^b	2.000	57.000	.000
	Wilks' Lambda	.705	11.900 ^b	2.000	57.000	.000
	Hotelling's Trace	.418	11.900 ^b	2.000	57.000	.000
	Roy's Largest Root	.418	11.900 ^b	2.000	57.000	.000

a. Design: Intercept + Class

b. Exact statistic

In Table 4, the obtained significance value is 0.000, less than 0.05, following the initial hypothesis that H₀ is rejected. H_a is accepted, indicating a simultaneous effect between the School Literacy Movement on the motivation and learning activeness of students in the Indonesian language subject at a public elementary school in Cluster 1 in the Wajo district, Makassar City.

Discussion

The research results indicate that the implementation of literacy movement has a significant influence on the learning motivation and activity of elementary school students. In this study, learning motivation was measured using indicators such as perseverance in facing difficulties, diligence in doing tasks, showing interest in various problems, enjoying and happy to work independently, feeling bored with routines or repeated tasks, not easily giving up on beliefs, being able to maintain their opinions, and currently solving problems. Meanwhile, student activity was measured through direct observation during the learning activities.

The results of the data analysis show that there is a significant improvement in students' learning motivation after participating in the literacy movement program. In addition, students who are involved in the literacy movement program tend to be more active in learning activities, such as reading books, writing, and discussing with classmates. The improvement in students' learning motivation after participating in the literacy movement program can be explained by several factors. Firstly, the fun and

interactive activities during the literacy movement program can help increase students' interest in learning and reading. Secondly, the literacy movement program can also help students acquire new skills in reading, writing, and speaking, which in turn can help increase their self-confidence and learning motivation. In addition, students' activity in learning activities is also a positive result of the literacy movement program. In this program, students are given the opportunity to read books, write, and discuss with classmates, which can help improve their language skills. This can also help increase students' participation in learning activities, so they are more active and engaged in the learning process. Thus, the research results show that the literacy movement program can provide significant benefits for students' learning motivation and activity in elementary schools. Therefore, this program can be used as an effective educational strategy to improve students' literacy and reading, which in turn can help improve the quality of education at the elementary school level.

The findings of this study are also supported by previous research, such as a study by (Fajar et al., 2022) which found that the implementation of literacy movement has a positive effect on student learning motivation, especially for students with high difficulty levels in reading. In that study, students who participated in the literacy movement program showed a significant increase in learning motivation compared to students who did not participate in the program. A study by (Tabroni et al., 2022) found that literacy programs involving reading, writing, and speaking activities can increase students' interest in reading. In addition, students who were involved in the program also showed increased learning motivation and activity in learning activities. A study by (Ginanjari & Widayanti, 2018) found that literacy programs involving reading, writing, and speaking activities can increase students' activity in learning activities. In that study, students who were involved in the program also showed an increase in speaking and writing skills. Therefore, it can be concluded that the implementation of the literacy movement can provide significant benefits for learning motivation, student activity, and reading, writing, and speaking skills. This can help improve the quality of education at the elementary school level and help students achieve better achievements in the future.

However, there are several limitations to this study. One limitation is that the research was conducted in only one district group, so the results cannot be generalized to the general population of elementary school students. In addition, the study did not

consider other factors that could affect learning motivation, such as environmental or psychological factors.

For further research, it is suggested to conduct broader research on factors that generally influence student learning motivation. Research can also focus on the effectiveness of literacy movement programs with more in-depth measurement methods.

Conclusion

The literacy movement program has a significant influence on the learning motivation and activity of elementary school students. Research shows that the literacy movement program can help increase students' interest in learning and reading, assist students in acquiring new reading, writing, and speaking skills, and help improve student participation in learning activities. However, this study has several limitations, such as not considering other factors affecting students' learning motivation. Therefore, further research is suggested to conduct broader research on factors influencing students' learning motivation.

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