IMPLEMENTATION OF SCHOOL LITERACY MOVEMENT IN ISLAMIC PRIMARY SCHOOL AL ISTIQOMAH

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ABSTRACT
SDIT Al-Istiqomah is a school that has programs and achievements in the field of literacy, so it is interesting to study how to implement the school literacy movement in the elementary school, including the obstacles and solutions. The method used in this research is the case study method. Based on the results of the study, the implementation of the school literacy movement was carried out in the stages of planning, implementation, and evaluation. At the implementation stage, it is divided into three parts, namely habituation, development, and learning. The various activities are reading, reviewing, presenting, selecting reading ambassadors, and training. The obstacles faced were limited time, difficulty in retelling the contents of reading, and decreased interest in reading during the pandemic. The solution to overcome this is literacy extracurricular activities, providing motivation, and collaboration with parents
Keywords: *Literature Movement, Literacy Skills, Literacy*

ABSTRAK
SDIT Al-Istiqomah merupakan sekolah yang memiliki program dan prestasi dalam bidang literasi, sehingga menarik untuk mengkaji bagaimana pengimplementasian gerakan literasi sekolah di SD tersebut, termasuk kendala serta solusinya. Metode yang digunakan dalam penelitian ini adalah metode studi kasus. Berdasarkan hasil penelitian, implementasi gerakan literasi sekolah dilaksanakan dengan tahapan perencanaan, pelaksanaan, dan evaluasi. Pada tahap pelaksanaan dibagi menjadi tiga bagian yaitu pembiasaan, pengembangan, dan pembelajaran. berbagai kegiatan tersebut yaitu membaca, me-*review*, presentasi, pemilihan duta baca, dan pelatihan. Adapun kendala yang dihadapi yaitu keterbatasan waktu, kesulitan menceritakan kembali isi bacaan, dan menurunnya minat baca selama pandemi. Solusi untuk mengatasinya yaitu kegiatan ekstrakurikuler literasi, pemberian motivasi, dan kerjasama dengan orang tua siswa.
Kata Kunci: Gerakan Literasi, Kecakapan Literasi, Literasi

1. Introduction

Reading is a commandment in Islamic teachings, namely in the first verse of Surah Al-'Alaq, which means "Read in the name of your Lord who created." By getting used to reading, a person will have a wide range of knowledge or insight. However, Indonesian students or people have a low interest in and reading ability. According to the Program for International Student Assessment (PISA) results, Indonesian people's reading ability is

below the average of other countries participating in the program. In addition, based on the results of the Indonesia National Assessment Program in 2016 conducted by the Education Research Centre, the reading ability of students in Indonesia is 46.83% in the poor category, only 6.06% in the excellent category, and 47.11% in the good category (Tahmidaten & Krismanto, 2020). Meanwhile, in the 2018 PISA results, as cited in Hewi & Shaleh (2020), the literacy level of students in Indonesia is ranked 74th out of 79 countries participating in the PISA program.

In addition, other problems related to low interest and speaking ability also affect students' low language skills. Pratiwi R. R (2016) investigates the level of speaking ability of grade II students of SDN S4 in 2015/2016 in Indonesian language subjects with storytelling ability material. Out of 26 students, only three passed or exceeded the value of 70 (KKM), while the other 23 students still needed to reach the KKM regarding the ability to retell fairy tales using their language. In addition, other studies state the same problem. Some students are less skilled in speaking, so students are less active in asking questions or having opinions. Furthermore, the low scores of students in class IV B SD Muhammadiyah 1 Malang below the KKM, with the percentage of test results on speaking learning conducted before the action, which obtained an average of 68.86 while the average minimum completeness is 70 with a percentage of ≥70 (Muna, Degeng, & Hanurawwan., 2019).

Another problem is related to the low ability of students to listen, which affects the low learning outcomes of students. If students have difficulty or low listening skills, then this will affect their lack of knowledge. Hakim (2018) explains that the level of listening skills of third-grade students of MIS Darul Ulum Muhammadiyah Bulukumba in Indonesian language subjects, namely listening to fairy tales before the action is taken; the results of student learning completeness are lower than the KKM of 70. In contrast, the average learning completeness achieved by students is 68%. Moreover, the results of research on class IV students of SDN 01 Pagi Mangga Besar, Taman Sari District, West Jakarta, with the results of research before the action is out of 29 students; two students scored 85-100, 14 students scored 70-84, two students scored 55-69 and 11 with a score of less than 55 (Satria, 2017). From these two studies, it can be concluded that the level of listening skills of elementary / MI-level students in Indonesia is still low.

The problem with other aspects of language skills is related to students' ability to write. Writing is related to one's creativity in expressing ideas through the text. Ahmad (2017) argues that writing skills are the highest level of ability in the language. Writing is a skill that is quite hard, not only for elementary school students but until adulthood, writing is still difficult to accomplish. Additionally, the level of writing skills of 28 fourth-grade students of SDN Jatiserang II, Panyingkiran District, in the 20I6/20I7 academic year obtained the results of students' writing skills 21%, or six students grasped Mastery learning. 79% with 22 students not reaching the Mastery learning level or not passing the KKM (Susilo, 2019). In addition, previous research conducted by PISA distributed by the OECD in 2014, as cited in Jayanti & Ariawan (2018), the results of students' writing skills in Indonesia are still relatively low, with a ranking of 62 out of 72 countries that participate in PISA. From these two studies, it can be concluded that the writing skills of students in Indonesia are still low. The student's lack of ability in writing is undoubtedly a problem, especially in the world of education. Teachers and schools need to make an effort to improve students' writing skills.

In order to overcome the low interest in reading and reading skills of Indonesian people, the government enacted an activity that can facilitate the students to increase their interest and reading skills, namely the literacy movement as contained in Permendikbud No. 23 of 2015 (Faizah et al., 2016). It fosters students' interest in reading with reading activities

for 15 minutes before learning. However, not only overcoming students' reading skills and interest in reading other language skills need to be improved; listening, speaking, and writing skills. The four skills have an essential role in students' language development so they can grow in the future through the School Literacy Movement (SLM) program. To realize the government's program in the National Literacy Movement, the West Java government calls on various educational institutions in West Java from primary to secondary levels to carry out the school literacy movement. The school literacy movement in West Java is known as the West Java Leaders Reading Challenge (WJLRC), voiced by the deputy governor of West Java, Deddy Mizwar. He launched the school literacy movement on 19 December 2016 (Rep, 2016), which was attended by the West Java Literacy Mother, Netty Prasetyani, as a representative of the Ministry of Education and Culture, West Java Disdik officials and several students as representatives of several schools in West Java.

Literacy is an activity of reading and writing that develops into critical thinking activities, watching, listening, speaking, and presenting the results of critical thinking skills from the information obtained (Sari, 2018). Meanwhile, another opinion declares that literacy can be interpreted as all efforts to utilize all language skills, which include listening, speaking, reading, and writing to obtain knowledge and information to filter all information critically, including lies from computers (Mutmainah, 2020). From these two opinions, literacy is an activity that improves language skills to gain knowledge and information and think critically.

Additionally, because of the high problems associated with literacy, the government provides a policy to conduct a literacy movement in every school for 15 minutes before learning activities begin. According to the Ministry of Education and Culture (Imanugroho & Isyawati, 2018), the school literacy movement is a social movement carried out with the support of several elements to increase students' interest in reading and character through reading activities for 15 minutes before learning. The literacy movement is an activity to foster and improve the culture of reading books in children to realize national life (Rohman, 2017). The school literacy movement is successful if the school as a learning organization meets the criteria for a literate environment (Faizah et al., 2016), namely the academic environment, the social-affective environment, and the physical environment describing literacy in the form of books and works and others in every corner of the school.

Based on preliminary observations, SDIT Al-Istiqomah Kuningan has successfully implemented the school literacy movement. The students of this school have a high level of basic literacy skills, and they have obtained awards in the implementation of school literacy at the international level, namely from South Australia, in the form of pioneer certificates and PRC medals. How the school literacy activity program at the primary school can produce various achievements needs to be studied more deeply. Therefore, this research examines the implementation, obstacles, and efforts in conducting the literacy movement at the primary school.

2. Method

In order to obtain the data, a qualitative research method with a case study design was used. Case studies collect data and obtain meanings and conclusions from the things under study, namely programs, events, or cases found in a place (Creswell, 2014; Sukmadinata, 2006). The type of data used was qualitative data.

Furthermore, several data collection techniques were carried out, specifically observation techniques, interviews, documentation studies, and questionnaires. The observation technique was used to observe the facilities and literacy activities at the school.

Thus, teachers and principals used the interview technique to gain information about literacy activities. Then, the documentation study technique was used to gather several literacy-related documents. In contrast, the questionnaire was used to collect the data from several student representatives from grades I-VI spread over two weeks. Secondary data was achieved from literature from journal articles and books.

The data results were then analyzed using the analysis technique from Miles and Huberman with several stages, including data reduction, data presentation, and conclusion (Sutikno & Hadisaputra, 2020). Data reduction activities were carried out by selecting the necessary data by categorizing it based on the data to be presented..

3. Results and Discussions
3.1 Results
3.1.1 Implementation of the School Literacy Movement

The implementation of the literacy movement at SDIT Al-Istiqomah consists of several stages: planning, implementation, and evaluation. The planning procedures of the school literacy movement at SDIT Al-Istiqomah consist of several steps. Among the steps taken in the planning process were forming the school literacy team, determining literacy goals, and determining the literacy concept to be implemented. The literacy concept implemented was guided by the West Java literacy movement in the West Java Leaders Reading Challenge (WJRC). The literacy concept in the WJLRC is to challenge teachers and students to read, review and discuss within ten months with a minimum of 24 books read (Slam, 2017). Goal setting in a program is essential as a reference for the achievement and direction of an activity. Based on the results of the interviews, the objectives of the school literacy movement at SDIT Al-Istiqomah were for students to foster character, foster a culture of literacy, and realize school citizens to become literate humans.

Meanwhile, the literacy concept applied was guided by the West Java literacy movement in the WJRC. The success in meeting the challenges of the West Java literacy concept resulted in an international award from South Australia.

Figure 1. Pioneer Medal and Certificate Winners from South Australia

Based on the results of interviews and documentation studies, students and teachers at SDIT Al-Istiqomah succeeded in meeting these challenges. Therefore, 8 SDIT Al-Istiqomah students received awards in the form of medals and Pioneer certificates 2016-2017 from South Australia. The medal is an award for fulfilling the challenge of making an Essay titled "Benefits of Cooperation between South Australia and West Java."

Literacy activities at SDIT Al-Istiqomah were carried out in three stages: habituation, implementation, and learning. In the habituation stage, based on data obtained from interviews, observations, and documentation studies, the activities carried out were reading for 15 minutes before learning, Friday literacy in the fourth week, and Readathon, which

was held once a month. These reading activities were applied by students and several teaching and education personnel, the school committee, and representatives of parents.

Figure 2. Friday Literacy Activity

The picture is one of the activities in the habituation process, the Friday literacy activity with a duration of 30 minutes. Based on the interview results, reading activities were conducted for 20 minutes and the last 10 minutes were for reviewing or presenting the reading results. Based on the analysis results, this habituation stage activity aims to increase students' interest in reading.

Table 1. Reading Data of SDIT Al-Istiqomah Students in One Week

No.	Nama Siswa	Jumlah Halaman yang Dibaca
1.	AND	100
2.	AE	96
3.	AJ	93
4.	AP	187
5.	AN	48
6.	AQ	7
7.	AS	27
8.	F	271
9.	FA	74
10.	FG	39
11.	G	604
12.	MA	120
13.	N	87
14.	NB	25
15.	NFS	572
16.	NSA	51
17.	Q	50
18.	QM	47
19.	RF	24
20.	S	69
21.	SNF	193
22.	Z	24

From the table, it can be concluded that the results of the habituation stage can raise students' interest in reading. The data in the table is data on students who participate in

extracurricular literacy with the number of pages in reading activities for one week. After increasing students' interest in reading, the next stage was the stage of developing students' reading skills. At the development stage, literacy activities were applied by developing various language skills, which include listening, speaking, reading, and writing skills.

The stage of developing students' reading skills at SDIT Al-Istiqomah, was done by involving students in selecting reading ambassadors. The selection of reading ambassadors has resulted in various student achievements as reading ambassadors at the district to provincial levels. One example of an SDIT Al-Istiqomah student who became a reading ambassador at the West Java provincial level is Syamil Naufal Adzaki, the most inspiring reading ambassador.

The next stage of development was the development of speaking skills. The development of listening skills followed the development of speaking skills. These skills were trained by offering the results of reading and listening to students presenting. Presentation activities were implemented in literacy activities in class or small groups.

Figure 3. Reading Result Presentation Activity

The next stage of development was the development of writing skills. An effort that can be made to develop writing skills in literacy activities at SDIT Al-Istiqomah is by reviewing books in written form. The review activities included various review techniques: the Fishbone technique, Y-Chart, RCW (Reason, Content, Wisdom), Graphic Info, and the *ngaprak* technique.

Figure 3. Review of RCW Technique

The picture is an example of students' work in writing a reading review using the RCW (Reason, Content, Wisdom) technique. In the RCW technique, students explained the reason for choosing the book's title, the book's content, and the wisdom that could be learned from reading.

In addition to developing students' skills, another stage of development was developing teachers' skills as guides for literacy activities in schools. Based on the research results, these skills development activities elaborated teachers in various training organized by external parties. So from these various skills, teachers could develop and optimize literacy activities at school.

The last stage in the school literacy movement was the learning stage. This habituation was executed with extracurricular literacy activities based on the data obtained. In these extracurricular literacy activities, literacy activities that contained reading, listening, speaking, and writing became more intensive.

Evaluation activities on the school literacy movement program at SDIT Al-Istiqomah were done by monitoring students' interest in reading. Therefore, based on the interview results, evaluation activities were executed in collaboration between the school literacy team, class teachers, and parents.

3.1.2 Obstacles and efforts in conducting the school literacy movement

There were obstacles in implementing the school literacy movement at SDIT Al-Istiqomah, so solutions were needed to overcome these problems. Some of the obstacles faced were limited time to read at school, so the solution was directing students to participate in extracurricular literacy activities. The second obstacle was the difficulty of students when retelling the results of reading; the solution to overcome this was by providing motivation. The next obstacle was the decline in students' interest in reading during the Covid-19 pandemic, so the solution was collaborating with parents in reading habituation activities. Another obstacle was based on the questionnaire results that 28 students found it difficult when retelling the reading results using their language, including due to the low motivation and courage of students in the retelling. So to overcome this, a reward was needed to motivate students.

3.2 Discussions

3.2.1 Implementation of the school literacy movement

In developing a program, including the school literacy movement program, several things need to be determined, including the objectives. The goal of the school literacy movement at SDIT Al-Istiqomah is for students to become literate human beings. Faizah et al. (2016) express that among the goals of the school literacy movement are fostering students' character, fostering a culture of literacy, and realizing that school citizens become literate human beings.

The goal-setting stage was a planning process. The next stage was the process of implementing the school literacy movement. Based on the theoretical study of the school literacy movement guidelines, the stages in applying the school literacy movement are divided into three parts: the habituation stage, the development stage, and the learning stage (Faizah et al., 2016). In each of these stages, there are various activities implemented in literacy activities at SDIT Al-Istiqomah. These activities include habituation, development, and learning.

In the habituation stage, reading activities were conducted every day. Based on the data in the table shows the level of students' interest in reading for one week. From the table, it can be concluded that the results of the habituation stage can elevate students' interest in reading. The data in the table is data on students who participate in extracurricular literacy

with the number of pages in reading activities for one week. From this data, the students achieve the highest number of reading pages for one week; the number of pages reads 604. The data met the objectives to be achieved in the habituation stage, according to Faizah et al. (2016), to foster students' interest in reading. In addition, Alghamdi & Walters (2018) declare that the book community positively influences student learning outcomes.

After increasing students' interest in reading, the next stage was the stage of developing students' reading skills. The research results showed that in the development stage, literacy activities were applied by developing various language skills, including listening, speaking, reading, and writing skills.

The stage of developing students' reading skills at SDIT Al-Istiqomah, was done by involving students in selecting reading ambassadors. The selection of reading ambassadors resulted in various student achievements as district to provincial reading ambassadors. One example of an SDIT Al-Istiqomah student who became a reading ambassador at the West Java provincial level was Syamil Naufal Adzaki, the most inspiring reading ambassador. Improving or developing children's reading skills can be done using learning media so that reading learning activities become more attractive than with no learning media. Previous research states that using word tree game media can improve early childhood reading skills aged 5-6 years (Khadijah, Pulungan, Hariati, & Maisarah, 2022). In addition, adequate facilities such as libraries can help increase students' interest in reading. Thus, Muslimin, (2018) states that one effort to foster community interest in reading is upgrading facilities and collaborating with other schools and digital libraries.

The next stage was developing listening and speaking skills through presentation and listening activities. These activities follow an effort that can be made based on the School Literacy Movement Guidebook (Faizah et al., 2016), namely to train and develop speaking skills by retelling the results of reading using their language and a series of sentences orally. Based on the results of a questionnaire filled out by student representatives from grades I-VI, there were still difficulties when retelling, with 29 respondents. Therefore, in this case, it was necessary to make an effort by practicing activities and providing motivation to students.

The next stage of development was developing students' writing skills applied with various review techniques, one of which is the RCW technique. In the RCW technique, students were asked to explain the reading experience with three elements; the reason for choosing the title of the book read, the content of the reading read, and the wisdom gained from reading (Kurniawan L, 2018). In writing activities, some aspects are considered; theme suitability, diction, language style, and paragraph unity (Riyanto, Suharto, & Wuryontoro, 2021). Writing skills are the highest element in language skills, so it is necessary to have writing training from an early age by paying attention to the elements in the story.

In reading activities, listening skills were also trained. Alifa and Setyaningsih (2020) define that listening skills in reading activities positively influence writing skills. Writing skills direct the students to communicate in writing about the results of reading that is understood. The writing skills of SDIT Al-Istiqomah students were then developed by making comics and short stories. The short story works were entitled "Smile is Alms," "Merenda Persahabatan," and "Friendship Diary." The students not only had written works but were also accompanied by written works made by a teacher as a literacy guide. Therefore, the benefits achieved from writing skills, according to Vera (Safitri & Dafit, 2021), are extending intelligence, increasing student creativity and imagination, and improving their skills in gathering various information to develop their writing.

3.2.2   Constraints and Solutions in the School Literacy Movement

The problem of time being an obstacle faced in implementing the school literacy movement was not only faced by SDIT Al-Istiqomah. Instead, based on the results of previous similar research (Kurniawan, Sriasih, & Nurjaya, 2017), time is a problem faced by teachers and students in implementing the school literacy movement. Furthermore, This is mainly due to teachers' limitations in managing and implementing reading activities. Therefore, a solution is needed to overcome this. So teachers direct students interested in reading to participate in extracurricular literacy activities.

Based on the questionnaire results, 28 students answered that they found it difficult when retelling the reading results using their language. This difficulty is not only experienced by SDIT Al-Istiqomah students, but based on the results of previous research that students of SDN Coblong District have difficulty in retelling the understanding of reading results in their language but by reading the results of the resume (Aisha, Hendriani, & Heryanto, 2019). Several factors influence this difficulty. One of the factors causing the difficulty of SDIT Al-Istiqomah students is the low motivation and courage of students in the retelling. So to overcome this problem, a reward is needed to motivate students. Dewantara (2012) argues that some factors cause the students' low speaking ability. There are low motivation, learning habits, lack of mastery of language elements, low interaction between teachers and students, learning methods, lack of learning media, and the level of interaction between students.

The role of parents, more specifically in educating children during the pandemic, is based on the results of other studies, namely regarding the analysis of the role of parents in educating children during the Covid-19 pandemic (Kurniati, Alfaeni, & Andriani, 2021), which includes mentors, educators, guardians, and supervisors. However, there are more specific roles of parents during the pandemic, namely motivating, educating, and providing examples for children. Furthermore, the role of parents and teachers in children's learning motivation while learning from home has a positive role in student learning levels and must continue to be improved (Astuti, Rukmana, Pramudina, & Zulherman, 2022). Conversely, inadequate supervision and upbringing of students' parents while accompanying children to learn from home also affects the low learning outcomes, including students' reading skills. In previous research (Sakti, 2021) that what is needed to support children's learning during a pandemic so that the quality and skills of children in learning remain good is the need for support from various elements, namely teachers and parents, including learning applications.

Support in online learning needs to be continuously built so that the learning process runs optimally. The pandemic situation and online learning make students prefer to use gadgets. However, these gadgets can be utilized to train the development of digital literacy. Daulay, Faridah, Shaumiwaty, & Kurniati (2021) found that building a culture of literacy in the digital era can be done in various ways. They are namely choosing reading materials that match interests, giving children an understanding of the importance of reading, and involving students in reading literacy communities.

4. Conclusions

Based on the study results, it can be concluded that the implementation of the school literacy movement is implemented with the stages of planning, implementation, and evaluation. The implementation stage is divided into three parts: habituation, development, and learning. The various activities are reading, reviewing, presentation, selection of reading ambassadors, and training. The obstacles faced are time constraints, difficulty retelling the reading contents, and decreased interest during the pandemic. Solving the problems include extracurricular literacy activities, providing motivation, and collaborating with parents.

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