
Students' Perceptions Towards The Implementation Of School Literacy Program At Eleventh Grade Of SMKN 1 Bukittinggi

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Abstract: *The purpose of this research was to know the students' perception of school literacy program. The design of this research was descriptive quantitative research by using Survey method. The instrument of this research was questionnaire to know the perception of students toward the school literacy program. The population of this research was all of the eleventh grade students of SMKN 1 Bukittinggi which consisted of 7 majors and 587 students. The sample was all of the population because this research was using total sampling technique. The research was carried out in December 2020. The instrument validity test was carried out by using expert validity to three experts as instrument validators and to analyze the data was done by identifying the responses, counting the percentages of each indicator and taking the conclusion. The results of the research showed that the average score of the habituation stage of school literacy program was 78,07% which was good perception. The average score of the development stage of school literacy program was 78,22% which was good perception. The last, the average score of the learning stage of school literacy program was 78,66% which was good perception. It can be concluded, the average mean of students' perception toward the implementation of school literacy program was 78,30% which was in good category in the rating interpretation 60%-79,99%.*

INTRODUCTION

In learning, reading is an important thing that can make students had a broad knowledge. Reading is a thinking activity that will make someone recognizing, evaluating, and solving problems that exist in the text or the sentences (Putri, 2019). Important information can be obtained from reading. In addition, by reading activities, the students can get many informations and knowledges which is not only academic book but also non academic book such as novels, comics, magazines, etc. Thus, it is undeniable that mostly the students could get a lot of knowledges and informations about the lesson from reading books than listening to teacher in class.

Therefore, currently, many reading activities had been implemented, namely literacy.

Literacy activities are a program that is held as a forum or opportunity to improve the students' reading culture (Asmalu, 2019). This literacy activity is called the School Literacy Program which was inaugurated by the Ministry of Education in 2015 and began to be implemented in schools in 2016 (Wiedarti, 2006). This program was made into a required activity for the students to read non-textbooks every day for 15 minutes before teaching and learning process.

The background of the School Literacy Program was based on several studies such as the research that conducted by the Organization for Economic Cooperation and Development (OECD) in the Program for International Student Assessment (PISA) 2009 showed that the reading ability of Indonesian students besides mathematics and science was ranked in 57 of the 65 countries studied. Then PISA 2012, Indonesian students' literacy skills were tested again. The test results revealed Indonesia's ranking dropped to 64 of the 65 countries studied (Wiedarti, 2006). In PISA 2015, the study showed the same result that was Indonesian students still have low reading ability (Abidin, 2018). In the result of those study, reading ability of Indonesian students still low.

Other research conducted by PIRLS (Progress International Reading Literacy Study) 2011 showed that Indonesia was ranked 45 of 48 participating countries. It mean that Indonesian students also still low position in reading ability compared with other countries. Those results were very unfortunate because basically the ability of reading is a basic thing for someone to gain knowledges, skills, and forming the students' attitudes.

From the studies above, the government tried various designs for increasing reading interest of the people. One of them was the Minister of Education developed a School Literacy Program to improve the students' literacy skills. This program was included in the Republic of Indonesia Minister of Education Regulation No. 23 2015 concerning the character education. This program aimed to assist the students in developing reading culture and writing skills in the school environment. By this program, it is expected to develop the students' interest in reading and writing.

In general, the implementation of school literacy have to follow three steps such as the habituation stage which is done by 15 minutes of reading activities before learning begins at reading corner, reading garden ect. Then, proceed to the development stage which is done by developing reading ability through activities in the library, it is also done 15 minutes if the learning stage has good applied by teacher. The last in the learning stage is done by doing literacy activity which is customized with academic instruction in 2013 curriculum related to subject matter that requires the students to read non academic books such as general knowlegde, hobby, special interest, ect. It is also done 15 minutes if the development stage has good applied by teacher (Wiedarti 2016). Indeed, the step of school literacy program is done step by step along 15 minutes of each step.

The reseacher had done preliminary research at SMKN 1 Bukittinggi on 22th-28th February 2020. The reseacher found that the implementation of School Literacy Program at SMKN 1 Bukittinggi has many weaknesses. The researcher found that in its implementation, the teacher applied the program by giving instruction which is reading the book every morning along 15 minutes to the students. But, the teacher not only giving intruction to read but the teacher read the book too along 15 minutes. In the first step of school literacy program, learning stage, all of school member must participate in literacy actifities (Wiedarti 2016). Briefly, the teacher did not participate overall in applying this program.

The another weakness is the school did not provide sufficient facilities and infrastructures in each classroom such reading corner, reading garden, shortage of books, etc. Meanwhile, in the step of school literacy program, the school must provide facilities and infrastructures such as reading corner, library school, confident reading area, the collection of books, etc (Wiedarti 2016).

Indeed, it showed that the school is not ready to implement this program, so that this program is not running well.

The researcher did interview to five students at tenth grade who now have gone up to eleventh grade. All of the students whom the researcher interviewed had known about school literacy program and some of their teachers had implemented this program in their classrooms. Then, the researcher observed that most of them were still rare to go to the library and they didn't bring books when the literacy program was running. Here, the researcher asked them about whether the teacher applied for the school literacy program in the class or not. As the result, the researcher found the students' perception that some of the teachers had done, but some of the teachers had not yet. Then, the researcher asked them about the frequency of visiting the library. Unfortunately, they were seldom to visit it.

The researcher also had done interview with the Assistant Principal of Academic Affairs and Curriculum. The result of that interview was this school has implemented the School Literacy Program, but the implementation was not running effectively. It happened because there were problems faced by the school. The problem came from the students; the lack of interest in reading, the teacher; could not apply this program because it would disturb the learning process, and the school its self; it was not provided facilities and infrastructure overall.

In this preliminary research, the researcher also did interview with the teachers and the students. Then, the researcher found some problems that made the School Literacy Program was not running perfectly or effectively. Firstly, the problem was caused by limitation supporting facilities and infrastructures such as books, reading corner, or mini-libraries in the classroom. Then, there was not a mini library or reading corner in the classroom. Therefore, in the availability of books, the teacher asked the students to bring books from homes such as novels, comics, and other books that didn't relate to the ongoing subject matter. Besides that, the teacher asked them to bring a book, but some students did not bring a book from home. Shortly, the availability of facilities was very important to apply this program well.

Secondly, some teachers could not apply this program in the morning because they thought that it would disturb the teaching and learning process. The other teacher still applied this program by asking the students to read the novel at home and make a resume. Then, in the school, around two students were asked to read in front of the class to tell what they have read. It was done to maximalize limited time in one subject matter. In brief, some of the teachers were not apply this program in the morning because it would disturb the learning process.

The last problem, mostly the students still the lack of reading interest. It could be seen from the fact that the researcher had found. When the teacher asked them for made a resume from reading novel, some of them made it, but some of them didn't make it. In another case, while this program applied in the morning there were students who still didn't bring books from home. The students had reason that they forgot to bring books. Then, based on researcher's observation, the students were seldom to visit the library. They only went to the library if they were asked to borrow textbooks, dictionaries, or Al-Qur'an. In conclusion, the students were still lack of reading interest.

Based on the theories and the problems above, the purpose of this research was to know the students' perception of school literacy program.

RESEARCH DESIGN

The researcher used descriptive quantitative research to know students' perception toward the implementation of school literacy program at eleventh grade of SMKN 1 Bukittinggi. The population in this research was all of the eleventh grade students of SMKN 1 Bukittinggi. The

sampling technique in this research used probability sampling. To maximize the result of this research, the researcher used total sampling. Total sampling is taking all population as the sample of the research. Thus, all of population would become sample which amount to 587 students. After the researcher distributed the questionnaire, the number of students who filled the google form were only 214 students of 587 students.

In this research, the instrument used was a questionnaire. This research used questionnaire for collecting the data of students' perception toward the implementation of school literacy program. By using questionnaire, the researcher could measure the students' perception toward school literacy program at eleventh grade of SMKN 1 Bukittinggi. The researcher analyzed the data related to descriptive quantitative after gathering the data through collection method.

RESULTS AND DISCUSSION

The government tried various designs for increasing reading interest of people. One of them was the Minister of Education developed a School Literacy Program to improve student literacy skills. This program was contained in the Republic of Indonesia Minister of Education Regulation No. 23 2015 concerning the character education. This program aims to assist the students in developing reading culture and writing skills in the school environment. By this program, it was expected to develop the students' interest in reading and writing (Wierdati (2016).

School literacy program was one program to increase students' interest in reading through the activity of reading non-learning book before teaching and learning process begin. This program was running along 15 minutes every morning (Wierdati, 2006). Reading activity during 15 minutes was require program that have to do by all school members. This was a school effort to create reading interest for students. Because this program had been implemented around 4 years in the school, the researcher tried to know how was the students' perception toward the implementation of school literacy program.

This research was aimed to answer the research question, the researcher conducted a descriptive research to describe the phenomena in numerical data in order to get the detail information. Then, instrument to collect the data was questionnaire with using likert scale to measure students' perception. To find the result of research, the data were analyzed with using percentage and mean formula. From the finding of the research, it was shown the students' perception toward the implementation of school literacy program at eleventh grade of SMKN 1 Bukittinggi was analyzed by 1 indicators with 3 sub-indicators of school literacy program.

The indicator was based on the book that published by the Ministry of Education with the title "Panduan Gerakan Literasi Sekolah Di tingkat SLTA". The indicator was the step of school literacy program. Because the researcher want to know the implementation of school literacy program, it would be analyzed from the step it self. In the step of school literacy program, there were three sub-indicators that taken by researcher from the book namely the habituation stage, the development stage and the learning stage.

1) Students Perception Toward The Step of School Literacy Program on the habituation stage

This habituation is purposed to grow reading interest for students. Growing reading interest is a fundamental thing in the students' literacy skill development. Thus, literacy activities include two types of reading activities for pleasure, which are to read silently and to read loudly by the teacher. In habituation stage, there are two steps that have been applied; reading non academic book along 15 minutes silently or loudly and providing physical facilities such as library, reading corner, etc.

Although the theory said this program is purposed to grow reading interest for students,

must be applied along 15 minutes and must be provided physical facilities but the students are not totally 100% agree. The total percentage of student perception towards the habituation stage is 78,07%. In detail, the frequency of very agree is 25,23%, the frequency of agree is 63,08%, the frequency of disagree is 10,44% and the frequency of very disagree is 1,25%. Because this stage got 78,07%, the interpretation was good category.

2) Students' Perception Toward The step Of School Literacy Program on the development stage

Literacy activities in this stage are purposed to develop reading comprehension ability and connect it with personal experiences, critical thinking, and organize communicative ability creatively through activities to respond to reading enrichment. The step of development stage; also reading 15 minutes everyday before teaching and learning process through reading aloud, reading together, and other reading the book guided such as making story map, using graphic organizers and discussion about the book, developing physical, social and affective environment, and developing literacy ability through the activity in the school library with various activities.

In this research, the total percentage of students perception about development stage is 78,22%. In detail, the frequency of very agree is 23,83%, the frequency of agree is 66,07%, the frequency of disagree is 9,25% and the frequency of very disagree is 0,84%. Because this stage got 78,22%, the interpretation was good category.

3) Students' Perception Toward The Step of School Literacy Program on the learning stage

In this learning stage, it is purposed; developing the ability to understand the text, developing the critical thinking skill and processing and manage communication skills creatively. Meanwhile, the steps of learning stage are also reading 15 minutes everyday through reading aloud, reading together, and other reading book guided such as making story map, using graphic organizers and discussion about the book, implementing various strategies to comprehend the text on all subject matter and using physical, social affective and academic within various reading material.

In this research, the total percentage of students perception about development stage is 78,60%. In detail, the frequency of very agree is 24,49%, the frequency of agree is 65,70%, the frequency of disagree is 9,53% and the frequency of very disagree is 0,28%. Because this stage got 78,60%, the interpretation was good category.

It could be concluded that the average mean of students' perception toward the three steps of school literacy program which was analyzed from the learning stage, the development stage, and the learning stage was 78.30% which was in good category in the rating interpretation 60%-79.99%, based on rating interpretation that suggested by Norman blaike (2003).

CONCLUSIONS

Based on the finding and discussion that have been presented above, the researcher concluded that: (1) Students' perception toward the implementation of school literacy program based on its step (habituation stage) has the good category. It can be seen based on the total percentage was 78,07%. (2) Students' perception toward the implementation of school literacy program based on its step (development stage) has the good category. It can be seen based on the total percentage was 78,22 %. (3) Students' perception toward the implementation of school literacy program based on its step (learning stage) has the good category. It can be seen based on the total percentage was 78,60%.

Based on the explanation above, the researcher found that the mean of students' answer was good category with percentage 78,30%. It was gotten by sum the total percentage of each sub-

indicator than divided sum of sub-indicator. Therefore, good category mean that students assume the school had implemented good the school literacy program.

The researcher gave the suggestion as below : (1) For students. It was expected to the students more participate in School Literacy Program that implemented by the school, because the advantages of this program was enormous. By implementing this program, the school could improve students' interest in reading and forming reading culture. (2) For teacher. It was also expected to the teacher that the teacher always help the student in improve students' interest in reading and implemented reading culture in the school, so that the students were motivated indirectly in learning and reading. (3) For school. The school should provide the facilities and infrastructures such as reading corner and wall magazine. The School Literacy Program was not running well if there was no support from the school and all school member.

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