Management of the Literacy Movement Program (LMP) to Improve Reading Culture in Elementary Schools

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Abstract: This study aims to analyze the planning, implementation, and evaluation of the elementary school literacy program in the city of Binjai. The method in this research is descriptive with a qualitative approach. The subjects of this study were principals, teachers, students, and parents of students. The results of the study indicate that planning is done by compiling a program by a team formed by the school. The implementation of the program is carried out with mandatory school library visits, reading books in class, developing literacy creativity, and student literacy work. While the evaluation is carried out to measure the achievement of the results of the literacy program run by the school. The conclusion from the results of this study is that the management of literacy program planning is carried out through a subject teacher discussion forum, planned annually based on the school's annual work program plan. The literacy program activity is an integration of listening, speaking, writing, reading, and critical thinking skills. In addition, the literacy program implemented has improved the reading culture among teachers and students, especially in superior and independent schools. The literacy program at Binjai Elementary School is carried out through three stages, namely the habituation, development, and learning stages. At the evaluation level, it is carried out in a programmed, measurable manner and is held every semester. In general, the literacy program is very good and effective because it can increase students' literacy interests and competencies, also increase school library learning resources, improve literacy culture and student character.

Keywords: literacy movement program, elementary school, reading culture


INTRODUCTION

To improve the ability of the Indonesian nation in the global competition arena in enriching and developing cultural literacy skills, the government of the Minister of Education and Culture through regulation (Permenendidikbud) number 21 of 2015 concerning the development of character, discusses various activities to foster character in students. The literacy movement launched and programmed in schools is a movement that aims to foster reading habits and motivation for students to be able to cultivate character through reading books. This literacy culture program must be encouraged in every school with the hope that students' abilities and skills in learning through reading habits will increase (Wanelly, 2019). Cultural literacy is the ability to understand and behave towards Indonesian culture as a national identity (Mustikasari, 2020). This literacy culture is very closely related to the world of education, even literacy culture cannot be separated from the world of education (Rahmadanti et al., 2020).

Literacy mastery is an important indicator to improve the achievement of the younger generation in achieving success, where reading skills are the basis for mastering various fields of study (Supandi & Santoso, 2021). If children at early school age cannot immediately read, then they will experience many difficulties in learning various fields of study in subsequent classes (Wandasari, 2017). The cultivation of a literacy culture must be carried out as early as possible, especially for students who are still in elementary school (Prasetia et al., 2021). By applying literacy culture as early as possible, it is hoped that it will become the main capital in realizing an intelligent and cultured nation (Pamuji, 2021).

School has very role urgent in grow culture literacy students. Because that school must be able to develop talent and ability students in do activity literacy. As System Law Education National No. 20 of 2003 Article 4 paragraphs, 3 to 5 states that Education is held as a civilizing process and empowerment participant ongoing learning along with life. The existence of this law so the government requires schools to carry out a movement program literacy school this conducted with destination for increase interest read participant educate (Wicaksono et al., 2020). The government tries to push enhancement interest read and activity literacy with the promotion of the movement program literacy I’m going to school. The scope of the program is inhabitant school from school base until school medium. This program directs inhabitant school for capable access, select, and utilize information by appropriate to use in life every day. So that participant educates have
RESULTS AND DISCUSSION

The results of data analysis obtained information that the LMP at elementary schools in the city of Binjai was carried out through stages, namely (1) Planning of literacy program; (2) implementation of literacy programs; (3) evaluation of the implemented literacy program.

Planning. The planning of the school literacy movement program is carried out by empowering the school community, which involves many parties, such as the involvement of school supervisors, teacher working groups (KKG), and subject teacher deliberations (MGMP). The role of these teacher working groups made an important contribution in the formulation and preparation of the LMP in the city of Binjai. The LMP is then
formed by a team in each school which is developed and formulated in a school activity plan for the short, medium, and long term. The active role of the teacher working group and subject teacher deliberations in the formulation and breastfeeding LMP is supported by good guidance by the Binjai City Education Office so that the LMP is mandatory in schools. The LMP launched in schools are: (1) the development of a literacy culture and interest in reading in schools, and (2) the development of literacy development through non-academic activities, library visits, and internet technology literacy. However, the LMP planning in some schools is still not good. This is because schools do not yet have high awareness and commitment to implementing LMP. The lack of community involvement, school committees, experts in planning, limited facilities, infrastructure, funding, and education personnel are also factors that hinder the LMP in schools.

**Implementation.** To support the successful implementation of LMP in schools, its implementation is carried out by first providing guidance and training to teachers by the school and the Education Office. While coaching for students is carried out by the school. The implementation of the LMP by schools include (1) reading habituation activities, namely requiring students to read textbooks for 15 minutes before studying in class or during class learning; (2) developing interest in reading to improve literacy skills, namely visiting the school library, students' creative activities in extra-curricular forms such as literacy through wall magazines, writing competitions, and others; (3) literacy-based learning, namely reading non-textual textbooks a week. At the level of implementation, there are different implementations by schools in implementing LMP, this is due to various obstacles faced by schools, namely limited resources such as reading rooms, libraries, availability of reading books, and a limited number of teachers so that variations occur in its implementation. Schools that have sufficient resources for implementing the LMP are more programmed, run according to plan, and are active. Meanwhile, schools that have limited resources have not fully implemented the LMP in a planned and programmed manner.

**Monitoring and evaluation,** to know the implementation of the LMP, Program evaluation is an attempt to determine the level of success of the LMP implementation. The implementation of monitoring and evaluation of the LMP in elementary schools in Binjai City is carried out in the form of (1) Monitoring and evaluating the achievement of program objectives for schools, namely monitoring and evaluating the effectiveness of planning and utilizing school facilities and infrastructure, library management and provision of reading books, procurement reading rooms and involvement of parents and school stakeholders; (2) Monitoring and evaluation of program implementation, namely assessing the impact of coaching and training that has been provided to teachers, and the impact of teacher assistance on students when carrying out literacy; (3) Monitoring and evaluation of the results of program implementation, namely the assessment of student work in the literacy program including listening, speaking, writing, reading, and critical thinking skills; (4) Monitoring and evaluation of the impact of program implementation, namely student character and literacy culture that has been implemented.

The literacy program implemented in Binjai elementary schools is essentially an effort to foster interest in reading for students. School management efforts to develop students' interest in reading are very dependent on the commitment, ability, and capability of the school as well as the participation of school residents in implementing the LMP. However, not all schools can carry out LMP management effectively and efficiently, due to various obstacles and obstacles in its implementation. This study also found the level of school management performance in the LMP implemented. The results of data analysis on LMP management in elementary schools in the city of Binjai show that there are variations in school management performance both in planning, implementation, and evaluation. From 75 public and private elementary schools as research sites, providing information and conclusions on the existence of 3 levels of school management capability in implementing the LMP, namely (1) Superior Schools, school management with good carrying capacity, (2) Independent Schools, school management with the carrying capacity is quite good, (3) the School of Guidance, school management with the carrying capacity is not good enough. The results of the analysis of schools based on school management and capabilities in the LMP are summarized in [Table 1](#) below:

<table>
<thead>
<tr>
<th><strong>Category</strong></th>
<th><strong>Description</strong></th>
<th><strong>Performance Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent School</td>
<td>School management with a good carrying capacity</td>
<td>LMP management is very effective and implements LMP according to plan, programmed, coordinated and the results increase students' reading interest, involve school stakeholders, utilize resources effectively and efficiently</td>
</tr>
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The success of the LMP in schools is very dependent on the good or bad school management and school support capacity including facilities and infrastructure resources, financing, education personnel, and community involvement in LMP. In superior schools, the LMP in schools is strongly supported by good management, supporting facilities, and infrastructure. There is a conducive school culture and climate. What stands out in the implementation of LMP in superior schools is the leadership and involvement of school residents. In independent schools, the LMP has not been supported by management and leadership that can involve and encourage the participation of school residents, limited resources, it seems that the climate and culture of the school are not conducive to supporting LMP.

Management good LMP is the process or action of implementing a program that is directed at achieving goals set. In this case, the principle management LMP gets the most effective results through the empowerment of all education stakeholders. In addition, management must be able to operate function the point is in implementing the LMP that is displayed by management and leadership of school principals as guarantor answer program, teacher as guarantor answer construction on participant educate, and power education as guarantor answer service technical at school. Without good management, of course, the targets and goals that have been set are impossible to achieve. The following are the results of the analysis of LMP management performance data in elementary schools in the city of Binjai.

**Table 2. Performance of Primary School Management in Binjai City in Planning, Implementation, and Evaluation of the LMP**

<table>
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<tr>
<th>School Level</th>
<th>Management Aspect</th>
<th>Management Performance Analysis Results</th>
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<tbody>
<tr>
<td>Excellent School</td>
<td>Planning</td>
<td>The school has a documented LMP plan, the LMP plan is structured in short, medium, and long term programs, the LMP plan is prepared based on an analysis of the needs and availability of resources, involves stakeholders, the plan is socialized, updated, and reviewed regularly.</td>
</tr>
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<td></td>
<td>Implementation</td>
<td>LMP is implemented in a planned and programmed manner, carried out by a team with clear duties and functions, management and leadership can empower school residents, and build a conducive culture and climate.</td>
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<tr>
<td></td>
<td>Monitoring and Evaluation</td>
<td>Monitoring and evaluation is carried out on a scheduled basis, the results of monitoring and evaluation are compiled in the form of reports, follow-up, and development as well as reviewing programs and sustainability.</td>
</tr>
<tr>
<td>Independent School</td>
<td>Planning</td>
<td>Schools have LMP plans and not all of them are documented, LMP plans are compiled in the school.</td>
</tr>
</tbody>
</table>
School Level | Management Aspect | Management Performance Analysis Results
--- | --- | ---
Coaching School | Planning | Schools have an LMP plan but not all schools have documentation, LMP planning is not structured and well planned, plans are prepared in the school work plan every year, the plans are not based on needs analysis and availability of resources, LMP plans are prepared by a team, but not all schools implement it, there is no community involvement in planning preparation

Implementation | The implementation of the LMP is well-scheduled, able to make maximum use of limited school resources, management and leadership can encourage the participation of school members to be active in the success of the LMP, creating a conducive learning environment

Monitoring & Evaluation | Monitoring and evaluation are carried out but have not been carried out in a scheduled and programmed manner, monitoring and evaluation have not been fully used as material for study and follow-up in reviewing, developing, and sustaining programs

The LMP management in elementary schools in Binjai City has 3 management levels and each level of school management has different performance results in implementing LMP. The first level, namely superior school management, is characterized by excellent planning performance, the LMP that is implemented is very effective in cultivating and increasing students' reading interest and good evaluation by the school. The second level, namely independent school management where the LMP planning is good, is carried out programmatically, involves the community and there is a good evaluation. While the third level is the management of the coaching schools where the LMP does not have good planning, is not well organized and there is no evaluation in its implementation so that the LMP that is running is not effective.

The LMP is an effort to foster a culture of reading and writing for students to create a learning culture. The growth of a culture of reading and writing to students with regular 15-minute reading activities at school certainly aims to make students and school residents literate. For the LMP to be effective and have an impact on the growth of the reading and writing culture, good management is needed by the school. The findings of this study explain that a well-managed LMP has a positive impact on students' character and character. The implementation of an effective LMP also fosters interest in reading and writing skills for students. Other findings also explain the implementation of a good LMP that has an impact on students' reading and writing skills. Through good program management, the results of the literacy movement can be realized. However, the literacy movement in schools still has many weaknesses (Pantiwati et al., 2020). Implementation management based on school through culture literacy good at school impact on the reading culture of students at school, by development LMP through cooperation with whole inhabitant school and habituation read 15 minutes before activity learning starting can grow students' interest in reading (Marmoah et al., 2019). Development literacy through the library gives results significant to students in learning Skills literacy (Briggs, 2010).

This also Becomes a tool for the student could get benefit from teaching in the library that alone must be restricted by Wall class (Chang et al., 2012). There is a significant relationship Among attitude, motivation,
and knowledge and Skills students. There are results big Among behavior students with outlook literacy students. This of course beneficial for continuity literacy in the future (Pinto & Pascual, 2017). School and home are more relevant from another environment as the place development literacy due to the absorption process and income source literacy more many thrive in the environment school and family. This is also caused by diverse source literacy easily found in schools and at homes, such as libraries, textbooks, and television (Morilla et al., 2018s). Role school and family are bigger in development literacy (Gregory & Williams, 2000; Wasik & Horn, 2012).

CONCLUSION

This research provides the conclusion that the management of the LMP is carried out based on three aspects, namely planning, implementation, and evaluation. The literacy program planning is carried out through a subject teacher deliberation forum, planned annually based on the school's annual work program plan. The literacy program activities at Elementary Schools in the city of Binjai are the integration of listening, speaking, writing, reading, and critical thinking skills. In addition, the literacy program implemented has increased the reading culture among teachers and students, especially in superior and independent schools. The literacy program at Binjai Elementary School is carried out in three stages, namely the habituation, development, and learning stages. At the evaluation level, the evaluation is carried out in a programmed, measurable manner and is held every semester. In general, the literacy program is very good and effective because it can increase the interest and literacy competence of students, also increase learning resources for school libraries, improve the literacy culture and character of students.

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