



Implementation of the GELIS Program in the School Literacy Movement at Elementary School

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Abstract

Received : February 19, 2024

Revised : March 26, 2024

Accepted : April 1, 2024

The school literacy movement has become an important focus for improving the quality of education in Indonesia. One of the problems that contributes to the decline in students' understanding of the learning process is the low interest in reading among students in Indonesia. This research involved 15 elementary school teachers and three main literacy figures. This research aims to analyze the implementation of the GELIS (School Literacy Movement) program in elementary schools. This research uses the CIPP approach, and this type of research is called descriptive evaluation. Data collection was mainly carried out through surveys, which included observation, interviews, and distributing questionnaires to research participants. The findings show that the implementation of the program was carried out using methods and strategies, namely preliminary studies, objectives, and division into several aspects of literacy, namely habituation, development, and learning programs. The results of the CIPP evaluation show that the context is in accordance with the objectives of character building and increasing student literacy, the input uses standard facilities and infrastructure but needs improvements in aspects of teacher resources, and the process is in line with expectations. The planning stages and sorting activities based on aspects and products had a positive impact, namely increasing literacy for both students and teachers, with an increase in the percentage of those in the category who "always" read a book for 15 minutes from 21.4% to 92%. And for teachers in the "always" category, the indicator of finding literacy teaching methods is effective from 7.14%, rising to 92%.

Keywords:

literacy, implementation, CIPP evaluation

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How to Cite: Rahayu, W., Suyono, Radeni Sukma Indra Dewi, & Slamet Arifin. (2024). Implementation of the GELIS Program in the School Literacy Movement at Elementary School. *JTP - Jurnal Teknologi Pendidikan*, 26(1), 84-95. <https://doi.org/10.21009/jtp.v26i1.43680>

INTRODUCTION

Several studies have been conducted to determine the reading preferences of different countries. According to the "Program for International Student Assessment" (PISA), Indonesia's literacy level in 2018 was 74th, or sixth, from the bottom. Families, schools, and the communities around them are all involved in improving students' reading abilities. (Anjani et al., 2019). The results of this research are of concern to the Indonesian government. By implementing an independent curriculum or independent learning that contains three aspects of learning, namely the knowledge aspect, the attitude aspect, and the skills aspect. (Ende et al., 2023).



The purpose of education is to develop the potential of a student to become a faithful human being who fears God, as well as to become a noble, healthy, knowledgeable, competent, creative, independent, and democratic and responsible citizen. This is explained in Law No. 20 of 2003, Article 3. (Kemendikbud, 2016). One of the efforts to realize these educational goals is through the school literacy movement program, or GLS (Ramandanu, 2019). The program is designed to encourage students' enthusiasm for reading and help them become better readers, which will help them understand information more fully and make literacy an essential tool for learning. (Prabaningrum et al., 2017).

This is due to the fact that literacy is more than just copying and layering. Literacy includes comprehension, response, and according to the opinion of (Mursalim 2017). The ability to read and write is called literacy. Literacy, which is useful to begin with, is the ability to read and write. But because the world has changed so rapidly, literacy has become more than just being able to read and write. The ability to think critically, calculate, solve problems, set and achieve goals, and expand one's knowledge and potential is the current definition of literacy. (Subandiyah 2015). Encouraging interest in reading through student reading activities is the goal of the school literacy movement. (Oktavianti, Zuliana, and Ratnasari 2017).

The school literacy movement is also based on the Nawa Cita agenda, Perpres. No. 87/2017 on PPK, and Permendikbud No. 22/2015 on the Ministry of Education and Culture's Strategic Plan 2015–2019. The School Literacy Movement is being developed due to the poor reading skills of Indonesian children, as shown by PIRLS and PISA data. The school literacy movement program requires the involvement of all aspects, including all stakeholders in education, external elements, and public elements. (Antoro et al., 2021).

Literacy development includes the processes of reading, writing, speaking, listening, imagining, sensing, locating, and assessing. Literacy development is the ability to use and communicate using a number of resources, such as text, visual, audio, and video, as well as self-identification, nature, and the social environment, broadening students' horizons and experiences. (Dharamshi, 2018; Brunsell et al., 2021). Humans can increase their knowledge through literacy by following some social, cultural, and structural rules of illiteracy and passing it on to the next generation. (Tiera, 2016).

The overall goal of the School Literacy Movement is to nurture students' passion through the development of a school literacy ecosystem manifested in the school literature movement so that they can become lifelong students. (Ministry of Education and Culture, 2016). Literate is someone who has the knowledge and skills to participate in neighborhood, group, and community activities, as well as the ability to read, write, and perform basic arithmetic. (Weiland 2017).

The success or failure of the implementation of the school literacy movement program depends on a number of variables, some of which are internal (provision of funds) and external (government backing). (Fanani, Pitoewas, and Nurmalisa 2017). School Operational Assistance Funds (BOS) are still not optimal to meet operational needs in elementary schools. This lack of funding is an obstacle to preparing infrastructure and literacy resources in elementary schools. Further research is needed regarding how school literacy movement

policies implement literacy movements in elementary schools. Does the elementary school implement policies to achieve GLS goals in accordance with the plans and guidelines of the Ministry of Education and Culture's School Literacy Movement (GLS) or through derivative policy formulations? Depending on the level of reading ability and goals, reading skills are the ability to understand and use written symbols as well as receptive written language skills, practices, and social relationships related to language, knowledge, and culture. (Widyastuti, Nuswantoro, and Sidhi 2016). Humans can become more knowledgeable, work more productively, and apply knowledge and skills to themselves, their communities, their countries, and the next generation by becoming literate.

This research aims to analyze the implementation of the GELIS (School Literacy Movement) program in elementary schools by getting to know the GELIS Program and Implementation, finding out how the School Literacy Movement has influenced students' interest in reading, and being aware of the obstacles to school literacy initiatives implemented in elementary schools. Based on this, research with the title "Implementation of the GELIS Program in the School Literacy Movement at Elementary School" is important to do.

METHODS

The method used in this research is a qualitative method with the CIPP Program Evaluation research model (Context, Input, Process, and Product). The research was carried out by means of interviews, observation, and analysis of elementary school documents. The data analysis technique used in this research is descriptive-evaluative. Evaluative descriptive data analysis is an effort made by working with data, organizing it, sorting it into manageable units, synthesizing them, looking for and finding patterns, and discovering what is important and what can be told to others.

RESULTS & DISCUSSION

The implementation of the program is based on the introduction of the GELIS Program draft, Elementary School Malang, namely the needs related to the importance of literacy in the learning process and daily activities. Besides referring to the results of a survey conducted by PISA, Indonesia's literacy level in 2018 was in a very concerning position. This is in accordance with what the school principal revealed, as follows:

"GLS is very important to be implemented in elementary schools, with the aim of creating and developing the character of students by cultivating the school literacy ecosystem so that they are ready to become lifelong learners. GLS can also develop students' abilities in listening, speaking, reading, and writing. This ability is used as one of the competencies to welcome 21st century education."

Regarding the implementation of literacy activities at Elementary School, the school conducts various activity programs. This statement was conveyed by the principal. He revealed that:

"The entire school community, ranging from principals, educators, education personnel, students, residents around the school, and guardians of students, is very enthusiastic about our school program. We cooperate with external parties as well in developing GLS management at school. Likewise, we cooperate with the guardians of students in preparation, implementation, and supervision at home in learning to students".

Evaluation of GELIS Program Implementation in School Literacy Movement at Elementary School CIPP Approach

Context Evaluation

The GELIS program was designed based on the literacy needs of students, especially after the results of the 2018 PISA survey showed Indonesia's alarming literacy position. In addition, several opinions, namely from literacy activists in Malang, namely Diyah Ayuningtyas, M.Pd, also expressed the same thing, as follows:

"In my opinion, reading interest in Malang City is low. I see a lack of enthusiasm in the community, especially among children and teenagers, to read books."

Based on the results of the interview, there is indeed a need for a program to address the problems of literacy levels in Malang; this, of course, must be done by various parties, including Elementary School. These observations are also supported by the results of conducting questionnaires with students, with the following results:

Table 1. The results of the questionnaire on the literacy level of students in Elementary School

No.	Questions	Answer			
		Always	Often	Some times	Never
1.	I read non-lesson books for 15 minutes before study time starts	36		3	
2.	I've heard of the Literacy Movement School	39			
3.	I visit the library/reading park to read books	20	10	9	
4.	I borrow books from the library/park read	39			
5.	I visit book fairs and buy them at least once a month	27	10	2	

The conclusion drawn from the findings of this study shows that the context evaluation of the GELIS Program at Elementary School has achieved results in accordance with the problems and needs of students. Although the student participation rate still needs to be increased, the program is in accordance with the school context and is able to make a positive contribution to literacy activities. Thus, further strategies are needed to increase the intensity of student participation in literacy activities so that the program objectives can be achieved more optimally.

Input Evaluation

Input evaluation aims to provide information about the assets owned by the school to achieve the objectives of the GELIS Program.

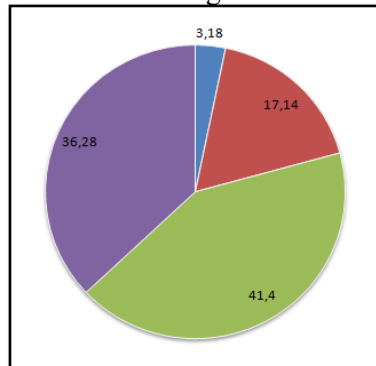


Figure 1. Asset resources owned by the school in achieving the objectives of the GELIS Program

Based on the data and information collected, it is known that most teachers still have limitations in literacy, with only 3,184% always involving communities outside the school in 15-minute reading activities and developing literacy facilities 17.14%, then always organizing a collection of new books once a month only 41.4%, and schools always hold other reading and writing activities at school in School Literacy Movement activities only 36.28%. With the resources of the GELIS program at Elementary School, The interview results are as follows:

"The resources in our school are enough to support the GELIS program. We have a good reading corner with an adequate book collection. The library is also quite complete with non-lesson books and texts. However, there are some things that still need more attention, especially improving teacher literacy."

The results of the interview certainly support the results of the distribution of the researcher's questionnaire, which has been described as showing that there is indeed a need for teacher literacy. Besides that, the 4th grade walas teacher also expressed the participation of parents in the GELIS program at Elementary School. The following is further narration.

"Parents at Elementary School are very supportive of the literacy program. They build reading corners at home and actively buy books for the children. There is a reading journal for each student, and we see many parents involved in motivating their children to read at home."



Figure 2. Monthly committee and parent meetings



Figure 3. Student lithography journal from home

Based on the summary of the results of interviews, observations, and documentation at the input evaluation stage, it can be concluded that the GELIS Program at Elementary School has good support in terms of infrastructure and coordination between the school committee and parents. Reading corners that have been built in each class, an adequate collection of books in the library, and the active participation of parents in the construction of reading corners at home are positive indicators.

Process Evaluation

Process evaluation is an important stage in the CIPP method, which aims to provide a detailed description of the implementation of the School Literacy Movement (GLS) program at Elementary School. The focus of this evaluation lies in understanding the process of implementing literacy activities

"There are many GLS activities at school. What is always done is that 15 minutes before learning begins, students are required to read books that they have brought from home or that are available in the class reading corner. There is also film time, which is done once a month with rotating classes. Then, there is One Book, One Month, which is done by students at school and at home. Book Infaq, which is done once a semester with the aim of donating books at school as reading material, And many more."

Here are the results of research documentation obtained by researchers related to various activities in the GELIS program at Elementary School.



Figure 4. One month one book

Based on the results of the research, it can be seen that there are various kinds of activities in the GELIS program at Elementary School, so there is a need for planning and structuring the implementation of these various activities. The following is what the school principal said.

“As the principal, I have the responsibility to provide full direction and support for the GLS program. I am involved in developing school policies that support literacy, ensuring the availability of facilities and infrastructure, and providing direction to all school staff to run this program well.”

Overall, the results show that the evaluation of the GLS process at Elementary School provides important insights to continue to improve the effectiveness of the program, especially in understanding and overcoming obstacles that may arise during implementation, namely teacher preparation being a critical point, with some teachers needing to improve literacy skills and ensure thorough preparation before facing students in addition to better time management strategies so that teachers can set aside additional time to prepare themselves.

Product Evaluation

Product evaluation aims to provide an in-depth understanding of the results and impact of the implementation of the School Literacy Movement (GLS) at Elementary School. In the category of always reading non-lesson books for 15 minutes before learning time begins, it reached 92%; in the category of always hearing the School Literacy Movement, it reached 100%; in the category of always visiting the library or reading garden to read books, it reached 51.2%; and in the category of always borrowing books in the library or reading garden, it reached 100%; and I always visited the book bazaar and bought them at least once a month, which was 69.2%. These results are in line with the results of the interview with the principal, as follows:

“Children's interest in reading is very good, but schools must always provide better books, visuals, and literacy needs to attract students' interest in reading. Some of our students have been able to criticize books and dissect the contents of the books they read.”

Furthermore, the principal also revealed the following:

“The most successful indicator is that students are familiar with literacy and can implement its good findings into their daily lives.”

The results of the research findings are not only on students, but there is an improvement in literacy towards teachers, with the following findings: The category of always involving the community outside the school in 15-minute reading activities and developing literacy facilities is 85.7%, the category of always looking for effective teaching methods in developing students' literacy skills is 100%, and the category of always The school holds a collection of new books once a month (92.8%); the category of always holding other reading and writing activities at school in the School Literacy Movement activities is 78.5%. Based on the overall research findings, the GELIS program at Elementary School Malang has a positive impact on improving student literacy and literacy awareness among teachers. Although there are some challenges, efforts continue to be made to improve and optimize the implementation of the program to improve literacy in schools.

Implementation of the GELIS Program in the School Literacy Movement at Elementary School

The implementation of the GELIS Program in the School Literacy Movement at Elementary School shows a planning process with the findings in the form of a GELIS program draft containing background, objectives, and aspects of implementation. In

accordance with the opinion of Yuliah, (2020) the process of implementing a program must pay attention to various aspects, namely certain steps and methods that must be taken, along with the requirements and needs that must be met. The findings are in accordance with previous research, namely from (Pransiska 2023) GLS implementation has been carried out in several schools, such as SDN Karangasem I Surakarta and SDN Poris Gaga 6 Tangerang City, involving the stages of planning, development, and learning.

Evaluation of GELIS Program Implementation in School Literacy Movement at Elementary School with CIPP Approach

Context Evaluation

In general, the objectives of the GLS program, which include: (1) transforming schools into literary-cultural learning environments; and (2) producing educated school citizens with knowledge of science, technology, digital citizenship, and writing skills, are being met by the implementation of the GLS program at Jakarta State Primary School 107 (MoEC, 2019) (Antoro, Boeriswati, and Leiliyanti 2021). This is in accordance with the research findings, where there is indeed a fulfillment of students' literacy skills as indicated by an increase in literacy outcomes such as an increase in book borrowing, visits to the library, and book donations.

Input Evaluation

The results showed that teachers have limited literacy capacity, as evidenced by the small number of teachers who have participated in literacy training, minimal monthly book consumption, a lack of instructors who have contributed to the media, and a large number of teachers who do not have blogs. In the implementation of the School Literacy Movement (GLS), it is expected to have a significant impact on students' literacy development (Srihayu et al., 2021; Merga, 2020). Although 77% of teachers instruct students to visit the library, there are rarely literacy activities there, such as writing competitions, book launches, or licensing training. Nonetheless, students' interest in reading can be positively influenced by GLS programs and library resources (Afifah, Erwina, and Rohman 2020). The quality of library services also has a big impact on students' interest in reading (Gfiroh Mustafa, 2020).

Process Evaluation

Every activity in the school literacy movement program has been completed. The construction of daily notebooks, parents' book gifts, and the arrival of resources during semester break events are the unfinished tasks in the school literacy movement program at Elementary School. There are some similarities between the supporting factors of this program and the findings of the research conducted at the Islamic Integrated SD Lukman Al Hakim International. There are resources available to support program implementation, including dedicated time and funds, helpful media development, book scholarships from parents, and teachers who have a positive attitude towards learning (Wulandari 2017).

Product Evaluation

Elementary School needs to continue the school literacy movement program by strengthening the preparation of the School Literacy Team, introducing program implementation mechanisms, expanding human resources, and improving program execution. Parents, teachers, and students all benefit from a true GLS program. The barrier is not so big. However, the phenomenon of students is more concerned with

summarizing than with reading and understanding the material, so answers must be found. Therefore, pupils should not be tested every day. Reading habits in schools have an impact on students' academic and non-academic success (Lawalata and Sholeh 2019).

CONCLUSION

Context: The GLS program at Elementary School is very important to shape character, increase interest in reading, and increase student knowledge and literacy levels, which are still low.

Input: The GLS program at Elementary School has been made possible through facilities that meet the standards, as well as planning and financing. However, to ensure that the program is carried out as intended, the availability of the school literacy team needs to be improved.

Process: The GLS program for Elementary School has been implemented in a timely manner. Some of the activities include reading aloud, visiting literature centers, going to the library, participating in skit competitions, working with book publishers, visiting literature centers, and spending fifteen minutes reading before class. Examples of useful characteristics are adequate facilities and the guidance and assistance provided by principals, professors, and librarians. However, some factors that hindered learning included students' lack of interest and motivation to read, teachers' training needs, the idea that GLS activities hindered learning, and students' time limits.

Product: The results of the GLS Program at Elementary School include student character building, increased student interest in reading, increased student ability to understand questions, student achievement in literacy competitions, and the emergence of various creative results such as clippings, poetry collections, and various children's works.

ACKNOWLEDGEMENT

My deepest gratitude to Prof. Suyono, M.Pd., the first supervisor who was patient in guiding, Dr. Radeni Sukma Indra Dewi, M.Pd, the second supervisor who continued to motivate, Dr. Slamet Arifin, S.Pd., M.Pd., examiner I who provided advice and input, as well as my beloved family and State University of Malang.

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