LOW READING INTEREST OF STUDENT: SOLVING THROUGH SCHOOL LITERACY MOVEMENT IN ELEMENTARY SCHOOL BASED ON INTERACTIVE COOPERATION OF STAKEHOLDERS

Mochammad Miftachul Huda
mihud@student.upi.edu
Pendidikan Dasar, SPs, Universitas Pendidikan Indonesia,

Abstract

Education is a means for someone to acquire science and knowledge. Meanwhile, they can be acquired through reading activity. Yet, one of the problems of education in Indonesia today is low students’ interest in reading (PISA and PIRLS). The government is attempting to overcome it by organizing a program of school literacy movement (GLS) in elementary school. However, the success of the education program is not only the responsibility of the government and the teachers at the school. The success can not be separated from the involvement of stakeholders. Therefore, the supportive effort is need to achieve the goal of literacy movements in schools that is, increase students’ interest in reading or literate through the Interactive Cooperation of Stakeholders. Stakeholders are intended to take an active role as government, principals, educators, learners, school committees, staff, parents, and community. Each has an important role. The purpose of this study is to provide information to anyone who did not know about the program GLS, both teachers, parents and the community with the hope participating to help disseminate the program GLS, providing the facility up to assisting directly the reading guidance on learners whether done in school, home and the environment.

Key words: Literacy, School literacy movement, Interactive Cooperation of Stakeholders

INTRODUCTION

Reading is one of the simple activities but it has many benefits, one of which is to expand the horizons. Reading is one of the skills or skills of language that can only be gotten by a person through repetitive practice. Other language skills include writing, speaking, and listening. By having good language skills, then humans can interact well with the surrounding environment. As Tarigan (2008) argues that humans can interact with each other if they have good language skills such as reading, writing, speaking, and listening skills. Therefore, language skills, especially the ability to read is very important to have someone, especially for a student.

Reading is the core of an education. As revealed by Mujiono (2003) that reading is the heart of an education. By reading it can add insight and knowledge about everything. Unfortunately, awareness about the benefits of reading is not gotten yet by everyone. Reading is very important to be inculcated early to the students in order to be habitual in reading. In education, especially primary school, the success of education is influenced by the activity or reading ability of the students. Information will be easy to accept if students have good reading skills. However, reading activities in primary schools are still less than the maximum. This can be seen from students’ reading interest or low literacy ability of students.

Reading skills have a relationship with literacy skills. As Fauzi et al (2016) who stated that students’ literacy skills are related to skills demands or reading skills that lead to the ability understanding information analytically, critically and reflectively. However, the survey results from the PISA (Program for International Student Assessment) and PIRLS (Progress in International Reading Literacy Study) indicate that Indonesia's students' reading skills are still low or below average, viewed from reading interest. Indonesia ranked 64th out of 65
countries participating in PISA 2012. Meanwhile, Indonesia ranked 45th out of 48 participating countries with a score of 428 from an average score of 500, in PIRLS 2011 International Results in Reading, (Mullis et Al, 2012).

Responding to the case, the Ministry of Education and Culture issued a policy on basic education, especially for elementary school. The policy is to do activities reading book habituation in addition to textbooks with a duration of 15 minutes before entering the lesson. The policy is contained in Permendikbud (rule of government) number 23 of 2015 about the movement activity of the Growing Character (PBP) in schools through habituation. Basically the education is organized not only the responsibility of government and schools. No exception in the implementation of the GLS program (School Literacy Movement). Of course the implementation is being responsibility of all. However, not all understand about this program. Therefore, it requires understanding, involvement, and cooperation of various parties in the GLS in primary schools.

The idea of Interactive Cooperation of Stakeholders to strengthen the involvement of all parties in this program is considered appropriate and can provide understanding and efforts to provide awareness to all related parties. The need for good cooperation from all stakeholders is to achieve the goals and success of an education. As Henderson and Mapp (in Paine and McCann 2009) argue that responsibility for the development of children's education is a collaborative activity among parents, school staff, and community members. They further explained the effective program of engaging families and communities is to adopt a partnership philosophy. Therefore, in this paper will be discussed related to literacy, GLS, the role of stakeholders and their interaction in the GLS program.

LITERACY

In a simple sense, literacy is defined as a skill or ability to read and write. However, the wider understanding, literacy includes not only a person's ability to read and write, but how to obtain information, understand and respond. It is as stated by Faizah et al (2016) that literacy is a person's ability to search, understand, and use something intelligently in various activities, such as reading, seeing, listening, writing, and / or speaking.

Literacy of students needs to be instilled early on students in learning through reading and writing activities so that students are accustomed to be able to access, understand, and use the information well, can distinguish the good and not and how to respond. Literacy skills of students need to be trained by teachers in learning because it is basically the principle of learning that is a process of culture and develop potential. It is based on (UU Number 20 of 2003, SISDIKNAS) that one of the principles in the implementation of education is organized as a process of cultivation, developing a culture of reading, writing, and arithmetic. A broad understanding of literacy is the ability of a person who is ‘literate’ or sensitive to the information that is or happening around. In this sense, someone is able to filter the information it receives and responds to it. Nevertheless, the definition of literacy can be divided into four according to Stokes (2008):

a) Literacy is the basic ability to read and write; a set of basic skills that provide humans by incorporating in the world of written language and communication.

b) Literacy is a sufficient competence in reading, writing, and numeracy required to meet the demands of everyday life

c) Literacy is a state of highly educated, good reading, well informed and knowledgeable in various fields of science.

d) Literacy as a social or cultural group. Literacy in this sense can be regarded as a variety of practices that require the creation and use of both written and oral texts.
It can be concluded that literacy is a competence or ability of a person in reading, writing, speaking, listening and understanding or sensitive to information obtained from various sources that then respond wisely. Responding wisely is meant that can filter the good or bad information and show responses in accordance with what is received.

**SCHOOL LITERACY MOVEMENT (GLS)**

The reading 15 minutes before the lesson begins to increase the students' reading interest and make the literate human through habituation is the application of the school literacy movement program. The activity is part of applying Permendikbud number 23 of 2015 to grow student potency. As the opinion of Faizah et al (2015) revealed that the School Literacy Movement seeks to make the school as a learning organization whose citizens "literate" of information (literat) throughout life by involving the public and done thoroughly. What is meant by the citizens of the school is not only students, but the entire personal who became part of the school such as teachers, heads, schools to staff. Furthermore, Faizah explained about the purpose of the school literacy movement program, such as:

a) To grow literacy culture in the school.

b) To enhance the competence of all school members in order to be literate.

c) To make the school as a fun and child-friendly learning park so that the school community can manage knowledge.

d) To maintain the continuity of learning by presenting a variety of reading books and accommodating various reading strategies.

The implementation of GLS is done in three stages namely the stage of habituation, development, and learning. The division of this stage is intended to adjust the character, age, and ability level of the learner. In the application of GLS in elementary school, the initial stage is done by refraction through reading activities in books other than 15 minutes before the lesson begins (Permendikbud number 23 year 2015). This activity is intended to stimulate, grow, and familiarize students reading interest. Implementation, GLS is not only a duty and responsibility of teachers. Education is a common goal, not a personal goal. Therefore, the implementation of GLS in elementary schools must also be balanced by the support and cooperation of all parties involved in the implementation of education in elementary school, from all the citizens of the school to parents and the community.

**STAKEHOLDERS**

All parties concerned and have a common goal called stakeholders. In this case is the parties related to the implementation of education. Paine & McCann (2009) argue that stakeholders are individuals or groups who have a relationship and a desire for success in meeting the goals of an organization or group. Because the school is an educational organization that has the aim of developing the ability and shape the character of citizens in accordance with the civilization of the nation, then to achieve these objectives, the involvement of related parties is required.

The need for the involvement or cooperation of all parties, especially those with an interest in the implementation of education is regulated in the Law. In accordance with Law number 20 year 2003 that education is organized by civilizing all components of society. The word 'civilize' all the components in question that is actively involved to help achieve the goal of education. Therefore, it can be said that education becomes a joint task and responsibility that is implemented by involving all parties to achieve educational goals.

Paine & McCann (2009) explained further the meaning of stakeholders in two: (a) internal stakeholders; A person or group of people who work in the school system day by day
and who mostly control what is going on there. Those included are school employees, district staff, and school boards. (B) external stakeholders is those outside the school who still have an interest in the achievement or learning outcomes of the students but those parties indirectly determine what is included in the student's learning. From the principles of stakeholders described above, it can be said that the parties involved in the school literacy movement (GLS), especially in elementary schools include: Government, principals, educators, education personnel, learners, school committees, parents, and the community.

INTERACTIVE COOPERATION OF STAKEHOLDERS IN GLS

Interactive cooperation is a combination of two words, interactive and cooperation. Interactive means interrelated and cooperation means work together. In accordance with KBBI, interactive means mutual action; Inter-relationship; Mutually active. While cooperation means cooperative and cooperative is cooperative; Willing to help. Cooperation is the capacity or ability of a person to work or take action with others for a mutual benefit / common purpose, Bevir (2007). In the article Peacework (2006) also mentioned the same thing where cooperative is a unity of human groups who voluntarily meet the needs and aspirations of social, cultural, and economic through activities conducted jointly and democratically controlled.

From the above understanding can be concluded that Interactive Cooperation is a form of cooperation made by a person or group by means of interconnection in action each other to achieve common goals. In this case is the active cooperation made by the parties involved in the successful implementation of education, especially in the school literacy movement (GLS) in primary schools to achieve the purpose of the GLS is to foster interest in reading students.

In the organization, education requires synergy from various parties. However, in practice there are still some who do not have awareness and take a role for the creation of educational success. Whereas it is clear that education is a common goal, not an individual, which means that all components are involved in the educational process. Education takes place not only in schools, but in families up in the environment so that all components have the responsibility to provide education for learners. Education is held with a purpose one of them to develop the potential of learners in accordance with prevailing norms. The success of education can be seen from the extent of stakeholder involvement. On the other hand, the active involvement of stakeholders in the implementation of education is not without reason. One of the reasons requires the involvement of stakeholders due to the limited time spent in formal education (school). In school environments, learners have only a limited time to receive knowledge from a lesson. Generally, formal education in particular (Primary School) takes place from 07.00 am until 13.00 pm. We can imagine, only more or less 6 hours of learning activities in formal schools. Teachers also have limited time in transferring knowledge to their students. Therefore, it is said that education does not only take place in schools but also takes place outside the school both within the family and in the neighborhood of the community around the residence.

In the context of the school literacy movement (GLS) in elementary schools, the active role or involvement of various parties is needed. The role of cooperation is meant from stakeholders, including as follows:

Government

Government becomes the ruler and policy maker related to the implementation of education in Indonesia. In this case, the government especially through the Ministry of Education and Culture has made policy by developing the school literacy movement program (GLS). This program refers to Permendikbud RI number 23 year 2015 on the growth of
manner by doing habituation. The habit is reading a book other than a textbook for 15 minutes before the lesson begins. This is one form of the efforts undertaken by the government to foster interest in reading students, especially students at the elementary school level. Certainly in the implementation of GLS requires active and sustainable cooperation with the main educational institutions (schools).

In addition, government support for the GLS program is conducted through the General Directorate of Primary and Secondary Education of Education’s Ministry, by publishing "Handbook of School Literacy Movement in Primary Schools". Support in the form of publication of the guidebook shows the seriousness of the government in an effort to foster interest in reading students. The presence of the guidebook will make it easier for teachers or stakeholders to apply GLS in Primary Schools. It is because the book explains in detail about GLS activities in Elementary School. Socialization and training of the application of the book is required as a first step given by the government to the Education District of City which is then forwarded to the principal and the need for training on educators. Other forms of support that can be done by the government include the monitoring of the evaluation of the implementation of GLS so that everything that happens in the implementation of GLS can be a separate record for the next activity.

Principal

As a leader in the school environment (elementary school), the principal becomes the determinant of policy related activities to be carried out in the school. In this case, the principal becomes the policy maker of GLS implementation in the school. Principal support is required in the GLS program which aims to foster students' interest in reading.

Meanwhile, in the implementation of GLS, principals play a role in providing socialization to the members of the school as well as parents and/or the community. This is important, because in education, especially the implementation of GLS in elementary school is not spared from cooperation or involvement of all parties. Thus, with the socialization conducted by the school is expected to provide understanding and awareness about the importance of involvement of all parties and attract support (members or school, parents, community). This can be done by the principal by holding meetings with parents and community leaders. Communities should also be involved since members of school and the community environment become part of an education. The hope is that all involved actively in the implementation and integrate understanding related to GLS so that the implementation does not occur misunderstanding especially by parents and society.

In addition to socialization, the government together with the principal is also required support related to the required facilities in the GLS, including: reading books, media, and libraries. GLS can be implemented in the classroom by involving teachers and students to create a reading area in the corners of the classroom. In addition, it can work together with bookstores related to reading books that are appropriate to elementary school children who can be used as reference books read in the GLS. Thus, with adequate facilities / literature collection, it will support GLS activities and learners become interested in the wide selection of reading books.

Teacher

Being someone who is expected to be role of models by giving example, educating, guiding, and directing learners is a duty and a teacher's obligation. In an effort to increase students’ interest in reading, teachers become someone who has a duty to guide and direct reading activities in schools that are held 15 minutes before the lesson begins. In addition,
teachers also need to direct the students to be able to select a reading book that is appropriate to the characteristics, interests, and level of student age.

In addition, teachers are expected to maintain the classroom conditions as much as possible to make students comfortable, one of them by making a reading corner or invite students to go to a comfortable place to read. Can be done in the garden, or terrace that is different from learning the subject matter so that students are happy to follow the reading activity. In essence, teachers are expected to show their competence and creativity to guide and stimulate students' ability and interest in reading.

Teacher coordination with parents is very necessary in monitoring the development of children because after all, parents better understand the condition of learners. So with the active coordination, the constraints which are faced by learners can be found joint solutions.

Staff

As a staff in a school, the role of education personnel is also needed in the implementation of education. No exception in this school literacy movement (GLS). Staff can help the success of GLS in elementary school by participating in guiding students in reading. The main tasks in administering school administration can be set aside in order to create all schoolchildren participating in GLS implementation in elementary school.

Students

As an individual who seeks to develop by developing ability and self-potential, learners are also expected to participate actively in the school literacy movement. Student participation can be done by following the reading activity 15 minutes before the lesson begins. Students are expected to participate in reading activities in accordance with the guidance or direction given by the educator or mentor. Situations created by learners also contribute to the success of the program, such as not making noise and active questioning and free to think (speak up) if found things that are difficult related to reading material. Students' reading materials may come from the personal belongings of the learners, which can then be exchanged / borrowed with each other.

School Committe

As a group of self-contained institutions consisting of parents / guardians of learners, school communities, and community leaders who care about education, school committees also have an important role in the GLS. The role is in coordination with the school related GLS, deliberations on the environment that supports the GLS, and participate socialize the GLS on all parents / guardians. School committees can assist in direct reading guidance in the GLS. Of course this becomes something positive other than the help of his teachers with the willingness of school committee members can also help improve a sense of concern for education.

Parents

Particular education is within a family especially from parents. The development of a child is more influenced by education in the family. Therefore, the ability of children certainly one of them depends on the concern of parents to their education. In GLS, of course, parents have an important role that is motivating their children to read diligently both at school and at home. Parents should train and familiarize their children to read actively at home. Counseling the activities undertaken by her child is necessary. In addition, providing examples of attitude and behavior in everyday life is an attempt to make a literate child.
Meanwhile, in the context of reading activities in schools, parents are expected to support by facilitating children with reading books that are appropriate to the age and abilities of their children. Parents should continue to co-ordinate with teachers or principals about their children's abilities. If it is not good enough to their ability in reading, should be immediately attempted alternative to increase interest reading. Reading does not always have to be from a reading book. Can be through Handphone or Tablet. However, it should remain in the supervision of parents because the use of technology has an adverse impact on health as well.

Community

As a group of people living in a place, the community environment has a role to educate learners. If the community environment is good, then learners will tend to be good as well. And vice versa, if the environment is not good will have a bad impact also on learners. The community is necessary its cooperation to help the success of GLS in elementary school. One that can be done is by creating a literary environment such as the presence of postal reading, the existence of useful activities to train learners to participate actively participate.

CONCLUSION

From the above explanation it can be concluded that educational programs, especially the school literacy movement (GLS) require actively participation and the role from stakeholders, government, principals, educators, students, staff, school committees, parents, and communities to increase Reading interest. Stakeholder engagement is necessary because in addition to the form of awareness and support for the program developed by Kemendikbud, it is also because education is a common goal that must be achieved together. Stakeholders have an important role involved actively in the school literacy movement (GLS) in elementary Schools. The role can be done with mutual coordination, support facilities availability, participate in socializing the program, up to participate directly in guiding reading activities by learners either done in school, home, and the surrounding environment.

BIBLIOGRAPHY

Mullis, Ina V.S, et al.(2012). PIRLS 2011 International Results in Reading. TIMS & PIRLS Study Center, Boston: Lynch School of Education.
Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.