Analysis of the School Literacy Movement with the Utilization of Reading Corner in Elementary School Education Units (Case Study of Grade IV Students at SDN 4 Tambun)

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ABSTRACT

This study aims to find out how the school literacy program works, especially in educational units that have implemented the reading corner program. This type of research uses descriptive qualitative research. Data collection techniques used observation of activities in the school literacy program, interviews with school principals, teachers and students as well as documenting activities based on school literacy. Data validation technique uses data source triangulation. Data analysis using data reduction, data display and summary description. The results of this study indicate the implementation of the school literacy movement, especially in fostering students' interest in reading with forms of implementing the school literacy movement including procuring more varied reading material books, carrying out reading activities 15 minutes before learning, optimizing reading corners and creating an environment with a culture of literacy for students learners.
INTRODUCTION

Global developments with limitless technological sophistication demand the availability of knowledgeable human resources to realize all kinds of future changes. To have this broad insight, one of the many literacy processes is needed, namely the process of reading. Reading is one of the most important processes of forming abilities where when a person can read then of course it is easy in speaking, writing, and other abilities where the basis of this realization must start from educational institutions or schools.

The Ministry of Education and Culture in 2016 developed the School Literacy Movement (GLS) to realize schools as learning organizations. GLS is a movement that involves all school members (teachers, students, parents/guardians of students) and the community, as part of education providers. This program is implemented to increase students' interest and reading skills, so that knowledge is mastered better. The contents of the GLS contain values of character, in the form of local, national and global wisdom which are conveyed according to the student's educational level.

The GLS (School Literacy Movement) program is not only aimed at students. This program also requires teachers to be role models in reading. GLS (School Literacy Movement) aims to create literate school members. Literacy can be interpreted as the ability to understand and apply a variety of texts in social life. Literacy makes a person act according to the knowledge and abilities possessed based on an understanding of reading (Suyono et al. 2017).

According to Gewati (Khotimah & Sa'dijah, 2018), students' interest in reading in Indonesia is still relatively low. Central Connecticut State University conducted a study of the Most Littered Nation in the World in March 2016 showing that reading interest of the Indonesian people from 61 countries was ranked 60th. This fact shows that the reading interest of the Indonesian people is at a lower level. The reading corner is the use of the corner of the classroom as a place to collect books from students in each class. It is hoped that the implementation of the reading corner program by SD Negeri 4 Tambun will stimulate students to be more fond of reading and have good thinking. Utilization of the corner of the classroom to be used as a reading corner is also a support for the school library. In addition to students reading, borrowing and exploring sources of knowledge from the school library, students can also take advantage of the reading corners in their respective classes. The books on the bookshelf of the reading corner are the students' own collections, so they can exchange loans with their friends. Based on the results of observations and initial interviews conducted at SD Negeri 4 Tambun that this education unit has a program that is concerned with increasing students' interest in reading, namely by facilitating each class with sufficient reading angles to foster student literacy because not all schools have reading corner facilities that support to improve student literacy in schools.
LITERATURE REVIEW
A. School Literacy Movement

1. Definition of the School Literacy Movement

Literacy is an ability related to reading, thinking and writing activities that aims to improve the ability to understand information critically, creatively and reflectively. Literacy can be used as a basis for learning in schools. Suyono (2011: 44) states that literacy as a basis for the development of effective and productive learning enables students to be skilled at finding and processing information that is much needed in the 21st century knowledge-based life.

One of the programs launched by the government to maximize students' literacy skills is to integrate literacy with the learning curriculum through the School Literacy Movement (GLS) program. Ministry of Education and Culture literacy is defined as a) the ability to carry out reading, writing, arithmetic and speaking activities, as well as the ability to find information and use it; b) social activities whose implementation is influenced by various conditions; c) learning activities in which there are activities of reading, writing, counting which are used to think about, investigate, ask, and criticize all that has been learned; and d) the use of readings that have variations in terms of subject, flow, and level of language complexity (Wiratsiwi. 2020).

The school literacy movement is a movement that aims to make schools a place for learning (reading and writing) so that citizens can always be literate throughout their lives by involving the public. This school literacy movement must be encouraged because the Indonesian people's interest in reading and writing is still relatively minimal. This school literacy program is expected to be able to arouse interest in reading and writing from an early age. The literacy movement will be successful if it runs holistically. Apart from teachers in schools, parents, libraries, the government, and the private sector must jointly support realizing the literacy movement (Teguh, 2020: 6).

2. Literacy Component

- Literacy is more than just reading and writing, but includes thinking skills using knowledge sources in print, visual, digital and auditory forms. In the 21st century, this ability is referred to as information literacy. Clay (2001) and Ferguson in (Wiedarti, 2018) describe that the components of information literacy consist of early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy.

a. Early Literacy [Early Literacy (Clay, 2001)], namely the ability to listen, understand spoken language, and communicate through pictures and speech which is shaped by his experience interacting with his social environment at home. The experience of students in communicating in their mother tongue forms the foundation for the development of basic literacy.
b. Beginning Literacy (Basic Literacy), namely the ability to listen, speak, read, write, and count (counting) related to analytical skills to calculate (calculate), perceive information (perceiving), communicate, and describe information (drawing) based on understanding and personal conclusion (cf. literacy foundations or basic literacy listed in the World Economic Forum, 2016).

c. Library Literacy, among others, provides an understanding of how to differentiate between fiction and non-fiction reading, utilizes reference and periodicals collections, understands the Dewey Decimal System as a classification of knowledge that makes it easier to use the library, understands the use of catalogs and indexing, and has knowledge in understanding information when completing a piece of writing, research, work, or solving a problem.

d. Media Literacy, namely the ability to know different forms of media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use.

e. Technology Literacy, namely the ability to understand the completeness that follows technology such as hardware (hardware), software (software), as well as ethics and etiquette in using technology. Next, the ability to understand technology for printing, presenting, and accessing the internet. In practice, it is also an understanding of using a computer (Computer Literacy) which includes turning on and turning off the computer, storing and managing data, and operating software programs. In line with the flood of information due to current technological developments, a good understanding is needed in managing the information needed by the community.

f. Visual Literacy, is an advanced level of understanding between media literacy and technology literacy, which develops learning abilities and needs by utilizing visual and audio-visual materials critically and with dignity. Interpretation of visual material that is unstoppable, whether in print, auditory, or digital form (the combination of the three is called multimodal text), needs to be managed properly. However, there is a lot of manipulation and entertainment in it that really needs to be filtered based on ethics and decency.

3. Strategies for Building a Literacy Culture in Schools In order for educational units to be at the forefront of developing a literacy culture, Beers, et al. (2009) in the book A Principal's Guide to Literacy Instruction, conveys several strategies for creating a positive literacy culture in schools (Wiedarti, 2018).
a. Conditioning a literacy-friendly physical environment

The physical environment is the first thing that school residents see and feel. Therefore, the physical environment needs to look friendly and conducive to learning. Schools that support the development of a literacy culture should display students' work throughout the school area, including corridors, the principal's and teacher's offices. In addition, students' works are replaced regularly to provide opportunities for all students. In addition, students can access books and other reading materials in the Reading Corner in all classes, offices and other areas of the school. The leadership room with displays of students' work will demonstrate the development of a literacy culture. In this case every school needs to meet the minimum service standards set by the government.

b. Strive for the social and affective environment as a model of literate communication and interaction. The social and affective environment is built through a model of communication and interaction of all components of the school. This can be developed by recognizing the achievements of students throughout the year. Awards can be given at flag ceremonies every week to appreciate students' progress in all aspects. Achievements that are valued are not only academic, but also the attitudes and efforts of students. Thus, every student has the opportunity to win school awards. In addition, literacy is expected to color all important celebrations throughout the school year. This can be realized in the form of book festivals, poster contests, storytelling, storybook character carnivals, and so on. School leaders should play an active role in driving literacy, among others by building a collaborative culture between teachers and education staff. Thus, everyone can be involved according to their respective expertise. The role of parents as volunteers for the literacy movement will further strengthen the school's commitment to developing a literacy culture.

c. Striving for a school as a literate academic environment

The physical, social, and affective environment is closely related to the academic environment. This can be seen from the planning and implementation of literacy movements in schools. Schools should allocate sufficient time for literacy learning. One of them is by carrying out silent reading activities and/or the teacher reading the book aloud for 15 minutes before the lesson takes place. To support the ability of teachers and staff, they need to be given the opportunity to take part in training programs to increase their understanding of the literacy program, its implementation and implementation.

Apart from reading 15 minutes involving non-textbooks, a literate academic environment is also supported by the use of literacy strategies in learning. Learning that uses literacy strategies in learning by combining XXI century skills and character building based on Pancasila values is expected to be a provision for lifelong life skills. The material or books used are sourced from

**B. Utilization of Reading Corners**

1. **Definition of Reading Corner**
   
   A reading corner is a place in the classroom that is equipped with a collection of books and is arranged in an attractive way to increase students' interest in reading. The reading corner can be likened to a library. The reading corner is a facility and infrastructure used in order to increase interest in reading. The Ministry of Education and Culture in this case explains that a reading corner is a place in a room that is equipped with a collection of books and is arranged in an attractive way to increase students' interest in reading.

   A reading corner can be likened to a small library that is in a room and has a structured management (Rofi’uddin, 2017). According to Faiz (2022) Corner is the utilization of space that is used for purposes. While literacy is the ability to access, understand, and use something intelligently through various activities or activities including reading, seeing, listening, writing, and speaking. The reading corner is one of the programs launched by the government through education where there is a special room provided for students to read and write, this program is very useful because students are directed to be productive in terms of reading. A reading corner is the use of various corners of a room in a school as a place for a collection of books and writings from students in each class. The implementation of the reading corner program is expected to foster the interest of student participants to be more fond of reading and writing so that students have good thoughts. Utilization of corners and classrooms to become reading corners and support from the school library.

2. **Purpose and Benefits of a Reading Corner**

   The existence of a reading corner has a purpose related to the growth and improvement of students' reading culture. In its statement, the Ministry of Education and Culture explained that the reading corner aims to introduce students to a variety of reading sources to be used as media, learning resources, and to provide students with a pleasant reading experience. In addition, the reading corner also aims to bring students closer to books. Sometimes, in the range of teaching and learning activities in class, there is a break where the teacher and students do not meet. For example during the change of class hours, the teacher is absent (sick, etc.), or a teacher meeting. This time lag can be used by students to read books they like (Billy, 2017). The existence of a reading corner is not
to replace or compete with the function of the library. The reading corner serves to extend the function of the library. The reading corner helps the function of the library in providing reading materials so that students become interested in reading activities. Moreover, if the state of the library is centralized, the library can only be accessed by a small number of students. The existence of a reading corner in each class makes it easier for students when they want to read a book. Developing students' interest in reading through reading corners has several benefits, such as: 1) Reading corners can encourage students to be more fond of reading and have good thinking skills; 2) To bring books closer to students; 3) Students can read books at any time without having to go to the library because non-learning books are available in class; and 4) Teachers can utilize the reading corner into learning activities (Savitra, 2022)

METHODS
This study used a descriptive research design with a qualitative approach. This approach was chosen based on the suitability between the data studied and the characteristics of qualitative research. Qualitative research aims to describe a phenomenon with a certain theory in verbal form. This research was conducted at Tambun 4 Public Elementary School, Baolan District, Tolitoli Regency, Central Sulawesi Province. The data in this study are patterns of literacy activities in student thematic books and patterns of literacy activities at school. The sources of data in this study were the thematic books of grade IV students in the 2016 revised edition, school principals, teachers, students, and the school environment. The instruments used were document study guidelines, interview guidelines, and observation guidelines. Document study guidelines are used to collect data related to literacy activities in student thematic books. Interview guidelines and observation guidelines were used to collect data related to literacy activities in schools. Data collection techniques were carried out in three ways, namely through document studies, interviews, and observation. The form of data is in the form of results of analysis of literacy activities in student thematic books, results of interviews and results of observations related to literacy activities in schools. Data analysis was carried out in stages. First, data reduction. The reduced data comes from the results of documentation studies, interview results, and observation results. The data obtained then determined the pattern of literacy activities both in student thematic books and at school. Second, the presentation of data. The data obtained based on each pattern of literacy activities is presented in a descriptive form so that a clear and systematic description is obtained. Third, data verification. Data verification is carried out by concluding data related to the research focus accompanied by valid and consistent evidence.
RESEARCH RESULTS AND DISCUSSION

Research Result

Based on the results of observations that each student's interest in reading is in the low category. The low reading interest of students at SD Negeri 4 Tambun has encouraged schools to try to increase students' reading interest through collaboration with several parties and implementing several programs to increase students' reading interest through the school literacy movement. The education unit has started implementing several programs to address the problem of low student interest in reading, including firstly a reading corner, this program requires all classes to make the corner of the class a place for collection of books and secondly to maximize the utilization of the reading corner in every class it is mandatory to read 15 minutes before teaching and learning activities. In the morning before starting the teaching and learning activities, the teacher always invites students to read for 15 minutes. The books that are read are freely chosen by students in the reading corner. So far, the programs that have been implemented have made changes for the better, especially in increasing students' interest in literacy.

DISCUSSION

Based on the results of research that has been carried out at the SD Negeri 4 Tambun educational unit on the use of a reading corner in conditions of low student interest in reading, what can be concluded in this study is a brief description, namely the results of the research show that fourth grade students do not like to read in their spare time reading. The low reading interest of students is influenced by the impact of the globalization era. To increase interest in reading with these problems, several programs have been carried out that have succeeded in overcoming these problems, namely reading corners and mandatory reading activities for 15 minutes before starting teaching and learning activities in the morning. The use of reading corners is also supported by facilities and infrastructure including book collections, as well as ornaments or decorations. As well as to develop the program, it is recommended to carry out cooperative steps by collaborating both from elements of the school community, stake holders and related institutions that oversee the education sector.
CONCLUSIONS AND RECOMMENDATIONS

Conclusion
1. Making reading habits aims to foster students' interest in reading and foster good habits at school through reading activities 15 minutes before learning activities begin, followed by summarizing and retelling the results of reading.

2. To increase students' interest in reading, the participation of all parties, including teachers, parents, education offices and other stakeholders, is needed so that students' reading abilities after the implementation of the reading corner as a whole are classified as good and have increased. The improvement can be seen from the results of observations and the results of students' reading ability tests conducted by educators. However, there are still some students who experience problems in reading, there is still a lack of interest in reading from within the students, lack of self-confidence, and lack of parental guidance are the contributing factors.

Recommendation
1. It is expected that to school principals can organize and increase more activities related to the implementation of reading and can improve and provide the facilities and infrastructure needed by students so that these activities can run well and can provide enthusiasm for students in improving reading skills. In addition, school principals should coordinate with educators and other school members to continue the stages of the school literacy movement, namely at the learning stage.

2. Educators should be a model, and provide motivations for students to become literate learners for life and enjoy reading.

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