



Implications of the School Literacy Movement with Picture Storybook Media

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Abstrak

Minat dan daya baca merupakan problematika laten yang terjadi pada peserta didik dan pendidik. Atas dasar ini, diterbitkan kebijakan pemerintah dalam Permendikbud Nomor 23 Tahun 2015 tentang Gerakan Literasi Sekolah (GLS). Adapun salah satu upaya yang diwajibkan, yakni kegiatan membaca 15 menit buku non-pelajaran setiap hari (buku cerita atau buku lainnya). Penelitian ini bertujuan untuk menganalisa implikasi gerakan literasi sekolah dengan media buku cerita bergambar. Adapun jenis penelitian ini ialah kualitatif dengan metode studi kepustakaan. Adapun bahan penelitian dan kajian analisa diperoleh melalui sumber referensi ilmiah, meliputi buku, artikel, prosiding, skripsi, tesis, dan disertasi. Sumber ilmiah tersebut diperoleh melalui laman kredibel, seperti *Google Scholar*, *DOAJ*, dan *SINTA*. Hasil penelitian ini menunjukkan bahwa kegiatan gerakan literasi sekolah melalui media buku cerita bergambar memberi dampak signifikan terhadap daya dan minat baca siswa. Hal ini ditinjau dari peningkatan wawasan pengetahuan siswa, motivasi membaca buku pada siswa, dan membentuk karakter giat literasi pada siswa. Adapun tahapan GLS, meliputi 15 menit membaca buku cerita bergambar pra-pembelajaran, membaca doa, membaca ayat al-Qur'an pada surah-surah pendek, menyanyikan lagu wajib nasional, serta penguatan dari guru terhadap materi ajar pertemuan sebelumnya. Dengan demikian, siswa semakin bergerak untuk terbiasa dan mencintai dunia literasi.

Kata Kunci: Buku Cerita Bergambar, Gerakan Literasi Sekolah, Media Pembelajaran.

Abstract

Interest and reading power are latent problems that occur in students and educators. On this basis, a government policy was issued in Permendikbud Number 23 of 2015 concerning the School Literacy Movement (GLS). One of the mandatory efforts is reading 15 minutes of non-lesson books every day (story books or other books). This study aims to analyze the implications of the school literacy movement using picture story books as media. The type of this research is qualitative with literature study method. The research materials and analysis studies are obtained through scientific reference sources, including books, articles, proceedings, theses, theses, and dissertations. These scientific sources are obtained through credible sites, such as *Google Scholar*, *DOAJ*, and *SINTA*. The results of this study indicate that the activities of the school literacy movement through the media of picture story books have a significant impact on students' reading power and interest. This is in terms of increasing students' knowledge insight, motivation to read books in students, and forming active literacy characters in students. The GLS stages include 15 minutes of reading pre-learning picture story books, reading prayers, reading verses of the Koran in short suras, singing the national anthem, and strengthening the teacher for the previous meeting's teaching materials. Thus, students are increasingly moving to get used to and love the world of literacy.

Keywords: Picture Storybooks, School Literacy Movement, Learning Media.

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INTRODUCTION

Basic education is one of the levels of formal education that has a significant impact on the future of children. This is based on the basic age phase which is seen as a golden period in the formation of children's character (Hidayat, *et.al.*, 2018: 810). In this context, reading literacy has an important role to be prioritized at the child's age phase. This is because reading culture affects the progress of a nation (Huda & Rohmiyati, 2019: 117-118).

According to Rusniasa, *et.al.* (2021: 54), Indonesian people's reading interest is very low. This is influenced by the ease of access to information on a "free of charge" basis, so that interest in reading also does not show an enthusiastic attitude, including among students (students). Furthermore, Lestari (2018: 94-100) exemplifies the ease of access to information in the form of showing fairy tale films, so that children's enthusiasm for hearing fairy tales from teachers or parents has faded, it is said again by reading fairy tale books, which are comprehensively already in the film. Hendriani (2017) adds, the duration between watching movies and reading books is certainly very different, so most people and students prefer to watch television shows to obtain information rather than having to read books, newspapers, magazines, and various other types of print media.

Another phenomenon similar to the problems above, is also increasingly "spoiling" students and the community, namely the presence of various android applications, including YouTube, WhatsApp, Facebook, Instagram, Twitter, TikTok, Snack Video, and other applications that change people's patterns and lifestyles. Widiyono & Millati (2021: 1-9) explain that technological sophistication has a positive impact on accelerating the progress of the times and requires the community to collaborate in responding to the changes that occur. The changes in question, according to Oktavian & Aldya (2020) include changes in social interaction (from online to offline), culture (clothing, attitudes, appreciation of local wisdom), and various other aspects of life.

Responding to the above phenomenon, the government seeks to increase student interest in reading and literacy, as an effort to strengthen the educational foundation for the nation's children, one of which is the school literacy movement (GLS) policy. This effort is intended to be a "stock" for students in filtering various information correctly and wisely, because it is not uncommon for massive hoax-based information to circulate through the internet. Septiasary & Sidabutar (2020: 2) term this goal as the government's effort to foster student personality through GLS.

Based on a preliminary study, researchers identified various research articles that examined the theme of the School Literacy Movement, information was obtained that the majority of educational institutions in Yogyakarta implemented GLS based on guidebooks from the Ministry of Education and Culture (Septiasary & Sidabutar, 2020: 1-12) and the application of reading literacy in the classroom, outside the classroom, and the library. Likewise, research has also been found which states that the power and interest of Indonesian students in the aspect of reading literacy is very low, the comparison is 1 in 1,000, of course this is concerning (Huda & Rohmiyati, 2019: 118). This is of course caused by various factors, including television programs that prioritize viewing over guidance, as well as the habits of the Indonesian people who prefer "talking" discussions rather than reading and writing.

According to Rusniasa, *et.al.* (2021: 54), the low interest in reading literacy of the community and students is not an ordinary thing that can be considered to be resolved by itself. It takes optimal efforts from various parties, especially families (parents). Through the habit of appreciating various things in children with "book gifts" or other types of appreciation, it certainly encourages (motivates) children to be enthusiastic about reading literacy. Responding to this phenomenon, it is necessary to give proper habituation. To develop reading skills, the school has created a School Literacy Movement (GLS) program. The School Literacy Movement (GLS) which was developed by Permendikbud number 23 of 2015 is by doing reading activities 15 minutes before learning by reading non-textbooks every day (Huda & Rohmiyati, 2019: 117-118).

Furthermore, Rusniasa, *et.al.* (2021: 55) interpret literacy as an understanding or skill that involves reading, thinking, and writing activities that increase the ability to understand information critically, creatively, and reflectively. In line with this opinion, Padmadewi & Artini (2018) argues that literacy is the basis for the development of effective and productive learning, enabling quality students to find and process the information needed in scientific life in the 21st century. 21st century learning depends on scientific literacy skills and technology based on strong character, high human dignity.

According to Septiary & Sidabutar (2020: 1), good literacy skills affect the development of one's thinking capacity. Literacy helps to understand every information rationally and completely in everyday life. This is in line with the UNESCO Declaration which states that literacy is the right of every individual and is the foundation for lifelong learning. Moreover, literacy plays an important role in the world of education to have a broad picture of knowledge. However, Indonesian people still do not realize the importance of literacy.

The Director General of Primary and Secondary Education of the Ministry of Education and Culture, Huda (2017) said that the implementation of the GLS nationally faced three problems, the first being the lack of books in primary and secondary schools. Second, teachers do not fully understand the methods or techniques used to develop a literacy culture. Third, the lack of facilities such as libraries, reading corners and others that can support the implementation of GLS activities. Hidayat, *et.al.* (2018: 811) added, but in fact many libraries have been established but there are no visitors, books are neatly arranged, even many are dusty. This is because it has never been touched and read by students. Students' reading interest is very low, especially interest in borrowing books from the library. During the holidays, they just play with their friends. In addition, many of them are busy with material, so it is very difficult to add knowledge from the large collection of books to the school library.

Indeed, relevant research on the school literacy movement (GLS) has been widely studied from various aspects and perspectives. These include discussing aspects of GLS implementation at the elementary school level (Teguh, 2020: 1-9; Hidayat & Basuki, 2018: 810-817; Khotimah & Sa'dijah, 2018: 1488-1489; Wiratsiwi, 2020: 230-238; Dafit & Ramadan, 2020; Puspasari & Dafit, 2021; Yunianika, 2019: 497-503), implementation of GLS for junior high school/equivalent (Widodo, 2020: 11-21; Azimah & Kurniawan, 2019: 934-947), implementation of GLS in thematic subjects (Suyono, *et.al.*, 2017: 116-123), the formation of children's character through the GLS program (Wandasari, 2017: 325-342), the basic concepts of regulation of the GLS program (Sari, 2018: 89-100), culture reading students (Rohman, 2017: 151-174; Rahayu, 2016; Antasari, 2017), multiliteracy-based learning (Nopilda & Kristiawan, 2018: 216-231), local wisdom studies (Oktavianti, *et.al.*, 2017), and efforts to increase students' reading interest (Ilmi, *et.al.*, 2021; Pradana, *et.al.*, 2017: 167-179).

Observing the literature review above, it is understood that there is a gap analysis of this research with previous studies, namely from the aspect of the implicative study of the GLS program, especially through the media of picture story books. On this basis, the author seeks to examine various literatures as material for specific and in-depth research data analysis, which is summarized in the research title, "*Implications of the School Literacy Movement with Picture Story Book Media*".

METHOD

This study uses a qualitative approach with a literature study method (Assingkily, 2021). The focus of the study in this research is the implications of the school literacy movement with the media of picture story books. Obtaining data through scientific references taken from credible pages, such as Google Scholar, DOAJ, and SINTA. The data referred to in the form of books, scientific articles, proceedings, theses, theses, and dissertations. Furthermore, the data is well identified to draw conclusions.

RESULTS AND DISCUSSIONS

Literacy Movement in School

The School Literacy Movement (GLS) is a social movement with collaborative support from various elements. Efforts taken to make it happen are in the form of habituation of reading in students. This habituation is carried out with 15 minutes of reading (the teacher reads a book and the school community reads silently, which is adjusted to the context or school target). When the habit of reading is formed, it will then be directed to the development and learning stages (accompanied by bills based on the 2013 curriculum). GLS is expected to be able to mobilize school members, stakeholders and the community to jointly own, implement, and make this movement an important part of life (Abidin, *et.al.*, 2018: 279). The School Literacy Movement (GLS) is an overall effort to make schools a learning organization that makes schools a learning organization whose citizens are lifelong literate through public involvement.

The Ministry of Education and Culture explained that GLS is a participatory business or activity, involving school members (students, teachers, school principals, education staff, school supervisors, school committees, parents/guardians of students), academics, publishers, mass media, community (public figures who can represent role models, the business world, etc.), as well as stakeholders under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture.

Stages of Implementation of the Literacy Movement in Schools

The stages of implementing the School Literacy Movement (GLS) using picture storybook media according to Huda & Rohmiyati (2019) are as follows:

1. Habituation Stage

The habituation stage is growing interest in reading through 15-minute reading activities. These efforts are taken to realize activities in the form of habituation of reading for students. In the habituation stage according to Wanelly (2019: 406-413) what must be done are as follows:

a. Read 15 minutes before class starts

With picture story books, 15-minute reading activities carried out in class can be carried out well. The collection of picture story books is very interesting for students in fostering interest in reading with the addition of a collection in the library, namely picture story books, students are more enthusiastic in implementing the School Literacy Movement (GLS).

The reading activity 15 minutes before the start of class aims to foster student interest in reading and reading activities at school. In carrying out 15 minutes of reading in class, it can be done in two ways, namely: first, the teacher reads the picture story book while practicing the characters in the picture book and the students just listen. The second step is to read silently.

b. Menata sarana dan lingkungan kaya literasi

Elementary school libraries must play an active role in managing classroom reading corners, reading areas, and other literacy infrastructure so that they are neatly arranged so that students prefer to visit. As an information center, the library must look attractive and creative on the bookshelf and the library reading room can make students come more often and be comfortable in the library.

c. Creating a text-rich environment

A literate school environment is a text-rich environment to support the success of the GLS program with linguistic and printed media. The placement of the contents can be different from one class to another depending on the creativity and ability of the students per class. A text-rich environment for the GLS is very necessary to foster students' love of reading interest both in the library and in the classroom. This activity can be carried out by installing motivational words with interesting pictures that can foster a sense of interest in students towards library collections.

d. Choosing reading books in elementary school

The selection of the collection of picture story books carried out here must be in accordance with the conditions of cognitive growth and development of students and the contents of the book must inspire and develop imagination. The role of the arrival of a mobile library from the District Library and Archives Service is very helpful in terms of providing a collection of these books.

e. Public engagement

Considering the purpose of implementing the GLS is to cultivate the character of students through cultivating the school literacy ecosystem so that they become lifelong learners. For this reason, the library must be able to provide appropriate library materials and can be used by students. One of the activities that involve the public library is the procurement of library materials in the library.

2. Development stage

The development stage aims to improve literacy skills through activities responding to enrichment books. According to Mumpuni, *et.al.* (2021) the steps that can be taken in the GLS development stage are as follows:

a. Interactive aloud reading

Reading aloud is an activity to listen and respond to the readings read by the teacher during the implementation of the GLS. It was concluded that reading aloud with a picture story book was almost the same as reading 15 minutes in the habituation stage, but the difference was in reading aloud the students were asked to explain what was captured from the picture story book which was read by the teacher, while in reading 15 minutes in the habituation stage the participants Students are not asked to explain what is understood about each reading. By using pictorial media, students want to do these activities because the reading material is light and easy to explain.

b. Integrated reading

Integrated reading activities are carried out by dividing students into small groups of 4-6 people to discuss titles, writers and translating stories that are done in front of the class and the other groups listen. The teacher helps students to form small groups in the classroom during the implementation of the GLS using picture story books as media.

c. Reading together

That the joint reading activity is a reading activity carried out by students coming to the front of the class reading illustrated story books while guiding their friends and class teachers only to condition a comfortable environment and atmosphere so that it can run smoothly.

d. Discuss about the contents of reading books

In addition to increasing understanding of picture story reading books, it also helps students to analyze the stories contained in the books read in GLS activities. The purpose of this activity is to find out how far students understand the contents of the book. Discussion activities about reading books are very important because with these activities teachers can know the ability of students' understanding of the contents of books in GLS activities.

3. Learning Stage

The learning stage is an activity to improve literacy skills in all subjects. This activity aims to maintain students' interest in reading and improve literacy skills through enrichment books and textbooks. The steps in the learning stage are almost the same as the steps in the development stage, but the only difference is the media used. In the learning stage using textbooks, while in the development stage using picture story books (Triaryanti & Hidayah, 2018: 35-39).

The Urgency of Picture Storybooks in the Literacy Movement

The choice of learning media used is picture storybook media, namely visual media. Image is anything that is visually manifested in two-dimensional form as a result of feelings and thoughts. Images can be used as a medium in the implementation of the educational process so as to allow the teaching-learning process to occur. Miranda (2018: 18-30) suggests that the selection of images must be appropriate, interesting and can stimulate students and make students give an initial response to the learning process. The image media used in learning will be remembered longer by students because of its concrete and non-abstract form.

Picture story books are picture books but in the form of stories, not information books. Thus the picture story book is in accordance with the characteristics of the story book, has story elements (characters, plot, plot). Picture story books can be divided into two types, namely: (1) picture story books with words, and (2) picture story books without words. Both books are usually for preschool or early grade elementary school students.

Picture story books are something that is not foreign to children's lives. In addition, books are a good medium for children to learn to read. A picture story book is a unified story accompanied by pictures that serve to decorate and support the story that can help the process of understanding the contents of the book. Through picture story books, it is hoped that readers can easily receive information and descriptions of the stories to be conveyed (Tiaranisa & Sumarni, 2022: 47-60).

Discussion

The advancement of Indonesian education will also have an impact on all aspects, so that Indonesia can become a developed country, therefore the education system in Indonesia must be prioritized. So that Indonesia is advanced in various ways, that way the Indonesian people will not be easily exposed to hoaxes or false information because the people already have a high literacy culture and automatically the people will filter the information they get, the public should be aware of the importance of literacy not only for students but all Indonesian citizens (Akbar & Noviani, 2019).

There are many ways we can improve literacy, especially in the digital era, there are many books that can be read using mobile phones and only require a small internet quota. We can already read the books we like, there is no reason for us not to increase our literacy. we can easily access all the information that is anywhere and this will add to the knowledge that we got previously, so Indonesia is expected to not become a country that lacks literacy anymore and can become a developed country in the future (Fitriarti, 2019: 234-246). Students will also easily increase their knowledge by reading books online so that they will not miss a lesson because they can access the book anytime and anywhere only by using their cellphone and internet quota.

Literacy is not only defined as reading and writing, but literacy is also the ability to identify, determine, find, evaluate, create effectively and in an organized manner using and communicating information to solve various problems. Most people are still not aware of the world of literacy and think that literacy only focuses on reading and writing so they do not understand what literacy is. However, the existence of reading activities will open up the world's horizons. Therefore, reading is a window to the world.

Literacy is very important to improve quality human resources. Especially in the world of education which has the biggest impact for the progress of the nation. With current technological advances, it is possible for someone to get information or knowledge very easily from various media. This will bring up unavoidable challenges for every country (Aulinda, 2020: 88-93). One of them is Indonesia which has a low literacy rate. Most Indonesians themselves prefer to stare at the gadget screen for hours with all activities in cyberspace than reading books. Maybe even Indonesians only read 1 or 2 books a year.

Cultivating one's curiosity about science is not easy, but it can be realized with a literacy culture. This also requires a long and continuous and intensive process in order to create a person who has character and can cultivate noble character. So the need for the habit of reading from an early age (Setiani & Suyitno, 2021:

257-270). From here we will get the benefits of literacy in ourselves, will certainly improve the quality of ourselves and be more critical in thinking, imagining, being more creative and innovative so that we can compete in today's developments globally and locally to build the nation. In addition to gaining a lot of knowledge with literacy, we can also solve an existing problem with critical and logical thinking power.

The young generation is one of the most important components in nation building. These human resources have the potential to build the nation. The potential here means that the younger generation must be able to make the best use of technology and enrich themselves with knowledge. The younger generation is an Agent of Change, so that the success of a nation rests on the shoulders of the younger generation. The importance of developing literacy skills greatly affects the quality of the Indonesian nation. However, there is a lack of public awareness of interest in reading. Even the younger generation of Indonesia has not planted a love for reading yet (Sari, 2019: 30-42; Ginting, 2021: 35-38).

CONCLUSION

Based on the description above, it can be concluded that the activities of the school literacy movement through the media of picture story books have a significant impact on students' reading power and interest. This is in terms of increasing students' insight into knowledge, motivation to read books in students, and forming active literacy characters in students. The GLS stages include 15 minutes of reading pre-learning picture story books, reading prayers, reading verses of the Koran in short suras, singing the national anthem, and strengthening the teacher for the previous meeting's teaching materials. Thus, students are increasingly moving to get used to and love the world of literacy.

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