

The Effect Of The School Literacy Movement On Student's Reading Interest In SD Inpres Bulogading II Bontonompo District, Gowa Regency

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ARTICLE INFO

Original article

Received: 15,07.2023.

Revised: 08,08.2023.

Accepted: 30,11.2023.

doi:10.5937/IJESTxxx

UDK

Keywords: *School literacy movement, reading interest, students, elementary school*

ABSTRACT

This research is an ex post facto type quantitative research which aims to determine the description of the school literacy movement, to determine the description of students' reading interest, and to determine the effect of the school literacy movement on students' reading interest at SD Inpres Bulogading II, Bontonompo District, Gowa Regency. The population in this study were all students of SD Inpres Bulogading II, Bontonompo District, Gowa Regency with a total of 129 students, and a sample size of 98 people with sampling techniques using probability sampling with simple random sampling. The data collection technique in this study used a questionnaire. Data analysis techniques with descriptive statistical analysis and inferential statistical analysis. Based on the results of descriptive statistical analysis, it was obtained that the school literacy movement had an average value of 25, and a percentage of 45% in the moderate category. Student reading interest has an average value of 26, and a percentage of 59% in the moderate category. Based on the results of inferential statistical analysis, it shows the significance of the school literacy movement on students' reading interest. It can be seen from $F_{hitung} = 17.596$ which is greater than $F_{tabel} = 3.94$ with a significant level of 5% so that H_0 is rejected and H_a is accepted, it can be concluded that there is a significant influence between the school literacy movement on students' reading interest at SD Inpres Bulogading II, Bontonompo District, Kab. Gowa but has a low level of relationship degree or weak correlation because it is negative, so it has an impact where the school literacy movement does not function at school due to lack of encouragement from teachers to use existing facilities, but beyond that students actually understand the existence of the school literacy movement but students rarely or even do not utilize existing facilities at school to increase interest in reading.

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INTRODUCTION

Education has an important role in instilling a culture for students, therefore all schools should prioritize literacy development. It should be understood that the school literacy movement program also includes reading activities such as reading silently and reading aloud which are part of the larger framework for building a school literacy culture.

A literacy culture that includes the habit of reading has not yet become a culture of Indonesian society. The level of awareness of the importance of reading in Indonesia is still considered quite low. According to data from the World's Most Literate Nations conducted by Central Connecticut State University of the United States issued in early 2017, Indonesia ranks 60th out of 61 countries participating in the survey in terms of literacy skills (Mufridah et al., 2022). The results of the Indonesia National Assessment Program in 2016 conducted by the Center for Educational Research (Puspendik) of the Ministry of Culture and Education itself revealed that literacy in the reading ability of Indonesian students was 46.3% in the poor category, 6.06% in the good category, and 47.11% in the sufficient category (Tahmidaten & Krismanto, 2020).

Based on data from the World's Most Literate Nations and the Center for Educational Research (Puspendik) that literacy in the reading ability of Indonesian students is very low, which made the government take a policy to create a program called the School Literacy Movement in 2016. The school literacy movement is part of the implementation of the Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2015 on the cultivation of character, using 15 minutes of time before learning begins to read books other than subject books (every day). This program is implemented to foster students' interest in reading with the hope of improving reading skills so that knowledge can be mastered better.

The school literacy movement is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and speaking (Faizah et al., 2016). The school literacy movement is implemented with the aim of fostering students' interest in reading and improving reading skills so that knowledge can be mastered properly, besides that the school literacy movement is also an activity to understand information through activities that can increase knowledge through reading, listening, writing, and so on.

The literacy movement in primary schools is carried out in three stages, namely the habituation stage, the development stage, and the learning stage. Based on the guidebook for the school literacy movement in primary schools according to the Directorate General of Primary and Secondary Education, Ministry of Education and Culture, the implementation of the literacy movement program in the first stage is the habituation stage which aims to foster students' interest in reading and reading activities. Second, the development stage aims to maintain interest in reading and reading activities, and improve students' reading fluency and comprehension. Third, the learning stage aims to maintain interest in reading and reading activities and improve students' literacy skills through enrichment books and textbooks (Faradina, 2017).

The indicators of the school literacy movement that must be achieved at the habituation stage according to Daulay (2019) are 1) 15 minutes of reading activities every day, 2) The 15-minute reading activity has been carried out for at least 1 semester, 3) Students have a daily reading record, 4) Teachers; principals; educators model the 15-minute reading activity by reading during the activity, 5) There is a library; reading corners in each class; and a comfortable reading area with a collection of non-subject books, 6) There are various reading campaign posters in classrooms; corridors; and other areas of the school, 7) There are rich text materials displayed in each classroom, 8) Clean; healthy; and text-rich environment. 9) The school seeks to involve the public (parents, alumni and community elements) to develop school literacy activities, 10) The school principal and staff are committed to implementing and supporting the school literacy movement.

Reading interest is the desire, willingness and encouragement of the student concerned. In addition, interest in reading is an interest that encourages us so that we can feel attracted and happy about reading activities and gain extensive knowledge in reading activities, be it reading books in order to understand the written language. Reading interest is a strong desire in a person to read so that what is read can be understood and can add insight and knowledge to oneself (Nasrullah, 2020). Based on the opinions that have been described, it can be concluded that reading interest is a strong and deep attention accompanied by a feeling of pleasure towards reading activities so that it directs individual students to read with their own willingness and desire.

Indicators of reading interest according to Maharani (2017) include: Feelings of pleasure towards reading, interest in reading, student attention to reading, student involvement in reading. Apart from reading interest indicators, there are also factors that influence reading interest. According to Bafadal (2008) "The pleasure of reading can be caused by several factors, including knowing the benefits of reading, realizing that good books and other library materials can expand their knowledge. In addition, given the factors that influence interest in reading, there is no escaping the knowledge of the characteristics of good reading". Meanwhile, there are also factors that inhibit a person's interest in reading as stated by Prasetyono (2008) that the inhibiting factor comes from following general habits and feeling lazy, which is one of the factors that make us reluctant to do reading activities.

In connection with the things that have been described, the author wants to know more about the effect of the school literacy movement on student reading interest at SD Inpres Bulogading II. by lifting a final project entitled "**The Effect of the School Literacy Movement on Student Reading Interest in SD Inpres Bulogading II, Bontonompo District, Gowa Regency**".

METHODS

This research is a quantitative study using the ex post facto model. The population in this study were all students of SD Inpres Bulogading II, Bontonompo District, Gowa Regency with a total of 129 students, and a sample size of 98 people with sampling techniques using probability sampling with simple random sampling type. The data collection technique in this study used a questionnaire. Data analysis techniques using descriptive statistical analysis and inferential statistical analysis.

RESULTS AND DISCUSSION

A. Research Results

1. School Literacy Movement at SD Inpres Bulogading II, Bontonompo District, Gowa Regency

Based on data from the questionnaire of the school literacy movement of SD Inpres Bulogading II, Bontonompo District, Gowa Regency which was distributed to 98 respondents consisting of 30 statement items. The data were analyzed using mean, median, mode, and standard deviation. The highest score = 29 and the lowest score = 21, mean = 25; median = 25, mode = 25, and standard deviation = 1.7.

The tendency of the school literacy movement variable at SD Inpres Bulogading II, Bontonompo sub-district, Gowa district was measured through the results of filling out a questionnaire consisting of 30 statement items so that the highest ideal score and the lowest ideal score were obtained. The level of school literacy movement in SD Inpres Bulogading II, Bontonompo sub-district, Gowa district can be identified using the mean (M) and standard deviation (SD) values. It is known that M (mean) = 25, SD (standard deviation) = 1.7 which can be seen in table 1.

Table 1. Categorization of School Literacy Movement Scores at SD Inpres Bulogading II, Bontonompo District, Gowa Regency.

Interval Value	Frequency		Category
	Frequency	%	
$X \geq 26,7$	43	44	High
$18,2 \leq X < 26,7$	44	45	Medium
$X < 23,3$	11	11	Lower
Total	98	100%	

Based on table 1, it is known that 43 students have a questionnaire score in the high category with a percentage of 44%. A total of 44 students have a questionnaire score that is in the medium category with a percentage of 45% and as many as 11 students have a questionnaire score that is in the lower category with a percentage of 11%.

2. Reading Interest of Students of SD Inpres Bulogading II Bontonompo District, Gowa Regency

Based on data from the reading interest questionnaire of SD Inpres Bulogading II students, Bontonompo District, Gowa Regency which was distributed to 98 respondents consisting of 30 statement items. The data were analyzed using mean, median, mode, and standard deviation. The highest score = 30 and the lowest score = 20, mean = 26, median = 26, mode = 27, and standard deviation = 2.4. The full results can be seen in the appendix on page 112.

The tendency of students' reading interest variable at SD Inpres Bulogading II, Bontonompo District, Gowa Regency is measured through the results of filling out a questionnaire consisting of 30 statement items so that the highest ideal score is 30 and the lowest ideal score is 20. The high and low reading interest of students at SD Inpres Bulogading II, Bontonompo District, Gowa Regency can be identified using the mean (M) and standard deviation values. It is known that M (mean) = 26, SD (standard deviation) = 2.4 which can be seen in table 2.

Table 2. Categorization of reading interest scores of students of SD Inpres Bulogading II, Bontonompo District, Gowa Regency.

Interval Value	Frequency		Category
	Frequency	%	
$X \geq 28,4$	29	30	High
$23,6 \leq X < 28,4$	58	59	Medium
$X < 23,6$	11	11	Lower
Total	98	100%	

Based on table 2, it is known that 29 students have a questionnaire score in the high category with a percentage of 30%. A total of 58 students have a questionnaire score that is in the medium category with a percentage of 59% and as many as 11 students have a questionnaire score that is in the lower category with a percentage of 11%.

Hypothesis Test

Before conducting hypothesis testing, the prerequisite tests of normality and linearity were first carried out and the results showed that the residual values were normally distributed and there was a linear relationship between the school literacy movement and students' reading interest. Then proceed with conducting hypothesis testing to find whether there is an effect of the school literacy movement on student reading interest using the correlation test and the simple linear regression equation test.

Based on the results of the correlation test, it shows that the school literacy movement has a significant influence on student reading interest because the significance value is less than the predetermined significance level, it can be concluded that H_0 is rejected and H_a is accepted, thus it can be said that there is an influence of the school literacy movement on student reading interest.

Table 3. Simple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	39.685	3.285		12.081	.000
School Literacy Movement	-.548	.131	-.394	-4.195	.000

Based on the simple linear regression test, the regression equation is $Y = a + bx = 39.685 + (-0.548)x$. The equation shows the constant of the school literacy movement variable of 39.685, the regression coefficient value of -0.548 states that every 1% increase in the value of the school literacy movement, the value of reading interest will decrease by -0.548. Because the regression coefficient is negative, the effect of the school literacy movement on reading interest is weakly correlated.

Table 4. ANOVA Table

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	90.093	1	90.093	17.596	.000 ^b
	Residual	491.540	96	5.120		
	Total	581.633	97			

Based on table 4, it is known that the value of $F_{count} = 17.596 > F_{table} = 3.94$ so that H_0 is rejected and H_a is accepted, it can be concluded that there is an effect of the school literacy movement on student interest in reading.

B. DISCUSSION

Based on the descriptive statistical analysis test, it shows that the school literacy movement at SD Inpres Bulogading II can be said to be running according to the habituation stage, the school has provided facilities and infrastructure to support the school literacy movement but after conducting an inferential statistical test, the results show that the degree of relationship is low or weakly correlated because it is negative, so it has an impact where the school literacy movement does not function at school due to lack of encouragement from teachers to use existing facilities, but beyond that students actually understand the existence of the school literacy movement but students rarely or even do not take advantage of existing facilities at school to increase interest in reading. To find out how much influence the school literacy movement has on students' interest in reading, the coefficient of determination was calculated. From the results of these calculations, it was found that the school literacy movement contributed 15.5% to students' reading interest so that 85% of students' reading interest was influenced by factors other than the school literacy movement. Based on this explanation, it is known that there is still much to be considered in implementing the school literacy movement program. Both external and internal factors are very important and a challenge for the Indonesian people to improve, because the superiority of a country can be seen from its literacy culture.

CONCLUSIONS

1. The school literacy movement at SD Inpres Bulogading II, Bontonompo District, Gowa Regency after distributing questionnaires to respondents, it was found that the school literacy movement was in the moderate category.
2. Students' reading interest at SD Inpres Bulogading II, Bontonompo District, Gowa Regency after distributing questionnaires to respondents also found that students' reading interest was still in the moderate category.
3. The school literacy movement has a significant influence.

ACKNOWLEDGMENT

The author would like to thank the Gowa Regency Office and the Principal of SD Inpres Bulogading II for giving permission to conduct research. Thank you to the head of the department, the head of the study program, and the supervisors who have motivated and guided the writing of the article and all those who cannot be mentioned one by one who have helped a lot to complete this article.

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