

AN INVESTIGATION OF THE SCHOOL LITERACY PROGRAM IN SENIOR HIGH SCHOOL 4 IN BANDA ACEH

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ABSTRACT

This research aims to investigate a literacy program at a senior high school level. The researcher obtained the data for this research from Senior High School 4 in Banda Aceh because it has a better English teaching and learning process, and the school implemented a specific literacy program. The participants involved in this research include the school principal, vice school principals, the head of the school library, teachers, and 20 students from science and social science classes. The data in this research was collected using an observation sheet and interview guide to evaluate the literacy program based on the CIPP framework. The research results show that the literacy program at the school includes learning strategies provided by the teacher, the availability of facilities, and student reading interest. Based on the interview results, students were not motivated to participate in the school literacy program. Therefore, it is suggested that specific policy needs to be made and reinforced in order to implement a literacy program at senior high schools.

Keywords: *CIPP framework, program evaluation, school literacy program*

INTRODUCTION

Literacy is considered an essential skill in life because most educational processes depend on a person's literacy ability. The habit of literacy to students can affect their success, both in school and in community life. Reading skills are the foundation of the learning process. This ability is essential for the intellectual growth of students.

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Through reading, students can absorb knowledge and explore the world that benefits their life. Reading has a strong influence on student literacy development (Hamdah, 2018). Unfortunately, literacy achievement in the reading of the Indonesian students is still low and below the international average score. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) data shows that the Indonesian children's reading interest is only 0.1%. This means that of 10,000 children, only one person likes to read. Consequently, the Indonesian Ministry of Education and Culture urged regulation Number 23 of 2015, stating that there is an urgent need for schools to set aside regular time for reading habits as part of growing student character.

The emphasis of literacy learning is on reading and writing. Which requires students' ability to collect, process, and present the information. Hamdah (2018) stated that the most crucial skill required by students is literacy. Literacy is a competence firmly relevant to education since it becomes a tool of understanding and applying knowledge.

Some previous studies on the evaluation of *the School Literacy Movement* (SLM) have been conducted. First, it is a study by Maryani and Maryam (2017). Their study aims to evaluate the school literacy movement program at SD Muhammadiyah Wirobrajan 3 Yogyakarta, including context, input, process, and products. The subjects of this study were the principal, teachers, and students. The object was the implementation of SLM at the school. The results showed that the SLM objectives were applied according to the students' needs. Some students were involved in various activities, namely extracurricular, star class, KBM. In addition, the infrastructures were exceptionally complete and in good condition, and the program had good supporting factors included students, teachers, employees, parents, and government. Finally, *School Literacy Movement* shows that student's motivation to read increases.

The preliminary research was done in May 2019 at Senior High School 4 in Banda Aceh. This school was selected because it is one of the schools in Banda Aceh that implemented the School Literacy Movement. To obtain the information from the teachers, the researcher interviewed the teachers at the school. At this school, the School Literacy Movement program had been implemented. The teacher elaborated on the sequence of the program. The program starts before the lesson — which is at 7.30 in the morning. Students are expected to sit quietly as the teacher enters the classroom. Then, without being given the cue, the students start reading the book they select. Some students have prepared books to read from home, borrow them from the school library, and

others borrow books from the reading corner (a mini-library built in the corner of each classroom).

LITERATURE REVIEW

Literacy is a process by which one increases one's information of reading and writing to progress one's thinking and learning for the persistence of understanding oneself and the world. This process is essential to accomplishing capability in every educational subject. Barton (1994) said that the explanation of literacy is controller rehearsal and guided by practice. It means literacy is a way to make the students practice by themselves. The implementation of literacy in real life is quite different between one person and another. Many people can read, but they cannot even write. Some others may read the symbols, but they cannot interpret what they read. While some of them can do more sophisticated activities using language, some cannot handle even the most basic numerical tasks. The majority of those people can read and understand complicated maps, but some would struggle with even the most basic form filling tasks, and we cannot claim that these people are literate because their abilities vary depending on the situation (Kuhn & Stahl, 2003).

Literacy is seen as a shorthand for a multi-textured concept. It examines how humans effectively and fluently use and generate symbolic materials. It's also about putting in place the available production and distribution tools for the practical reasons of communicating effectively, quickly, and ethically. The words 'fluently,' 'productively,' 'responsively', and 'responsively' all refer to the main idea that appropriate literacy practices and the capabilities they recommend are all socially gifted, and should be or should not be, by the people around us, including some who are competent in our socialization and education. To be literate in a given place and time, to be literate now and over here, is different from being knowledgeable in cultural history (Hasbrouck & Tindal, 2005).

Computer, vernacular, digital, visual, school, media, health, emotional, cultural, and moral literature are among the several forms of literature explored in this study work. The capacity to read, comprehend, and learn from books about a certain subject is known as content literacy. General, subject-specific, and prior understanding of material are the three types of content literacy. General and subject-specific reading abilities reveal a broader understanding that is not reliant on the precise

content of a passage. This information is utilized to generate a text-based mental model (McKenna & Robinson, 1990). Prior knowledge of the content is information related to the content of a certain text that is used to build a scenario model in the context of mental representation. For example, it is unclear if mathematics necessitates content-specific literacy abilities, while math reading comprehension relies on more general literacy skills and knowledge. It should be mentioned that mathematicians' use of symbolic language is a primary cause for the requirement for content-specific literacy skills (McKenna & Robinson, 1990).

The literacy activities so far have been identified with reading and writing activities. Furthermore, literacy is understood as the ability to communicate socially in society (Durkin, 2003). Here is where literacy is often seen as a skill in discourse. The school literacy movement, which focuses on the literacy of reading and writing, is defined as the knowledge and the ability to read and write, also to process and to understand information while reading and writing, and the ability to analyze, respond, and use the language (Frankel et al., 2016). Reading and writing literacy is defined as the knowledge and abilities required to read, write, search, process, and grasp information in order to evaluate, respond, and utilize written material to achieve a goal, develop understanding and potential, and engage in a social setting. Then about the School literacy movement is a comprehensive effort to make schools into learning organizations with literate students through public engagement (Sutrianto et al. 2016). There are two purposes for this movement. First, is general-purpose and the second is a particular purpose.

Individuals must have educational degrees, according to Kapur (2021), in order to improve their living chances and attain their chosen goals and objectives. Individuals who cannot afford to attend schools or training centers to get educational credentials must, nonetheless, improve their fundamental literacy abilities of reading, writing, and arithmetic. The main goal of this study article is to raise awareness about different levels of literacy. Computer, vernacular, digital, visual, school, media, health, emotional, cultural, and moral literacies are among the numerous forms of literacies considered in this study work.

Individuals involved in any career or endeavor need to be computer literate. Computers are used to perform activities and job obligations in a variety of disciplines, including education, management, administration, legal, medical, health care, science,

technology, engineering, and so on. Individuals are more likely to utilize computers when they are needed to do internet searches and communicate or write reports, articles, papers, letters, or projects.

Furthermore, visual literacy refers to a set of vision competences that a person can acquire through seeing while also having and integrating other sensory experiences. Regular human learning necessitates the development of these skills (Notten & Becker, 2017). Individuals that are able to properly develop these may discern and comprehend natural and manufactured visual behaviors, objects, and symbols.

School literacy is then considered a social activity. It has been a popular part of education during the last three decades, according to Grönlund and Genlott (2013). Literacy is no longer characterized as a separate collection of individual cognitive talents from this approach. Literacy abilities are required to participate in any work or activity. Individuals with basic reading skills can do a variety of duties and activities, allowing them to appropriately satisfy their livelihood prospects. Individuals may improve their reading abilities while also learning and comprehending other topics such as effective communication skills, manners and etiquette, morality, values, standards, principles, and ethics in schools. In addition, media literacy may help identify and support the learning of skills and talents in society. People expect these to make proper use of information and communication technology. In the work market, at home, in education, in leisure, in communications, and in the environment, these talents and abilities are hotly discussed. Individuals working in various areas are needed to have a variety of abilities and educational credentials.

RESEARCH METHODOLOGY

Research Participants

The subjects of this research were the principal, vice principal of curriculum affairs, vice principal of public relations, the head of the school library, teachers, and 20 students of Senior High School 4 in Banda Aceh. They participated in this research voluntarily. Meanwhile, the object of this research is the SLM program that was implemented at the school.

Research Instruments

In gathering the data, the researcher observed and interviewed the subjects of this research by using a semi-structured interview technique.

The observation and interview checklists were set as the instruments in this research. The interview checklist and observation sheet were prepared as a rubric by the researcher. It is the rubric of assessment and success indicators of school literacy movements. There are 19 items in the observation and interview checklists.

The checklist is adopted from *Pedoman Evaluasi Gerakan Literasi Sekolah* (A guide to the School Literacy movement evaluation) designed by the Ministry of Education and Culture of Indonesian Republic (Depdikbud, 2017). There are nine points in the checklist, i.e. initial appraisal, SLM socialization, SLM policy design, SLM activity design, lesson-based SLM, school-culture-based SLM, society-based SLM, six dimensions of literacy, and overall evaluation of the SLM program.

Technique of Data Collection

This study used a field research technique. The writer visited the school to obtain the data needed using observation and interview checklists. The researcher took some steps to collect the data to answer the first research question. First, the researcher set up a meeting with the school principal. Then the researcher shared some questions in the question sheets on the implementation of SLM at the school to the principal. Besides, the researcher also needed the principal's permission to distribute the information to the teachers at the school.

Technique of Data Analysis

The data from observation and interview checklists using the CIPP model was analyzed using descriptive analysis. The method used in analyzing the data was a three-step analysis, as suggested by Miles, Huberman, and Saldana (2014). The steps include data condensation, data interpretation, and data verification.

First, the data were summarized by selecting the primary trend to focus on the essential themes and removing the unnecessary data. The data that had been reduced gave a clearer picture and made it easy to do data analysis. Data reduction is the step where the researcher took the notes, which was based on the research focus. A summary was critical for the researcher to illustrate initial findings.

The second step was data interpretation. This is the presentation of data toward an effort of the researcher to present the data information that makes it possible to take the conclusion. The researcher presented the data through a brief narrative description. At this stage, it attempts to reassemble all data obtained from the field during the activity. Finally, it

is data verification. This step is the final data analysis step, where the researcher concludes the data. The conclusion was made for the two aspects implied in the research questions., i.e. the CIPP results of the evaluation and the key factors leading to the suspension of the SLM program at Senior High School 4 in Banda Aceh.

RESULTS AND DISCUSSIONS

After analyzing the data collected, it is compulsory to discuss the results of the study. In this section, the researcher discussed the research findings about the two research questions and the aim of the study. This section also discussed the relation between the research results and the theories stated by some experts and had been strengthened by researchers under the same technique.

The writer collected the data using observation and interview checklist instruments to answer the research questions. Based on the result discovered after analyzing the series of data, the following section discussed the findings of this study and answered the research questions.

The first research question was found that the SLM programs have been applied at Senior High School 4 in Banda Aceh. As mentioned above, observation and interview checklist instruments were conducted to get the results of the research. After the observation and interview checklist was completed, the researcher analyzed the SLM.

In early 2019, the students organized many activities, such as competition, extracurricular activities, and the new learning curriculum. All of those duties caused a lack of implementation of the School Literacy Movement Program. On the other hand, between 2017 and 2018, the students were very enthusiastic in every subject, especially English. The library was also very conducive with complete and supportive reading tools. Then, the school teachers perform an active role in implementing the School Literacy Movement Program. As a result, students look attracted to reading some books during the ongoing literacy program.

In addition, the second research question aimed at investigating the key factors leading to the discontinuation of the School Literacy Movement. The researcher distributed the interview checklist to the school officials and the observation to find out the key element leading to the discontinuation of the School Literacy Movement.

Based on data from the second observation, the researcher observed that the students and the teachers started to pay less attention

to the School Literacy Movement. Most students only come to the library to borrow some books and take them home instead of reading where it is supposed to. At the same time, only some of them are still interested in School Literacy Movement and expected it to be implemented as previously.

At this point, the researcher found some key factors leading to the discontinuation of the School Literacy Movement program. Based on the observation, the researcher witnessed that most of the students lack attention and less passion for reading the text on the book. They were also not concerned, and they no longer played an active role in literacy. The learning activity looks less conducive and pleasant as well. The last important key is that the students prefer to operate mobile phones (gaming, selfie, tik-tok) rather than doing literacy programs.

In summary, the discussion concerns the results of data observation obtained from the first observation and second observation that the researcher conducted during this research. The CIPP framework (Context, Input, Process, and Product) which was developed as a means of linking evaluation was used to assess the program. It offered an analytic and rational basis for programs decision-making, based on a rotation of planning, structuring, implementing, revising, and reviewing decisions; each examined through a different aspect of evaluation – context, input, process, and product evaluation. The CIPP model was used as an effort to assess the needs directly. There are four aspects to answer rudimentary interrogation in CIPP:

What should we do?

This entails acquiring and analyzing data from needs assessments in order to narrow down goals, priorities, and objectives. A context review of a literacy program, for example, can include an examination of the literacy program's current objectives, literacy success test results, staff issues (general and specific), literacy policies and plans, and community concerns, sensitivities, or attitudes.

How should we do it?

This may entail identifying effective external programs and resources, as well as congregation information, as well as the procedures and resources needed to fulfill the new goals and objectives.

Are we doing it as planned?

This gives decision-makers insight into how successfully the initiatives are being implemented. Decision-makers may discover things like how successfully the program is following the plans and procedures, any difficulties that arise, staff support and morale, resource strengths and weaknesses, and distribution and planning issues by regularly monitoring the program.

Did the programs work?

Decision-makers may better determine whether the program should be continued, amended, or terminated by calculating the actual outcomes and correlating them with the expected outcomes. This is the most important aspect of product evaluation.

CONCLUSION AND SUGGESTIONS

Based on the results of this research, the literacy program at Senior High School 4 in Banda Aceh in the academic year 2019-2020 comprised learning strategies provided by the teachers, the availability of facilities, and student reading interest. According to the subjects and object interview in this study, the researcher concluded the students look less eager and happy to read the text in the book, where 70% of students did not play an active role in the literacy program, and 70% of students prefer to use their smartphone (gaming, selfie, tik-tok) rather than doing literacy programs. In addition, the learning activity looks less conducive and pleasant.

Based on research findings, the programs applied by the teacher must be able to create a comfortable classroom so that the students like the material or ongoing the lessons. Teacher awareness in motivating students in terms of literacy must also be given so that students can develop and achieve literacy goals, but many also consider that the literacy program is only reflective. The lack of interest in students reading was the main aspect in literacy problems, and thus students must be fostered in the spirit of reading from an early age. The supplementary activities such as Tik-tok, extracurricular have been influenced the students' awareness about literacy.

Based on the results of this research, it is suggested that the government encourages the implementation of the programs and must monitor the programs. The principal should always pay attention and monitor the teaching staff so that the vision and mission of the school

can be achieved. In addition, the vice principals should also be able to pay attention to educators and students and create programs that support literacy programs. Finally, it is recommended that teachers create a learning process using the active learning method so that the students can like the material and the lessons that are taking place.

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