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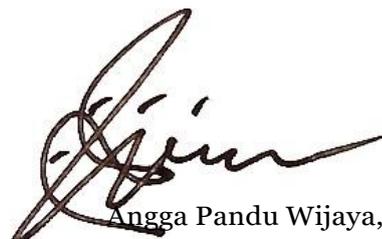
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Management of the School Literacy Movement in the Independent Curriculum at SMAN 9 Semarang in 2023/2024

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Abstract

Kemendikbudristek launched the Independent Curriculum against the background of the phenomenon of the results of the Programme for International Student Assessment (PISA) showing that 70% of students aged 15 years are below the minimum competence in understanding simple reading or applying basic mathematical concepts. Therefore, the School Literacy Movement began to be serious when schools implemented the Independent Curriculum. The general purpose of GLS is to foster the development of student ethics through cultivating the school literacy ecosystem.

The research was conducted with a qualitative approach and case study research design with a research focus on school literacy movement management. Data collection using literature review, observation, interview, and documentation techniques at SMAN 9 Semarang. Data analysis was carried out to obtain conclusions from the results of the study.

The results show that the success of GLS requires a structured and systematic management function in the implementation of the GLS program. Management functions include planning, organizing, implementing, and evaluating. SMAN 9 Semarang is a school that has good management in each of its programs, this can be seen from the results of the Education Report Card in the field of literacy which has increased from year to year.

From the results of the study, it was concluded that the GLS planning function at SMAN 9 Semarang includes coordination meetings, socialization, and the provision of infrastructure. The organizing function includes the preparation of tasks for the School Literacy Team. The implementation function includes habituation, learning and development activities, The evaluation function is carried out using the Education Report Card which is compiled annually.

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INTRODUCTION

In the first four rounds of PISA, the average reading ability score of Indonesian students increased. In PISA 2000, Indonesia obtained an average score of 371. During PISA 2009, the average score of reading ability rose to 402, the highest score ever achieved by Indonesia. In the last three rounds of PISA, the average score of reading ability decreased and reached the lowest score of PISA 2018, 371 points, the same as the average score in the first round of PISA 18 years earlier. In the field of mathematics, the average score of the PISA test of Indonesian students fluctuated. The lowest average score was obtained in PISA 2003, which was 360. The highest average score was achieved in PISA 2006, 391 points. In PISA 2018, Indonesian students obtained an average score of 379 (Hardi Wuryanto dan Moch Abduh, 2022).

The presence of the Independent Curriculum launched by the Minister of Education and Culture is expected to bring fresh air to the phenomenon of lagging education in Indonesia, especially in the field of literacy, because literacy is the initial foundation of human beings in developing and thinking in order to become human beings who live a more meaningful and valuable life. In the Independent Curriculum, in addition to optimizing school facilities, there are more important things, namely how to implement it in learning, the implementation of literacy in learning can be in the form of emphasis on readings that require students to have logical-systematic thinking skills, reasoning skills using concepts and knowledge that have been learned, skills in sorting and selecting and processing the information obtained.

The government has issued Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Ethics. One of the items stipulates the existence of a reading culture that begins with a 15-minute reading activity before the lesson begins at all levels of primary and secondary education. This regulation is strengthened by the establishment of the School Literacy Movement (GLS) program as a movement to develop reading habits in the school environment.

Based on the final report of the 2022 Indonesian people's reading habit study, Semarang City was able to achieve 3rd place nationally with a score of 72.33 in the High category. This survey was conducted online and offline by the National Library of the Republic of Indonesia team in all provinces in Indonesia (Final Report of the Indonesian People's Reading Passion Study, 2022). This was achieved because of good collaboration between the community and the government, especially the Arpus Office will continue to innovate in terms of increasing public interest and literacy in Semarang City. Regarding literacy in the school that the researcher will adopt, literacy awareness at SMAN 9 Semarang tends to be low before the School Literacy Movement, it can be seen that there is no habit of reading in students, educators, and other school residents, as evidenced by the absence of activity routines, both daily and monthly that are formed to support literacy culture, not maximizing school facilities and infrastructure, such as the use of the library, reading corner, and others.

Based on data from the Education Report based on the 2022 assessment, the results of the literacy ability of students on a national scale are of medium status, this year 49.26% of students have literacy competencies above the minimum, literacy skills decreased by 4.59 from 2021 (53.85%). Meanwhile, SMAN 9 Semarang is included in the good category through the 2023 assessment data because more than 70% of students have achieved the minimum literacy competence. Literacy skills at SMAN 9 Semarang have changed from year to year by 2.22%, in 2023 it will get a score of 97.78 and increase in 2024 to 100 and be ranked 1-20 in Central Java Province. Likewise, the competence in reading information texts has increased by 13.34%, in 2023 it will get a score of 82.24%, in 2024 it will get a score of 87.88%, and it will be ranked 1-20 at the Central Java Province level.

Based on previous references, the researcher used research from Lilik and Wawan in a journal titled, "*Reading Culture Problems in Indonesia (Literature Study on Problems & Solutions)*", the article discussed several reading problems and described some suggestions to

alleviate these problems. Some suggestions that need to be made as an effort to foster the nation's culture and reading power include: 1) reformulating the reading learning paradigm, 2) improving school library infrastructure which is accompanied by improving governance and library work programs as literacy centers at all school levels, 3) improving the quality of the learning process, 4) improving the quality of reading teaching in the prospective teacher study program at educational personnel educational institutions, 5) the existence of community programs that encourage increased awareness and participation of the community.

Based on this background, this study aims to explain the planning, organization, implementation, and evacuation of the School Literacy Movement in the Independent Curriculum at SMAN 9 Semarang in 2023/2024.

METHOD

This study uses qualitative research methods, on the grounds that the problems in my research are still dynamic and complex so that it is impossible for data on social phenomena to be filtered by quantitative methods, such as with test instruments and questionnaires. This research is descriptive and tends to use analysis.

The focus of research in this thesis is; Literacy management in the independent curriculum at SMAN 9 Semarang in 2023/2024, includes; planning, organizing, implementing, evaluating and following up on literacy programs, as well as obstacles and development strategies in the School Literacy Movement program.

Primary data sources collected from the results of the interviews include; Principal of SMAN 9 Semarang, Head of School Literacy Team, School Library Management, Teacher Representatives, Students, Parent Association. Secondary data sources that I use include; through the results of previous research related to literacy management in independent learning, as well as through the data provided by the school regarding my research.

Data collection techniques use observation, interviews, and documentation. The data validity technique will use two triangulation validation techniques, namely source triangulation

and technique triangulation. The data analysis technique uses the theory of Miles and Huberman, namely data reduction, data presentation, and conclusion drawn (Sugiyono, 2017: 135-142).

RESULTS AND DISCUSSIONS

SMAN 9 Semarang implements the Independent Curriculum starting from the 2021/2022 Academic Year. The Independent Curriculum requires students to take initiative in their own learning, develop critical thinking skills, and face more complex challenges. One of the main challenges revealed by the Principal of SMAN 9 Semarang during an interview, in implementing the Independent Curriculum is the lack of adequate preparation. Although the concept is interesting, schools and teachers often have difficulty in adapting and implementing this curriculum. It takes enough time, training, and resources to understand and implement learning methods that are in accordance with the principles of the Independent Curriculum. Governments need to ensure that schools and teachers have adequate access to the training and guidance needed to implement these curricula properly. The implementation of the Independent Curriculum was accompanied by a breakthrough in the School Literacy Movement. The hope of the GLS program is inseparable from the role of the Independent Curriculum, which is to foster a literacy culture in the school environment. The success of the program is greatly influenced by human resources, the procurement and optimization of infrastructure, programs that attract students, and most importantly the continuity or sustainability of the business that has been formed. Therefore, the existence of good management greatly affects the success of the School Literacy Movement program, GLS management in this thesis is listed in the research objectives, namely planning, organizing, implementing, and evaluating.

The first finding is the planning function. At the planning stage at SMAN 9 Semarang starting with a coordination meeting, the procurement of the GLS coordination meeting was carried out in conjunction with a routine meeting held by the Principal and attended by teachers and education staff. The meeting aimed

to equalize the understanding of literacy, emphasize the importance of literacy, the formation of the School Literacy Team (TLS), and the preparation of an outline of the school literacy work program. The next planning stage is the formation of a School Literacy Team, then the provision of facilities and infrastructure such as libraries, making, reading corners in each classroom and school room, then socialization both internally and externally.

The second planning stage is the organization of each member of the School Literacy Team. Members of the TLS Team are headed by Mr. Noor Taufiq, M.Pd as the Supervisor and Principal, the roles are as follows; 1) Issuing a Decree of the School Literacy Team, 2) Establishing a school policy that GLS is a mandatory activity in the Independent Curriculum, 3) Coordinating with various stakeholders, 4) Conducting GLS socialization to all school residents and outside the school, 5) Monitoring the implementation and development of GLS, and 6) Facilitating the provision of appreciation and promotion in various forms to students and teachers who are consistent and sincere in participating in school literacy activities.

Mrs. Neyama Lukita Sari, S.Pd as the Head of the School Alteration Team. His roles include; 1) Develop a program, 2) Implement the GLS program, 3) Prepare a GLS report, and 4) Carry out the evaluation and follow-up plan. The role of the Literacy Team Leader is no less important, namely being responsible as the commander of the activity because the benchmark for literacy success can be seen from how the Team Leader can bring literacy progress in his school.

Secretary Mrs. Novita Ajeng, S.Pd. has the following duties; 1) Inventory all activities, 2) Prepare activity schedules, 3) Manage correspondence, 4) and Prepare activity reports. Treasurer Mrs. Rumisih, M.Pd. has duties; 1) Prepare a budget, 2) Manage activity funds, and 3) Prepare financial reports.

The field of socialization and coordination, namely Mrs. Anestia Widya, S.Pd., is in charge of compiling socialization schedules for internal and external schools, then compiling material designs and socialization media. The Field of Competition

Activities is Mrs. Christiana D.J, who is tasked with compiling the competition program and including students or teachers who will be submitted in the competition. The Data Collection and Communication Division is Mrs. Novita Wulandari, S.Pd. The Public Relations Division is Novita Ajeng, S.Pd.

The third research result is the implementation function, including habituation, learning, and development activities. Habituation activities include daily, weekly, monthly and annual programs. The daily program contains literacy activities for 15 minutes before starting learning. The weekly program is in the form of making rhymes and making according to the order of the class. The monthly program in the form of reading together in the field was attended by all school residents. The annual program is in the form of a language work title containing various competitions. Learning activities that contain the integration of literacy skills in each subject. Development activities are in the form of involving students or teachers to participate in literacy competitions or activities outside of school as a result of literacy programs at their schools.

The evaluation and follow-up function includes processing assessments and reporting results as feedback for schools, educators, students, and parents. Based on the results of the evaluation obtained, it can be concluded that the School Literacy Movement is quite good at SMAN 9 Semarang, as evidenced by the Education Report Card in the field of literacy included in the green category. SMAN 9 Semarang is included in the good category through the 2023 assessment data because more than 70% of students have achieved the minimum literacy competence. Literacy skills at SMAN 9 Semarang have changed from year to year in scores increasing by 2.22%, as well as the competence in reading information texts has increased by 13.34%, in 2023 it will get a score of 82.24%, in 2024 it will get a score of 87.88%, and it will be ranked 1-20 at the Central Java Province level.

CONCLUSION

The first conclusion is planning. The planning function in it includes coordination meetings, internal and external socialization, the

formation of a School Literacy Team, and the preparation of facilities and infrastructure. The second conclusion is the organizational function which contains roles for all members who join the organizational structure of the School Literacy Team (TLS). The third conclusion is that the implementation function includes habituation, learning, and development activities. Habituation activities include a daily program containing literacy activities for 15 minutes before starting learning. The weekly program is in the form of making rhymes and making according to the order of the class. The monthly program in the form of reading together in the field was attended by all school residents. The annual program is in the form of a language work title containing various competitions. Learning activities that contain the integration of literacy skills in each subject. Development activities are in the form of involving students or teachers to participate in literacy competitions or activities outside of school. The evaluation and follow-up function includes processing assessments and reporting results as feedback for schools, educators, students, and parents. At SMAN 9 Semarang, the evaluation is carried out through the Education Report which is officially issued from the Ministry. The literacy field is included in the green category. SMAN 9 Semarang is included in the good category through the 2023 assessment data because more than 70% of students have achieved the minimum literacy competence. Literacy skills at SMAN 9 Semarang have changed their scores from year to year by 2.22%. Likewise, the competence to read information texts has increased by 13.34%.

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