

Literacy Movement in Junior High Schools to Form Students' Reading Habits

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Abstract. This research is a qualitative descriptive study with research data obtained by interviewing thirteen informants who were selected based on predetermined criteria, namely because of their position at school, the literacy team, subject teachers and students who excel in academics. Data collection techniques are interviews, and documentation. Checking the validity of the data is done by using source triangulation. The results of this study found that: The implementation of the school literacy movement in Junior High Schools in Majene Regency has been carried out for 2 years, where the stages include: a) The habituation stage, reading reading books before starting learning is carried out every day. b) The development stage, reading books, accompanied by non-academic bills, such as making summaries of reading results or making written works, and utilizing the literacy environment in the form of reading corners for each class and library. The impact of the implementation of the school literacy movement is that students' reading interest continues to increase. The factors that hinder the implementation of the literacy movement in Junior High Schools in Majene Regency are Distance Learning (Online learning) which makes it difficult for students to control so that the implementation of the school literacy movement is not optimal.

Keywords. Literacy Movement, Habitus, Students Reading Habits

1 Introduction

Education is one of the most important elements for the progress of a country, therefore education is a basic need for a nation. Education gives knowledge to a nation how they should live, how they should preserve their culture and how they must face the challenges of life from time to time. Therefore, a country is required to have a nation that is intelligent in critical, active and creative thinking, especially in facing the progress of an increasingly advanced era.

Existing education must be adapted to the times, namely education not only prioritizes intellectual intelligence, but spiritual intelligence and emotional intelligence also determines the success of achieving educational goals. One of the learning objectives is that students have the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life [1]–[3].

To achieve the success of these educational goals, there must be good cooperation between elements ranging from the government, schools, teachers, students, and parents. Especially in the new curriculum that is being applied now, namely the 2013 curriculum, which in the 2013 curriculum does not only prioritize learning success through student learning outcomes or achievements but how the process is in achieving success in learning. In the province of West Sulawesi,

the reading interest index is still relatively low, based on the results of the reading literacy activity index from the Ministry of Education and Culture whose presentations are between 0-20.00 (very low), 20.01- 40.00 (low), 40.01-60.00 (moderate), 60.01- 80.00 (high) and 80.01-100 (very high) West Sulawesi scored 32.95 which means reading interest in West Sulawesi province is still low, occupying the 27th position out of 34 provinces in Indonesia.

Based on the data released by the Ministry of Education and Culture, DKI Jakarta is in first position with a score of 58.16 which means moderate reading interest, which means that reading interest is currently not quite good. interest in reading will certainly affect the development of human resources in the future, lack of mastery of science and technology, can be the impact of weak interest and ability in reading and writing. The Ministry of Education and Culture through material regulation number 23 of 2015 initiated a program "School Literacy Movement" abbreviated with the hope of helping students in growing a culture of reading and writing in the school environment and in the community. One of the activities in the school literacy movement program is the 15-minute activity of reading books that are not subject books before starting the teaching and learning process.

This is an activity that is expected to foster interest and reading and writing skills in students. The existence

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of the School Literacy Movement program is an excellent solution carried out by the government to overcome educational problems such as improving literacy skills and skills in terms of reading and writing [4]–[6]. This will create lifelong learning, by making the school a literate school.

The School Literacy Movement should have been implemented in all schools in Indonesia as expected by the Indonesian Ministry of Education and Culture, both at the elementary school, junior high school and high school levels [7]–[9]. Junior High School in Majene Regency is one of the schools that has implemented the School Literacy Movement Majene Regency is one of the favorite schools in Majene Regency, and also in West Sulawesi province.

Even Junior High Schools in Majene Regency have been awarded A Accreditation, and have received a number of achievements at the district/city, provincial, and national levels. One of the achievements of Junior High Schools in Majene Regency at the national level is participating in the "National Literacy Festival" as a representative of the Province of West Sulawesi, in 2019 in Jakarta, and being awarded as 2nd place in one of the competitions that he participated in.

This is what is interesting and underlies the author to conduct research related to the process of implementing the literacy movement in schools, the low literacy rate in West Sulawesi as seen from the data released by the Ministry of Education and Culture is inversely proportional to Junior High Schools in Majene Regency, this school can compete with schools in the area. based on data, the level of literacy was higher, in the National Literacy Festival in Jakarta in 2019 and won the title of 2nd place in one of the competitions.

2 Research Methods

This type of research is qualitative with a descriptive approach, in this case the researcher chooses to use a descriptive method, by describing phenomena that actually occur in the field. The research location is a junior high school in Majene Regency that implements the Literacy Movement, namely Junior High School 1 and Middle School 2, Mejene Regency. This study attempts to describe the implementation of the school literacy movement in junior high schools in Majene Regency, the impact of the school literacy movement in junior high schools in Majene Regency, and the inhibiting factors for the school literacy movement in junior high schools in Majene Regency. The stages of research carried out in this study in outline are the action planning stage, the action implementation stage, the data analysis stage, and the evaluation and reporting stage. The data sources used are primary data sources and secondary data sources. The number of informants as many as 13 people were determined by using purposive sampling technique. Data collection techniques with interview and documentation methods. Checking the validity of the data using the Source Trigulation technique. Data analysis techniques include data reduction, data presentation, and conclusion drawing

3 Results and Discussion

3.1 Implementation of the Literacy Movement in Junior High Schools

The school literacy movement activities in Junior High Schools in Majene Regency began in the 2018/2019 academic year and continued until this year or had been running for 2 years. To create a literacy culture in Junior High Schools in Majene Regency, it began by developing a literate school ecosystem, such as developing the physical environment, social environment, and academic environment. Junior High Schools in Majene Regency have started by making every classroom have an even reading room or reading corner and posting posters inviting literacy on the walls around the school and providing more than 2000 reading books in the library which can be used as reading references. students, so that students' knowledge increases.

In carrying out the implementation of the school literacy movement, Junior High Schools in Majene Regency formed a literacy team that aims to carry out supervision, control and development of the implementation of the literacy movement so that the increase in literacy in schools can continue to increase every semester and can run according to what was previously expected. The school literacy team has tasks, namely: Planning, creating a schedule for daily reading activities and various steps to succeed in increasing students' reading interest (changing mindsets and making reading a necessity; making a list of recommended books; designing library development and reading corners; designing internal and internal network development.

Then Implementation: Overseeing the implementation of the literacy movement every day, ensuring the continuity of running programs; conduct mentoring and internal evaluation; seeks to build networks with external parties; participate in developing libraries, school reading corners and work with teachers and students to build classroom corners; strive for a more liberal school ecosystem. And finally, Assessment: an evaluation will be carried out every semester

The results of the evaluation will be taken into consideration to continue to the next stage or stay at the current stage. Supervision and control are needed so that the implementation of literacy and numeracy as well as reading programs can run well so that they can be in accordance with the goals to be achieved. The Literacy Team is expected to be able to ensure and develop the creation of a literate academic atmosphere that can make all school members enthusiastic in the process of implementing the literacy movement.

The success of literacy in Junior High Schools in Majene Regency which is able to compete in national events (National Literacy Festival) cannot be separated from the good relationship between the parties in it, as well as functional structural theory which considers society and social institutions as a unified system that have parts that are interconnected and interdependent

with each other working together to create balance. The implementation of the school literacy movement seen from the point of view of functional structural theory is an educational institution in which there is a system that is interrelated with one another between the Government as policy makers, schools as implementers, and students as participants.

The government, being one of the systems in control as a policy maker, in this case the Ministry of Education and Culture of Majene Regency, as shown in the previous interview, the role of local governments is not only to make policies, the government also fully supports the literacy program and directly participates in the implementation of the literacy movement. such as providing reading stalls, providing book assistance to schools, organizing literacy competitions and other activities related to literacy. With this, schools feel helped and can achieve the goal of increasing literacy, especially in Majene Regency together.

Educators or teachers, are an important component in the world of education, we can even say that as the spearhead in education, the success of quality education can be determined by a teacher. In the implementation of the school literacy movement, teachers have a role as implementers or as facilitators and control the continuity of activities so that they can run as expected and can keep literacy activities from attracting students' interest and can develop literacy activities to be better than before.

Every teacher who will start learning in class is obliged to follow and lead or guide students to jointly carry out reading activities during literacy activities, this is done so that students can carry out reading activities in an orderly manner in class. In the implementation of the school literacy movement launched by the Ministry of Education and Culture, an implementation guide is made which is intended to ensure the implementation of this literacy movement can take place in the long term, schools must implement several stages that must be carried out, taking into account school readiness, which includes the readiness of facilities, readiness of school residents, and readiness of other support systems [10], [11].

In the implementation of the stages that have been carried out at Junior High Schools in Majene Regency, there is the first stage, namely the Habituation stage, a fun reading activity in the school ecosystem, this habituation aims to foster interest in reading and reading activities within oneself. The growth of interest in reading is fundamental to the development of students' literacy skills. One of the ways to foster interest in reading is to get school residents to read 15 minutes of books every day before starting the learning process or at other times. This activity which aims to foster interest in reading is carried out without bills until interest in reading for school residents grows, develops, and reaches the stage of love of reading, the habituation stage has been carried out well, students have carried out the process of reading reading books for 15 minutes together in class. which is carried out every morning before the main learning process takes place.

Furthermore, there is a development stage, the development of reading interest to improve literacy

skills, literacy activities at this stage aim to develop the ability to understand text and relate it to experience, personal, critical thinking, and to manage creative communication skills through enrichment book activities, development of reading interest based on This 15-minute daily reading activity develops literacy skills through non-academic activities, (non-academic bills that are not related to grades can be done), this stage has also begun to be implemented in Junior High Schools in Majene Regency well, this stage is almost the same as the habituation stage , reading a reading book for 15 minutes, but what distinguishes the bill given to students in the form of non-academic bills related to the books they read, the bill is like summarizing the readings that have been read, presenting in front of the class witnessed by other students. a, or make written works, such as short stories, poems, and other works and use the school environment as a media of literacy such as reading corners and school libraries that are comfortable and have quite complete books.

The last stage is the learning stage, the implementation of literacy-based learning, aims to develop the ability to understand text and relate it to experience, personal, critical thinking, and to manage creative communication skills through enrichment book activities and textbooks, in this case academic bills (related to teaching and learning). subjects) can be done. Teachers use literacy strategies in carrying out learning (in all subjects). The implementation of this literacy-based learning supports the implementation of the 2013 curriculum which requires students to read non-textual textbooks which can be in the form of books on general knowledge, hobbies, special interests, or multimodal texts, and can also be linked to certain subjects, based on the results of research conducted at this stage. When implemented, the literacy movement in Junior High Schools in Majene Regency is still at the development stage on the grounds that students do not yet fully have a literacy culture or students do not have the habit of reading books anywhere and anytime, it still takes time to implement this stage.

The literacy team has the task of determining the extent to which the literacy movement will continue to the next stage or not but cannot be separated from mutual agreement. The literacy stage at Junior High Schools in Majene Regency is already at the development stage, which means that students have been given non-academic bills related to books they have read, such as making resumes of books that have been read, madding, short stories, poetry and others related to literacy works.

The learning stage has not been carried out because the literacy culture in students has not fully occurred, there are still some students who do not read reading books and collect bills given by the teacher. To make the implementation of the literacy movement more fascination and attract students to continue to carry out the literacy movement, the school Literacy Team created a program that is reading the holy book of the Qur'an together which is followed by teachers and students every Friday which is carried out in the school yard and if it cannot be done in the school yard, then it

is done in the classroom. And there is also a program for making reading corners for each class, each class has a reading corner consisting of reading books that students can use in student activities, books in the reading corner come from library books and there are also private property of students who are willing to donate so that their friends can read them too.

The results of this research are relevant to the results of the study, Aini with research that is the culture of reading with the gelis tree media (school literacy movement) in developing students' civic intelligence in the research carried out it can be explained that the process of implementing the literacy movement has fostered reading habits in schools, but has not created a reading culture in the environment, community, and have not made students as lifelong readers who like to read books anywhere and anytime, but the existence of the school literacy movement makes students more interested in reading books.

Research on the school literacy movement in the research conducted, it is explained that school literacy activities are carried out every 15 minutes before learning begins. The books read are non-lesson books that have been provided by the teacher or those under the students. From school literacy activities it can affect students' reading skills, and increase students' reading interest, from literacy activities at school students get new information, and can broaden students' horizons and knowledge [12], [13]. This reading corner is managed directly by students in each class, students can make the reading corner as interesting as possible

The same thing was also found in Ica Asmarda's research which was used as a reference in this study, namely the implementation of the literacy movement in habituation activities, namely reading non-lesson books for 15 minutes to foster reading interest and enriching motivating slogans in every school environment [14], [15]. The development stage, where students analyze the books they read which are written in students' daily journals, the third stage of learning is responding to reading books containing reading texts containing enrichment texts as well as textbooks such as Indonesian, religion, and others.

3.2 Impact Implementation of the Literacy Movement in Junior High Schools in Majene Regency

The school literacy movement is a movement that is expected to be able to improve the quality and quality of students or students to improve and advance the quality of Indonesian education. From the results of the implementation of the literacy movement that has been carried out in Junior High Schools in Majene Regency, it is felt that it has a very impact on increasing students' interest in reading. Impact is the effect that results from something that is carried out or applied from an implementation. Suharso and Ana Retnoningsi Impact is a collision or influence that occurs due to an effect, both positive and negative [16].

Positive impact can be interpreted as everything whose changes lead to a better direction than before, while negative impacts can be interpreted as everything

whose changes lead to worse than before. Impact can be concluded everything that happens or arises because of an event that is carried out, and produces changes that can occur both from the positive and negative sides. And the impact of the implementation of the literacy movement is every change that occurs due to the implementation of the literacy movement.

From the results of research conducted on the implementation of the school literacy movement that has been running in Junior High Schools in Majene Regency, it has a very positive impact on improving the quality of students, namely increasing interest in reading for Junior High School students in Majene Regency, interest can be defined as a tendency to respond to those around them by certain way. Interest can be formed through identification, starting with the individual seeking attention from the person he likes. As a consequence, he strives to be what he appears to be. At this stage of imitation, the individual will often learn the core of a new role with little effort. The success of the imitation role will be a factor that can affect interest in a new role that is different from the previous one. Susanto "Interest is an impulse from within a person or a factor that raises interest or attention effectively, which causes the choice of an object or activity that is profitable and over time will feel satisfaction in him" [17].

It can be concluded that interest is the tendency of an individual to do what he likes by giving attention, interest, involvement, and feeling the need to achieve it. Reading is a skill that must be possessed by every individual today, according to Akhaidah "Reading is an integrated activity that includes recognizing letters and vocabulary, connecting with sounds and their meanings contained in reading" [18]. Reading is an activity that aims to understand the text obtained from the reading.

From this definition, it can be concluded that reading interest is a strong sense of urge or interest in reading activities continuously without any coercion to do so. Increased interest in reading continues to increase after the implementation of the literacy movement in Junior High Schools in Majene Regency as evidenced by where students are accustomed to reading activities outside of class hours, the purpose of the literacy movement is to create a school literacy culture in the school environment.

The increase in interest in reading can be seen from the results of interviews with one of the informants, namely I who is a library manager, from the results of the implementation of the school literacy movement, it has succeeded in increasing students' interest in reading, where the number of students who borrow books in the library always increases every semester and students who visit the library also continue to From the results of the research conducted, students felt a very positive impact, where students felt that with the literacy movement they became more and more fond of reading books and making reading activities a hobby.

Reading books is a source of various information, which can add insight from various individuals who carry out book reading activities. With the literacy movement making students accustomed to reading books, with the creation of a good literacy culture in the

school environment, the greater the opportunity for students to be able to compete in the modern era.

3.3 Inhibiting Factors for the School Literacy Movement in Junior High Schools in Majene Regency

In the implementation of the school literacy movement activities, it is undeniable that there are factors or things that can hinder the process, based on the results of interviews with school principals, teachers, and previous students, there are several factors that hinder the school literacy movement in Junior High Schools in Majene Regency as follows: Inhibiting factors are everything that can become a barrier or become an obstacle so that the goals to be achieved in the implementation of the school literacy movement are not achieved, the inhibiting factors are divided into 2, namely internal factors and external factors. Internal factors are things that affect the implementation of the school literacy movement that comes from within, according to Hendro explaining "internal factors are individual or personal factors, individual factors come from within a person" [19]. And according to Alma "internal factors are all thoughts, emotions and problems from within a person that can affect interests so that they can be centered or factors that come from within". While external factors are factors that influence the implementation of the school literacy movement that comes from outside the self [20].

In the implementation of the school literacy movement which was carried out in Junior High Schools in Majene Regency, the second factor that influenced the implementation of the literacy movement did not go according to what was previously expected. In the results of research conducted at Junior High Schools in Majene Regency, there are factors that hinder the implementation of the school literacy movement, namely distance learning commonly called online learning, the covid-19 outbreak that occurred in early 2020 made many major influences on people's lifestyles in various states, not only affects social life, but also affects many areas of life such as the economy, even education. Covid-19 is an abbreviation of Corana virus disease 2019 cirus which was first detected in Wuhan City, China and then spread to various countries, and of course Indonesia, Covid-19 is a virus outbreak that spreads very high and fast. This virus attacks the respiratory and respiratory systems. the human body's immune system, prevention is done by avoiding direct interactions between people who have been infected with people who are susceptible to being exposed to this virus. To inhibit or suppress the pace of the COVID-19 outbreak, WHO (World Health Organization) has given an appeal by stopping activities that can trigger crowds.

In response to this, the Ministry of Education and Culture prohibited all schools from conducting direct (conventional) learning activities and ordered distance learning activities (PJJ). The implementation of distance learning in Junior High Schools in Majene Regency makes literacy activities in class for 15 minutes before starting class learning to be stopped while the covid-19 outbreak is still hitting.

In an effort to revive literacy from junior high schools in Majene Regency the teacher gives 2 reading books to each student to carry out literacy activities at home to be able to carry out literacy activities independently, online learning is learning that uses the help of internet access with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. in the movement of school literacy activities that should be carried out at school must be done at home [21]. All learning that is done online from home makes it difficult for teachers to control the activity of reading books for all students.

The limitations of teachers in controlling students to carry out literacy activities at home, are factors that can hinder the implementation of the literacy movement, and the purpose of building a literacy culture in schools, online learning, which almost all of them uses devices, also has a negative impact on excessive use of gadgets can make reading activities in children fewer students.

4 Conclusion

The School Literacy Movement activities at Junior High Schools in Majene Regency began in the 2018/2019 academic year and continued until this year (2021) or had been carried out for approximately 2 years. In the implementation of the literacy movement in Junior High Schools in Majene Regency, there are 2 stages that have been carried out, namely the habituation stage and the development stage. Habituation Stage, getting used to reading books for 15 minutes every day before starting the learning process or at other times. And the next stage of development, the development of independent reading interest based on 15 minutes of daily reading activities, develops literacy skills through non-academic activities, (non-academic bills that are not related to subject grades) which means that students have been given non-academic bills related to reading books that are read and the use of the school environment as literacy media in the form of reading corners and libraries. 2. The impact of the literacy movement in Junior High Schools in Majene Regency is the increasing interest in reading for students, the reading culture of students begins to grow, students are increasingly fond of reading books, and making reading a hobby, which is seen by the increasing number of student visits to the library and the number of loans increasing. increase. 3. Factors that can hinder the implementation of the literacy movement in Junior High Schools in Majene Regency, namely: Distance learning (PJJ), the application of distance learning or commonly called online learning, makes it difficult for teachers to control students' reading activities so that the implementation of the literacy movement does not run optimally.

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