

IMPLEMENTATION OF THE SCHOOL LITERACY MOVEMENT IN IMPROVING TEACHER'S READING MOTIVATION AT STATE HIGH SCHOOL 1 SIANTAR – INDONESIA, IN THE 2018/2019 ACADEMIC YEAR

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Abstract: This study aimed to determine the Implementation of School Literacy Movement in Improving Teacher's Reading Motivation in State High School 1 Siantar in the 2018/2019 Academic Year. This study used School Action Research (SAR) method, this research is a quantitative data with descriptive statistical analysis techniques which conducted at SMA Negeri 1 Siantar in the 2019/2020 academic year, subject consisting of 62 teachers of all subjects. This research was implemented using two cycles namely the first cycle and the second cycle, before the pre-cycle had been implemented. The results of this study indicated that there is an increase in the reading motivation of teachers who are selected from the assessment of the average reading motivation of the original teacher in the pre-cycle conditions showed that the average assessment is quite good, increasingly to be better. Based on the results, it can be concluded that the implementation of the School Literacy Movement carried out in a planned manner and proved to be able to increase the motivation of reading teachers in SMA Negeri 1 Siantar with the results of this study proving that it can increase the teacher reading motivation, this condition can be seen from the average assessment. The teacher's initial reading motivation in the condition of the first cycle showed that the average of good ratings increased to very good and those that originally had an average rating of 3.52 increased to 5.43.

Keywords: Teacher, Teacher's Reading Motivation, School Action Research, School Literacy Movement, Teacher Reading Motivation Assessment.

INTRODUCTION

Reading Motivation is the tendency of *an active soul to understanding the language patterns to obtain the information related to the will, activity, and feeling of pleasure*, it is potentially allowing the individuals to choose, pay attention and accept something that comes from outside of them¹.

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¹ Mujtahidin, *Teori Belajar dan Pembelajaran*, Bangkalan, Universitas Trunojoyo Madura, 2012, p. 22.

According to Lilawati² (1988), interpreting children's reading motivation is a strong and deep attention accompanied by a feeling of pleasure towards reading activities and it directs children to read on their own volition. Aspects of reading motivation includes: reading pleasure, awareness of the benefits of reading, frequency of reading and the number of books that teacher has been read.

Interest is a strong motivator to do an activity. Children's reading activities will be implemented or not, these activities are determined by the child's interest. In general, interest can be interpreted as a tendency that causes someone trying to find or try activities in a certain field. Witherington (1986)³ argues that interest is awareness of something, someone, a problem or situation that has to do and without someone's awareness of an object, and then the individual will never have an interest in something.

While reading is an activity or applying process of a number of reading text processing skills in order to understand the reading's contents. Therefore, reading as an activity to obtain the information or messages that were conveyed by the author in written language utterance. Someone is able to read not just by chance, but also learning and practicing of reading texts that consist of meaningful letters. RPP SD⁴ (2017) states that the purpose of reading is divided into three main objectives, namely: (1) reading for study, (2) reading for effort, (3) reading for pleasure. In this case, the purpose of reading must be determined before the reading activity to make it easier to understand and obtain the information.

As for the results of observations by school principals, the motivation teachers reading at Siantar 1 Public High School in 2018/2019 is still low. The low motivation teachers reading cannot be separated from the culture of Indonesian people who are more inclined towards the culture of speech. This because of made it worse the lack of confidence of the teacher in the results of his work⁵.

Generally, teachers feel that their work is not enough read by the public or students themselves. Whereas, the works improvement can occur if the teacher does not hesitate to present the work and learn from mistake. In fact, teachers who love reading and writing can transmit the same pleasure to their students. This condition underlies the construction of the literacy movement for teachers and educators⁶.

School literacy in the context of the School Literacy Movement (GLS) is the ability to access, understand and use something intelligently through various

² Lilawati, *Hubungan Antara Tingkat Pendidikan Orang Tua, Stimulasi Membaca Dari Orang Tua dan Intelegensi dengan Minat Membaca pada Anak Kelas V Sekolah Dasar*, Yogyakarta, Universitas Gadjah Mada, 1988, p. 94.

³ H.C. Witherington, H. C., *Teknik-Teknik Belajar dan Mengajar*, Bandung, Jemmars, 1986, p. 110.

⁴ RPP SD, *Tiga Tahap Pelaksanaan GLS*, 2017, available at <https://www.pediapendidikan.com/2016/07/tiga-tahap-gerakan-literasi-sekolah.html>

⁵ V. F. Anggraeni, *Penerapan Disiplin Untuk Anak Usia Sekolah Dasar (5-12 Tahun)*, 2012, available at <http://belajarbarengkiddos.blogspot.com/2012/11/penerapan-disiplin-untuk-anak-usia.html>

⁶ S. Anitah & Dkk, *Strategi Pembelajaran di SD*, Jakarta, Universitas Terbuka, 2008, p. 70.

activities, such as reading, seeing, listening, writing and speaking. GLS is an overall effort to make schools a literacy learning community⁷.

Understanding School Literacy in the GLS context is the ability to access, understand, and use something that intelligently through various activities includes reading, seeing, listening, writing, and or speaking. The School Literacy Movement is efforts to make the school a learning organization whose citizens are lifelong literates through public engagement⁸.

Basically, literacy is an activity related to reading and writing. However, the Prague Declaration in 2003 stated that literacy is not only related to these two activities, but also covers how a person communicates in society.

From the background explanation above, the researcher is interested in conducting research aims to find out the Implementation of the School Literacy Movement in Improving Teacher's Motivation in State High School 1 Siantar in 2018/2019 Academic Year.

METHODOLOGY

This study used School Action Research (SAR) methods. The researcher used the quantitative data type with descriptive statistical analysis techniques namely "statistics used to manage data and describes data in the form of data display that is more meaningful and easily understood by others"⁹.

This research is implemented in SMA Negeri 1 Siantar. The subjects are all the teachers of SMA Negeri 1 Siantar. The study was conducted starting on October 17, 2018 until December 1, 2018.

This research is implemented using 4 stages, namely preparation, implementation, evaluation, and reflection, and carried out in at least 2 cycles. At this stage the process of observation is carried out on the implementation of the action cycle I and cycle II is observing the teacher¹⁰.

The preparation phase of the **cycle I** are:

1. Guide the teacher to implement the School Literacy Movement;
2. Arrange observation sheets to see the teacher reading motivation;
3. Compile a list of questions that will be used in interviews between the principal as a researcher and the teacher as a research partner.

⁷ D. Buchari, *Gerakan Literasi Sekolah*, 2017, available at <https://steemit.com/indonesia/@darmawanbuchari/gerakan-literasi-sekolah-20171117t22031536z>

⁸ Suhardjono, *Tanya jawab tentang PTK dan PTS, naskah buku*, 2009, p. 12.

⁹ N. Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, Bandung, Remaja Rosdakarya, 1991, p. 77.

¹⁰ U. S. Winataputra, *Teori Belajar dan Pembelajaran*, Jakarta, Universitas Terbuka, 2007, p. 55.

The preparation phase of the **cycle II** are:

1. Hold a School Literacy Movement for teachers;
2. Prepare observation sheets to see how the teacher's reading motivation;
3. Prepare a list of questions that will be used in discussions between the principal as a researcher and the teacher as a research partner.

During the preparation stage, activities scenarios, time schedules, places and other supporting facilities such as observation sheets are made. This study was aimed to all teachers, both having education background and non education background, namely 62 teachers¹¹.

Data collection techniques in this study using non-test techniques. Non-test techniques are non-standard data collection techniques and engineering results from teachers and schools. Non-test techniques include; observation, questionnaire, interview. According to Suharsimi (2002)¹² in outline, the work of data analysis includes: (a) preparation, (b) tabulation, and (c) application and in accordance with the research approach.

After the data is processed, it is grouped by its type, namely quantitative data and qualitative data. Quantitative data in the form of scoring and qualitative data in the form of data with nature criteria are very good, sufficient, lacking, very lacking¹³.

For the motivation to read the teacher may be know the results after the score of observations is stated with the criteria:

If the results are 5–6, the teacher's motivation to read is high.

If the results are 3–4, then the results are moderate teacher reading motivation.

If the result is 1–2, then the teacher's reading motivation is low.

In order to get a clearer picture of the statistical technique, we need to use the mean or average formula:

Information:

$$M = \frac{\sum X}{N}$$

M = Average value

$\sum X$ = Number of teachers' reading motivation scores

N = Number of teachers

¹¹ Suhardjono, *Tanya jawab tentang PTK dan PTS, naskah buku*, 2009, p. 44.

¹² Arikunto Suharsimi, *Penelitian Tindakan Kelas*, Jakarta, PT Bumi Aksara, 2002, p. 209.

¹³ Mujtahidin, *op. cit.*, p. 99.

With these statistics one hopes that a picture of the effectiveness of the School Literacy Movement activities can be obtained in increasing teacher reading motivation at SMA Negeri 1 Siantar¹⁴.

RESULT AND DISCUSSION

A. RESULT

1. Initial Condition (Pre-cycle)

In this discussion, it is explained the learning result in pre-cycle or before and after the improvement which is in the cycle I and cycle II. Researchers need to know first regarding the initial conditions that are associated with an assessment of the reading motivation of teachers in SMA Negeri 1 Siantar.

Table 1.
Formative Test Results for pre-cycle

No	Score	Total no of Teacher	Information
1	1	10	Low
2	2	37	Low
3	3	15	Medium
4	4	0	High
5	5	0	High
Total of NoTeachers		62	
Average		2,08	Low

Source: Own Study

Based on the teacher motivation assessment in initial condition (pre-cycle) one can see that the average score obtained in the pre cycle is 2.08 which means that the teacher's reading motivation is low.

Thus, it can be seen that the teacher reading motivation in SMA Negeri 1 Siantar before the School Literacy Movement was still very low.

Based on the results of the initial condition assessment, related to the evaluation of teacher reading motivation which is still low, it is necessary to get an action in order to increase teacher reading motivation which is one of the efforts that implemented at SMA Negeri 1 Siantar is by implementing the School Literacy Movement.

¹⁴ Departemen Pendidikan Nasional. *Pedoman Umum Direktorat jenderal pendidikan dasar dan menengah kementerian pendidikan dan kebudayaan tahun 2016*, Jakarta, Panduan, Gerakan Literasi di Sekolah Dasar, 2017. Kementerian pendidikan dan kebudayaan. *Kurikulum 2013 kompetensi dasar sekolah dasar dan madrasah ibtidaiyah*. Jakarta, Kementerian pendidikan dan kebudayaan, 2013.

2. Cycle I

In the first cycle implemented as an effort to overcome the problem of low teacher reading motivation in SMA Negeri 1 Siantar. In the implementation of the School Literacy Movement in the first cycle carried out with the following schedule:

Table 2.
Schedule Movement for School Literacy Cycle I

Time	Activity
07.00 – 07.15	Read a book in the teacher's room before entering class for 15 minutes
12.15 – 12.30	Looking for references sourced from the internet on how to write scientific papers
15 minutes before returning home	Read a book in the teacher's room before entering the class for 15 minutes

Source: Own Study

With the implementation of the School Literacy Movement in the first cycle in this study, it can be seen the results of the principal's observation of the results of the teacher's reading motivation evaluation in cycle I.

Table 3.
Formative Test Results for Cycle I

No	Score	Total of Teacher	Information
1	1	0	Low
2	2	0	Low
3	3	36	Medium
4	4	22	High
5	5	5	High
Total of Teacher		62	
Average		3,52	Moderate

Source: Own Study

Based on the teacher reading motivation assessment in the first cycle, one can see that the teacher reading motivation is in the moderate category, with the observation score reaching 3.52.

Thus, it can be seen that the teacher reading motivation in SMA Negeri 1 Siantar is increasing, this proves that the implementation of the School Literacy Movement organized by principals at SMA Negeri 1 Siantar can increase the teacher reading motivation.

It was proven that there was an increase in the teacher reading motivation and it was selected from the average evaluation of the teacher's initial reading motivation in the pre-cycle condition, indicating that the average assessment was quite good, and increasing well.

The increasing in teacher reading motivation after the School Literacy Movement was implemented in the first cycle was not able to achieve the target set of 100% of teachers having a good assessment for reading motivation. For this reason, the implementation of the first cycle needs to be reevaluated and reflected.

3. Cycle II

In cycle II it was implemented as a reflection of the implementation of the School Literacy Movement that has been implemented in cycle I in order to increase the teacher reading motivation at SMA Negeri 1 Siantar. In the implementation of the School Literacy Movement in cycle II it is basically the same as in the cycle I.

In the implementation of the School Literacy Movement in the second cycle implemented with the following schedule in the table 4:

Table 4.
Schedule Movement for School Literacy Cycle I

Time	Activity
07.00–07.15	Read a book in the teacher's room before entering class for 15 minutes
12.15–12.30	Looking for references sourced from the internet on how to write scientific papers
15 minutes before returning home	Read a book in the teacher's room before entering class for 15 minutes

Source: Own Study

With the implementation of the School Literacy Movement in the second cycle in this study, it can be seen the results of the principal's observation of the results of the teacher's reading motivation evaluation in the second cycle can be seen in the table 5.

Table 5.
Formative Test Results for Cycle II

No	Score	Total of Teacher	Information
1	1	0	Low
2	2	0	Low
3	3	0	Medium
4	4	0	Medium
5	5	35	High
6	6	27	High
Total of Teacher		62	
Average		5,43	High

Source: Own Study

Based on the teacher's reading motivation evaluation in cycle II it can be seen that the average score indicates a value of 5.43 or included in the high category. Thus it can be seen that the teacher reading motivation in SMA Negeri 1 Siantar is already high.

The implementation of the School Literacy Movement that was conducted in a planned manner was proven to be able to increase the teachers reading motivation in SMA Negeri 1 Siantar with the results of this study. It was proven that the implementation of the School Literacy Movement could increase the teacher reading motivation. In the cycle I is shown that the average rating is rising to high and the average rating of 3.52 increased to 5.43.

B. DISCUSSION

Based on the assessment of teacher reading motivation in the first cycle it can be seen that the motivation to read of the teacher is in the good category. Thus, it can be seen that the teacher reading motivation in SMA Negeri 1 Siantar is increasing, it is proved that the implementation of the School Literacy Movement organized by principals at SMA Negeri 1 Siantar can increase teacher reading motivation.

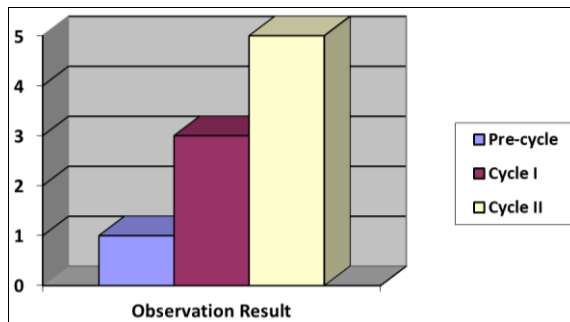
It was proven that there was an increase in the teacher reading motivation that were selected from the average evaluation of the teacher's initial reading motivation in the pre-cycle condition, indicates that the average assessment was quite good, increasing to be good.

Even so the increase in teachers reading motivation after the School Literacy Movement was implemented in the first cycle has not been able to achieve the target set of 100% of teachers have a good of teacher motivation reading assessment. For this reason, the implementation of the first cycle needs to be evaluated and reflected.

Based on the assessment of teacher reading motivation in the second cycle it can be seen that the average score indicates a value of 5.43 or included in the excellent category. Thus it can be seen that the teachers reading motivation in SMA Negeri 1 Siantar is very good.

The implementation of the School Literacy Movement which was implemented in a planned manner was proven to be able to increase the teachers reading motivation of in SMA Negeri 1 Siantar with the results of this study is the first cycle showed the average good rating increased to very good and which originally had an average rating of 3.52 increased to 5.43.

The following graph shows the increase of teacher reading motivation from pre cycle, cycle I to cycle II:



Graph 1. Increased Teacher's Motivation in Reading
From Pre Cycle, Cycle I, to Cycle II
Source: Own Study

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the assessment of teacher reading motivation in the first cycle it can be seen the teacher reading motivation is in the good category, the motivation in SMA Negeri 1 Siantar is increasing, this proves that the implementation of the School Literacy Movement organized by principals in SMA Negeri 1 Siantar can increase teacher reading motivation.

It was proven that there was an increase in the teacher reading motivation were selected from the average evaluation of the teacher's initial reading motivation in the pre-cycle condition, indicates that the average assessment was quite good, increasing well.

The increase in teacher reading motivation after the School Literacy Movement was implemented in the first cycle has not been able to achieve the target of 100% of teachers have a good of teacher reading motivation assessment. For this reason, the implementation of the first cycle needs to be evaluated and reflected.

Based on the assessment of teacher reading motivation in the second cycle it can be seen that the average score indicates a value of 5.43 or includes in the excellent category. Thus, it can be seen that the teacher reading motivation in SMA Negeri 1 Siantar is very well.

The implementation of the School Literacy Movement which was implemented in a planned manner was proven to be able to increase the teacher reading motivation in SMA Negeri 1 Siantar with the results of this study. The first cycle showed that the average good rating increased very well and which originally had an average rating of 3.52 increased to 5.43.

B. SUGGESTIONS

Based on the conclusions above, the researcher makes the following suggestions:

1. School Literacy Movement activities are very well done to foster teachers increase teacher reading motivation. This activity should be carried out in a planned and sustainable manner.
2. This guidance should be continued with the School Literacy Movement activities in the implementation of learning to measure the teacher reading motivation in implementing the learning plans that they have prepared.
3. The School Literacy Movement should also be conducted on all teachers in rotation and involves all aspects of the teacher's abilities/competencies.