

ANALYSIS OF SCHOOL LITERACY MOVEMENT THROUGH READING CORNER IN 4TH GRADE STUDENTS OF CILACAP 03 DISTRICT

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Abstract: *The school literacy movement through the reading corner for grade 4 (four) students is the focus of the study. The purpose of the study was to analyze the school literacy movement through the students' reading corner in grade 4 (four) and to find out the supporting and inhibiting factors of the school literacy movement. The literacy activities carried out at the school that became the subject of the study were familiarizing students with reading for 15 (fifteen) minutes before learning. The research location is SD Negeri Cilacap 03 (three) Cilacap Regency. This research used a qualitative approach with a case study method. The subjects of this research were the principal, grade 4 (four) teachers, and grade 4 (four) students. The data collection techniques used in this research were observation, interview, and documentation. Data validity used source triangulation and technique triangulation. Data were analyzed using data collection, data reduction, data presentation, and conclusion drawing. The results showed that the school literacy movement through the reading corner at SD Negeri Cilacap 03 (three) ran smoothly and students were very enthusiastic about participating in the literacy program. Supporting factors for the implementation of the School Literacy Movement are the school community's awareness of the importance of literacy, the enthusiasm of teachers in implementing literacy activities, adequate infrastructure, time allocation for reading before learning, and good cooperation with parents, inhibiting factors for the implementation of the School Literacy Movement is the lack of facilities and some students who are not fluent in reading.*

Keywords: *School Literacy Movement, Reading Corner, Grade 4 Students.*

INTRODUCTION

Education is a place where we consciously prepare students for the future through guidance, teaching, and training. The concept of education applied in Indonesia is lifelong learning, the concept of education is everyone's obligation to learn from birth to the end of life. Education cannot be separated from reading, because all the knowledge that exists is presented in written language, packaged in books and print media. Reading is an effort that obtains information and a tool to expand knowledge and insight.

The mandate of the Preamble of the 1945 Constitution regarding the purpose of the Unitary State of the Republic of Indonesia (NKRI), namely to educate the nation's life, is elaborated in Law Number 43 (forty-three) of 2007 concerning Libraries that the improvement of the nation's intelligence must promote a culture of reading by developing and utilizing libraries.

The habituation of positive attitudes and behaviors at school is the fifteen-minute book reading activity before learning. Reading is an effort to foster a love of reading in students and a fun learning experience while stimulating the imagination. Reading is expected to reduce the low level of student literacy. This activity has long been implemented continuously in education circles. Almost every school has implemented school literacy movement activities before learning. Reading activities are familiar in the world of education.

Reading according to the explanation of Irawan, Dedy (2022) is a major skill and must be learned by students. Students learning is determined by their reading ability. Reading allows students to communicate through writing without having to deal directly with the author. Reading is an important aspect, learning to read not only hones the ability to understand writing, but also the ability to think and process the information read.

Ermanto (2019:1) explains that reading is a skill. Reading skills can be developed with practice. Skills must be practiced with sufficient theoretical understanding and using tips, methods, strategies, and techniques. Further reading in the view of Qorib, Saragih, and Suwandi (2019: 60) is an activity of reception, analysis, and

interpretation carried out by readers to obtain messages conveyed by the author. Reading requires the ability to fully understand the content being read.

Reading in the view of Rustinarsih (2021: 14) is an activity that involves the ability to analyze reading material. Literacy is not just about naming or reading letters, but about the ability to recognize the meaning of what is read. Reading is just a reference for writing and translating every word. Reading is the same as the thinking process.

The benefits of reading in Wahyudi's view (2021: 29-30) are that reading has the following advantages: 1) By increasing self-development, reading can expand knowledge, thus developing thinking skills and broad insights. 2) Fulfill intellectual needs by reading books and reading sources. 3) Realizing the benefits of life through reading, students obtain practical information that is useful in everyday life. 4) Increase students' interest in the subject. 5) Because students know the real thing, through reading they learn about events in the region and various parts of the world that can be related to the subject.

Reading in Indra's view (2017:136) is the starting gate of the nation's civilization. Parents who love to read will be an example for families and children. The Indonesian nation today can be said to be the nation with the lowest reading tradition. The low level of reading is because parents in many families in the country have not made reading a tradition or habit. Low reading requires a strategy or way to be able to improve it, namely implementing the School Literacy Movement and Reading Corner. The School Literacy Movement in the view of Mansyur, Isnawati (2022; 9) is a social movement that combines various components. The School Literacy Movement in Dipraja's view (2019:64) is a good program to encourage students to increase their interest in reading. Teachers teach students to read so that the School Literacy Movement Program can be achieved. The School Literacy Movement, which has a strictly programmed period, is evaluated so that the impact of the civilization of literacy school can be known and developed as sustainable.

The School Literacy Movement according to Juniantoro (2021: 779) is an effort to realize organization students that are educated and educated and encourage the development of the character of all school children through various activities, including reading extracurricular books. Khorirotin (2022:100) also explained the definition of the

school literacy movement as a general effort to transform schools into learning organizations where all citizens can read and write through participation.

The reading corner according to Bahri (2022: 68) is an effort to stimulate students' interest in reading by utilizing the corners of the classroom as a small library. Corner the reading corner aims to equip students with the ability to develop a culture and habit of reading. The reading corner in Priyono's view (2021:97) is a place where students carry out reading activities in the classroom. The reading corner is located in the corner of the classroom and is designed as a mini library. The reading corner has a small shelf for reading books. The books placed are school textbooks.

SD Negeri Cilacap 03 is a public school that has implemented the School Literacy Movement and already has a reading corner in the classroom but still lacks maximum facilities and infrastructure, for example, the lack of a book collection, bookshelves still use tables so that it does not attract students' attention to attend the reading corner. The material to be discussed is entitled "Analysis of the School Literacy Movement through the Reading Corner of Grade IV Students of SD Negeri Cilacap 03 Cilacap Regency." The purpose of this study is to analyze the School Literacy Movement through the Reading Corner for grade 4 students and to find out the supporting and inhibiting factors of the School Literacy Movement at SD Negeri Cilacap 03 Cilacap Regency.

RESEARCH METHODS

This research uses a qualitative research approach with a case study method. Qualitative research is carried out to build knowledge through understanding and discovery. Exposure from Ibrahim (2018) explains that a qualitative approach is a procedure for research that relies on descriptions in the form of sentences or descriptive words, qualitative research is organized systematically and carefully. Another opinion from Anggito (2018) explains that qualitative research is data collection on a natural background to interpret phenomena that occur where the researcher is the key instrument, sampling of data sources is done *purposively* and *snowball*, collection techniques with triangulation (combined), data analysis is inductive or qualitative, and qualitative research results emphasize meaning rather than generalization.

Case studies according to Basuki's opinion in Sutisna's exposure (2021: 98) explain that case studies are in-depth studies of events, environments, and certain situations that allow revealing or understanding of something. The case study research method in Mawardani's exposure (2020: 26) is to examine a case or phenomenon to examine the background, circumstances, and interactions of the case. that happened. Case studies are conducted on a unified system that can be a program, activity, event, or group of individuals that exist in certain circumstances or conditions. The case study can be said to be a research that is directed to collect data, take meaning, and gain understanding from the case.

RESULTS AND DISCUSSION

The results of observations and interviews with the principal, grade 4 teachers, and grade 4 students about the implementation of the school literacy movement program through the reading corner at Cilacap 03 State Elementary School were efficient. Students have become accustomed to carrying out literacy activities before learning. The school literacy movement at SD Negeri Cilacap 03 was once hampered due to the pandemic but is currently being implemented again.

The implementation of the school literacy movement at SD Negeri Cilacap 03 is to familiarize students with reading for 15 (fifteen) minutes before learning which is carried out every day, after reading then the teacher instructs students to read back the books they have read. Apart from reading activities for students, SD Negeri Cilacap 03 also established a reading corner in each class, especially in grade 4 (four). The reading corner at SD Negeri Cilacap 03 still lacks facilities such as a minimal collection of books and no bookshelves. The stages in establishing a reading corner at SD Negeri Cilacap 03 are in collaboration with the committee, student guardians, and students. Students bring storybooks that have not been read at home to put in the reading corner, and each student must bring at least 1 (one) book.

The results showed that students' learning success is determined by their reading ability, students whose reading ability is still low, their learning ability is also low. This condition is by the exposure of Irawan, Dedy (2022) reading is the most important skill and must be learned by students. Students learning success is determined by their reading ability. Reading allows students to communicate through writing without having

to deal directly with the author. Reading is a very important aspect, of learning Reading not only sharpens the ability to understand writing but also the ability to think and process the information read.

Rapani (2023:475) explains that a person can be said to be literate if he can understand something obtained from reading information and can do something based on the fact that he understands the text he reads not only to the extent of being able to pronounce a word or sentence but must understand the content in it. Literacy is a basic skill that must be mastered to learn. Ermanto (2019:1) explains that reading is a skill. Reading skills can be developed with practice. Skills must be practiced with sufficient theoretical understanding and using tips, methods, strategies, and techniques.

Reading the view of Qorib, Saragih, and Suwandi (2019: 60) is an activity of reception, analysis, and interpretation carried out by readers to obtain messages that the author wants to convey in written media. Reading requires the ability to understand thoroughly. Reading from Indra's point of view (2017: 136) is the entrance to the civilization of a nation. Parents who love to read become role models for their families and children. It can be said that the Indonesian nation is currently the nation that has the least reading tradition. The results of research in the field show that grade 4 students of SD Negeri Cilacap 03 read by applying the read-aloud technique.

The definition of reading according to the definition described by Dalman in the explanation of Rustinarsih (2021: 14) is an activity that includes the ability to analyze the material being read. Reading skills not only mention or read letters but can also find the meaning of what is read. Reading is just a reference to spelling and translating each word. Reading is the same as the thinking process. Reading is useful for finding information and communicating the message conveyed by the author to the reader. Through spelling and reading the letter structure formed in reading, continue to carry out the variety of letters, then carry out thinking activities to understand, consider and understand what has been written.

Grade 4 (four) students after routinely carrying out literacy activities have emerged several benefits according to Wahyudi's explanation (2021: 19-30) that reading has benefits including 1) By improving self-development, reading can expand knowledge, thus developing thinking skills and broad insights. 2) Fulfill intellectual

needs by reading books and other reading sources. 3) Realizing the benefits of life through reading, students obtain practical information that is useful in everyday life. 4) Increase students' interest in subjects. 5) Reading allows students to be aware of events in the region and around the world that can be related to subjects, allowing students to apply them in real life.

Types of reading in Arifa's explanation (2017: 6-7) reading has seven types: 1) Reading aloud, namely reading activities by making sounds or activities to pronounce the symbols of language sounds with a loud enough voice, 2) Reading in the heart, is the process of reading in the heart or silent reading there is no sound coming out of the mouth, while only the eyes and brain are actively working, 3) Intensive reading, is a reading activity program that is carried out carefully, 4) Extensive reading, is a reading program that is carried out extensively, both the type and variety of texts and the aim is only to understand the important contents of the reading material read using the fastest possible time, 5) Literal reading, is a reading activity limited to recognizing and capturing the meaning (*meaning*) stated *explicitly*,

6) Critical reading, is a type of reading activity that is carried out wisely, tolerantly, deeply, *evaluatively*, and analytically, and not just looking for mistakes, 7) Creative reading, is the process of reading to get added value from new knowledge contained in reading by identifying prominent ideas or combining the knowledge that has previously been obtained.

Many factors affect reading ability, both beginning reading and reading comprehension. Riyanti (2021: 14) conveys factors that affect reading including: 1) physiological factors, including physical health, neurological considerations, and gender. 2) Intellectual factors, in general, children's intelligence does not fully affect the success or failure of children to read. in beginning reading. 3) Environmental factors affect the progress of learners' reading skills. Environmental factors include learners' background and experiences at home and the socio-economic status of learners' families. 4) Psychological factors affect the progress of learners' reading ability. Psychological factors include motivation, interest, social maturity, emotions, and self-adjustment.

The school literacy movement in Mansyur's view, Isnawati (2022: 9) is a social movement that combines various components. The school literacy movement from

Dipraja's perspective (2019:64) is a very good program to arouse students' interest in reading so it is expected to increase students' love for books. Teachers teach students to read so that the school literacy movement is achieved. The school literacy movement according to Juniantoro (2021: 779) is an effort made to create a literate student organization and encourage character development in all school members through various activities, including reading books that are not related to lessons. The definition of the school literacy movement is also stated by Khorirotin (2022: 100). The school literacy movement is a general effort to make schools a learning organization where all citizens can be literate for life through community participation. Observations in grade 4 show that the School Literacy Movement program has been running since before the pandemic, during the pandemic this program had stopped and now it is running again. Grade 4 (four) students enthusiastically participate in the school literacy movement program and some students are very fond of reading non-lesson books.

The implementation of the School Literacy Movement has 3 (three) stages in Rapani's view (2023), namely the habituation stage, the development stage, and the learning stage. The habituation stage aims to increase interest in reading. The purpose of the development stage is to develop reading comprehension skills. The interest in reading development is based on reading 15 (fifteen) minutes a day to develop reading skills through non-academic activities. The purpose of the learning stage is to develop the ability to understand texts and relate to personal experiences, think critically, and foster communication skills effectively through activities that are in a structured manner. creatively respond to enrichment books and textbook texts. Teachers use literacy strategies in implementing learning.



Image 1. Literacy activities in Class 4 (four)

The reading corner is one of the means used to foster and increase students' interest in reading. The reading corner according to Faradina in Muharzie (2023: 24) is a reading corner in the classroom equipped with a collection of books that are arranged attractively to foster students' interest in reading. The reading corner was created as an extension of the function of the elementary school library, namely to bring books closer to students, the books available are not only textbooks but also non-lesson books. Books available in the reading corner come partly from the school library. The reading corner in Bahri's view (2022: 68) is an effort to stimulate students' interest in reading by utilizing the corner of the classroom as a small library.

The reading corner according to Priyono (2021:97) is a place used by students to carry out reading activities in the classroom. The reading corner is in the corner of the classroom which is designed like a mini library. In the reading corner, a small shelf is provided to place reading books. The books placed are reading books belonging to students at the school. The aim is that students can borrow books from each other. The utilization is every break time. Thus a full school library can be avoided. The results of researcher observations in the reading corner of class 4 (four), the reading corner is still less attractive due to the lack of infrastructure, and the collection of books in the reading corner is still minimal.



Image 2. Grade 4 (four) Reading Corner

Supporting factors for the implementation of the School Literacy Movement at Cilacap 03 State Elementary School are school community awareness of the importance of literacy, the enthusiasm of teachers in carrying out literacy activities before learning, adequate infrastructure such as reading corners, time allocation every morning for reading before learning and good cooperation with parents such as parents donating reading books in the reading corner. The inhibiting factor in the implementation of the School Literacy Movement is the lack of facilities such as reading books that are not updated and some students who are not fluent in reading. Inhibiting factors are in line with Lisda's opinion (2023: 17-18) that supporting factors include the existence of facilities to carry out the School Literacy Movement, the existence of reading material to be read by students and the reading material comes from donations from students' parents, support from parents is a driving factor for implementing the School Literacy Movement for students, there is time for the implementation of the School Literacy Movement, teachers have high enthusiasm to encourage the rest. While the inhibiting factors of the School Literacy Movement are inadequate reading books, there are still students who have difficulty reading, and the schedule of the School Literacy Movement is not consistent.

CONCLUSIONS

The implementation of the school literacy movement at SD Negeri Cilacap 03 is to familiarize students with reading for 15 (fifteen) minutes before learning which is carried out every day. Students bring storybooks that have not been read at home to put

in the reading corner, and each student must bring at least 1 (one) book. The reading corner in grade 4 (four) still lacks updates regarding reading books, but students are still enthusiastic and like to read in the reading corner. The types of reading used during the implementation of the school literacy movement are reading aloud and reading silently, then students re-read the books they have read.

Supporting factors for the implementation of the School Literacy Movement at Cilacap 03 State Elementary School are school community awareness of the importance of literacy, the enthusiasm of teachers in carrying out literacy activities before learning, adequate infrastructure such as reading corners, time allocation every morning for reading before learning and good cooperation with parents such as parents donating reading books in the reading corner. Factors inhibiting the implementation of the School Literacy Movement are the lack of facilities such as reading books that are not updated and some students who are not fluent in reading.

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