



Management of the Literacy Movement Program (LMP) to Improve Reading Culture in Elementary Schools

Indra Prasetya^{1*}, Muhammad Adlan²

¹Universitas Muhammadiyah Sumatera Utara, Indonesia

²Public Elementary School Teacher, Dinas Pendidikan Kota Binjai, Indonesia

*Correspondence to: indraprasetya@umsu.ac.id

Abstract: This study aims to analyze the planning, implementation, and evaluation of the elementary school literacy program in the city of Binjai. The method in this research is descriptive with a qualitative approach. The subjects of this study were principals, teachers, students, and parents of students. The results of the study indicate that planning is done by compiling a program by a team formed by the school. The implementation of the program is carried out with mandatory school library visits, reading books in class, developing literacy creativity, and student literacy work. While the evaluation is carried out to measure the achievement of the results of the literacy program run by the school. The conclusion from the results of this study is that the management of literacy program planning is carried out through a subject teacher discussion forum, planned annually based on the school's annual work program plan. The literacy program activity is an integration of listening, speaking, writing, reading, and critical thinking skills. In addition, the literacy program implemented has improved the reading culture among teachers and students, especially in superior and independent schools. The literacy program at Binjai Elementary School is carried out through three stages, namely the habituation, development, and learning stages. At the evaluation level, it is carried out in a programmed, measurable manner and is held every semester. In general, the literacy program is very good and effective because it can increase students' literacy interests and competencies, also increase school library learning resources, improve literacy culture and student character.

Keywords: literacy movement program, elementary school, reading culture

Recommended citation: Prasetya, I., & Adlan, M. (2022). Management of the Literacy Movement Program (LMP) to Improve Reading Culture in Elementary Schools. *Journal of Innovation in Educational and Cultural Research*, 3(3), 316-322.

INTRODUCTION

To improve the ability of the Indonesian nation in the global competition arena in enriching and developing cultural literacy skills, the government of the Minister of Education and Culture through regulation (Permendikbud) number 21 of 2015 concerning the development of character, discusses various activities to foster character in students. The literacy movement launched and programmed in schools is a movement that aims to foster reading habits and motivation for students to be able to cultivate character through reading books. This literacy culture program must be encouraged in every school with the hope that students' abilities and skills in learning through reading habits will increase (Wanelly, 2019). Cultural literacy is the ability to understand and behave towards Indonesian culture as a national identity (Mustikasari, 2020). This literacy culture is very closely related to the world of education, even literacy culture cannot be separated from the world of education (Rahmadanti et al., 2020).

Literacy mastery is an important indicator to improve the achievement of the younger generation in achieving success, where reading skills are the basis for mastering various fields of study (Supandi & Santoso, 2021). If children at early school age cannot immediately read, then they will experience many difficulties in learning various fields of study in subsequent classes (Wandasari, 2017). The cultivation of a literacy culture must be carried out as early as possible, especially for students who are still in elementary school (Prasetya et al., 2021). By applying literacy culture as early as possible, it is hoped that it will become the main capital in realizing an intelligent and cultured nation (Pamuji, 2021).

School has very role urgent in grow culture literacy students. Because that school must be able to develop talent and ability students in do activity literacy. As System Law Education National No. 20 of 2003 Article 4 paragraphs, 3 to 5 states that Education is held as a civilizing process and empowerment participant ongoing learning along with life. The existence of this law so the government requires schools to carry out a movement program literacy school this conducted with destination for increase interest read participant educate (Wicaksono et al., 2020). The government tries to push enhancement interest read and activity literacy with the promotion of the movement program literacy I'm going to school. The scope of the program is inhabitant school from school base until school medium. this program directs inhabitant school for capable access, select, and utilize information by appropriate to use in life every day. So that participant educates have

understanding for filter every information received and use it with the right. With thereby cases, widespread hoax circulating could minimize (Septiary & Sidabutar, 2020).

Until now, literacy programs are still being implemented at every school level. However, schools still have not implemented literacy programs properly (Sinambela & Ahmad, 2021). The implementation and activities of literacy programs that take place in schools do not show any activities that lead to the implementation of a literacy culture as proclaimed by the school itself. The literacy program runs without good planning, supported by supporting facilities and infrastructure, and without any evaluation (Hastuti & Lestari, 2018). The literacy movement program will not walk effectively without good management by the school and commitment from the school that supports the movement program literacy school (Wicaksono et al., 2020; Pamuji, 2021).

The effectiveness of literacy programs is highly dependent on school management to achieve goals effectively and efficiently (Kamardana et al., 2021; Koeriyah & Indah, 2021). A well-managed literacy program will certainly have an impact and influence positively on students in cultivating literacy in schools (Pantiwati et al., 2021). The literacy ability and cultural character of students are determined by how effective school management is with the literacy programs that are run, such as managing a unique learning environment, developing literacy interests and creativity, and planning supporting programs in schools (Landfester & Metelmenn, 2020). It can be said that management is one of the important factors in supporting the achievement of literacy programs. Although many studies have been conducted on the management of literacy movement programs in schools, research on literacy management in elementary schools in the city of Binjai has never been carried out. Therefore, Researchers are interested in analyzing literacy management programs in elementary schools to know the extent of planning, implementation, and evaluation of literacy programs in elementary schools throughout the city of Binjai, this is to be material for evaluation of improvement studies.

METHODS

This research approach is qualitative research. As Moelong (in Setyawan et al., 2017) qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Data collection is a step that must be carried out in every qualitative research because research design with this approach requires attention and a level of foresight in finding problems and phenomena.

The subjects of this research are the actors of the literacy program, namely the Binjai State Elementary School. From 115 elementary schools in the city of Binjai, it was purposively determined as many as 75 elementary schools as research locations. The data in this study consisted of two data, namely primary and secondary data. Primary data come from school administrators, namely principals, teachers, students, and parents. Meanwhile, secondary data is sourced from documents obtained in the field. Based on this, this research produces information and field data about the management of the literacy program at the Binjai State Elementary School.

The data needed must be in the form of words collected through interviews, notes/writings collected through observations, recordings, pictures, and so on. In addition, in this study, there is also a process of observing and interpreting phenomena that occur in the field. Therefore, data collection in this study was carried out in three ways, namely, open interviews to collect information in the form of spoken words, observations to understand attitudes/actions that occurred, and documentation which could be in the form of writing, pictures, recordings, and so on.

In this study, data analysis was carried out continuously from the beginning to the end of the study, both in the field and outside the field using techniques such as those proposed by Miles & Huberman (2018) Data reduction, namely making abstraction of all data obtained from all field notes resulting from interview observations and document review. Presentation of data, namely a set of structured information that gives the possibility of concluding taking action. Conclusion and verification. Data that has been arranged in such a way (patterned, focused, arranged systematically) is then concluded so that the meaning of the data can be found. However, these conclusions are only provisional and general.

RESULT AND DISCUSSION

The results of data analysis obtained information that the LMP at elementary schools in the city of Binjai was carried out through stages, namely (1) Planning of literacy program; (2) implementation of literacy programs; (3) evaluation of the implemented literacy program.

Planning. The planning of the school literacy movement program is carried out by empowering the school community, which involves many parties, such as the involvement of school supervisors, teacher working groups (KKG), and subject teacher deliberations (MGMP). The role of these teacher working groups made an important contribution in the formulation and preparation of the LMP in the city of Binjai. The LMP is then

formulated by a team in each school which is developed and formulated in a school activity plan for the short, medium, and long term. The active role of the teacher working group and subject teacher deliberations in the formulation and breastfeeding LMP is supported by good guidance by the Binjai City Education Office so that the LMP is mandatory in schools. The LMP launched in schools are: (1) the development of a literacy culture and interest in reading in schools, and (2) the development of literacy development through non-academic activities, library visits, and internet technology literacy. However, the LMP planning in some schools is still not good. This is because schools do not yet have high awareness and commitment to implementing LMP. The lack of community involvement, school committees, experts in planning, limited facilities, infrastructure, funding, and education personnel are also factors that hinder the LMP in schools.

Implementation. To support the successful implementation of LMP in schools, its implementation is carried out by first providing guidance and training to teachers by the school and the Education Office. While coaching for students is carried out by the school. The implementation of the LMP by schools include (1) reading habituation activities, namely requiring students to read textbooks for 15 minutes before studying in class or during class learning; (2) developing interest in reading to improve literacy skills, namely visiting the school library, students' creative activities in extra-curricular forms such as literacy through wall magazines, writing competitions, and others; (3) literacy-based learning, namely reading 6 non-textual textbooks a week. At the level of implementation, there are different implementations by schools in implementing LMP, this is due to various obstacles faced by schools, namely limited resources such as reading rooms, libraries, availability of reading books, and a limited number of teachers so that variations occur. in its implementation. Schools that have sufficient resources for implementing the LMP are more programmed, run according to plan, and are active. Meanwhile, schools that have limited resources have not fully implemented the LMP in a planned and programmed manner.

Monitoring and evaluation, to know the implementation of the LMP, Program evaluation is an attempt to determine the level of success of the LMP implementation. The implementation of monitoring and evaluation of the LMP in elementary schools in Binjai City is carried out in the form of (1) Monitoring and evaluating the achievement of program objectives for schools, namely monitoring and evaluating the effectiveness of planning and utilizing school facilities and infrastructure, library management and provision of reading books, procurement reading rooms and involvement of parents and school stakeholders; (2) Monitoring and evaluation of program implementation, namely assessing the impact of coaching and training that has been provided to teachers, and the impact of teacher assistance on students when carrying out literacy; (3) Monitoring and evaluation of the results of program implementation, namely the assessment of student work in the literacy program including listening, speaking, writing, reading, and critical thinking skills; (4) Monitoring and evaluation of the impact of program implementation, namely student character and literacy culture that has been implemented.

The literacy program implemented in Binjai elementary schools is essentially an effort to foster interest in reading for students. School management efforts to develop students' interest in reading are very dependent on the commitment, ability, and capability of the school as well as the participation of school residents in implementing the LMP. However, not all schools can carry out LMP management effectively and efficiently, due to various obstacles and obstacles in its implementation. This study also found the level of school management performance in the LMP implemented. The results of data analysis on LMP management in elementary schools in the city of Binjai show that there are variations in school management performance both in planning, implementation, and evaluation. From 75 public and private elementary schools as research sites, providing information and conclusions on the existence of 3 levels of school management capability in implementing the LMP, namely (1) Superior Schools, school management with good carrying capacity, (2) Independent Schools, school management with the carrying capacity is quite good, (3) the School of Guidance, school management with the carrying capacity is not good enough. The results of the analysis of schools based on school management and capabilities in the LMP are summarized in [Table 1](#) below:

Table 1. School Management Capability Analysis

Category	Description	Performance Level
Excellent School	School management with a good carrying capacity	LMP management is very effective and implements LMP according to plan, programmed, coordinated and the results increase students' reading interest, involve school stakeholders, utilize resources effectively and efficiently

Category	Description	Performance Level
Independent School	School management with quite a good carrying capacity	LMP management has been implemented well, the results of the implementation of the LMP are quite good in increasing students' reading interest, the implementation is according to plan, programmed, coordinated, there is community participation, resources and utilization are quite good.
Coaching School	School management with a not good carrying capacity	LMP management has not been implemented properly, the implementation of LMP has not had an impact on students' reading interest, there is no community participation, school resources are very limited and not managed properly

The success of the LMP in schools is very dependent on the good or bad school management and school support capacity including facilities and infrastructure resources, financing, education personnel, and community involvement in LMP. In superior schools, the LMP in schools is strongly supported by good management, supporting facilities, and infrastructure. there is a conducive school culture and climate. What stands out in the implementation of LMP in superior schools is the leadership and involvement of school residents. In independent schools, the LMP is well planned, its implementation is well organized, the role of management and leadership in schools is quite capable of encouraging school community participation. In independent coaching schools, the LMP has not been supported by management and leadership that can involve and encourage the participation of school residents, limited resources, it seems that the climate and culture of the school are not conducive to supporting LMP.

Management good LMP is the process or action of implementing a program that is directed at achieving goals set. In this case, the principle management LMP gets the most effective results through the empowerment of all education stakeholders. In addition, management must be able to operate function the point is in implementing the LMP that is displayed by management and leadership of school principals as guarantor answer program, teacher as guarantor answer construction on participant educate, and power education as guarantor answer service technical at school. Without good management, of course, the targets and goals that have been set are impossible to achieve. The following are the results of the analysis of LMP management performance data in elementary schools in the city of Binjai.

Table 2. Performance of Primary School Management in Binjai City in Planning, Implementation, and Evaluation of the LMP

School Level	Management Aspect	Management Performance Analysis Results
Excellent School	Planning	The school has a documented LMP plan, the LMP plan is structured in short, medium, and long term programs, the LMP plan is prepared based on an analysis of the needs and availability of resources, involves stakeholders, the plan is socialized, updated, and reviewed regularly.
	Implementation	LMP is implemented in a planned and programmed manner, carried out by a team with clear duties and functions, management and leadership can empower school residents, and build a conducive culture and climate
	Monitoring and Evaluation	Monitoring and evaluation is carried out on a scheduled basis, the results of monitoring and evaluation are compiled in the form of reports, follow-up, and development as well as reviewing programs and sustainability
Independent School	Planning	Schools have LMP plans and not all of them are documented, LMP plans are compiled in the school

School Level	Management Aspect	Management Performance Analysis Results
		work plan every year, plans are prepared based on an analysis of needs and availability of resources, LMP plans are prepared by the school team where the principal is in charge, there is community involvement but not fully in the preparation of planning
	Implementation	The implementation of the LMP is well-scheduled, able to make maximum use of limited school resources, management and leadership can encourage the participation of school members to be active in the success of the LMP, creating a conducive learning environment
	Monitoring & Evaluation	Monitoring and evaluation are carried out but have not been carried out in a scheduled and programmed manner, monitoring and evaluation have not been fully used as material for study and follow-up in reviewing, developing, and sustaining programs
Coaching School	Planning	Schools have an LMP plan but not all schools have documentation, LMP planning is not structured and well planned, plans are prepared in the school work plan every year, the plans are not based on needs analysis and availability of resources, LMP plans are prepared by a team, but not all schools implement it, there is no community involvement in planning preparation
	Implementation	The implementation of the LMP is not carried out properly due to limited resources, facilities, infrastructure, and funds, school management does not have a high commitment to implementing the LMP
	Monitoring & Evaluation	Schools do not monitor or carry out evaluations, because the LMP is not running

The LMP management in elementary schools in Binjai City has 3 management levels and each level of school management has different performance results in implementing LMP. The first level, namely superior school management, is characterized by excellent planning performance, the LMP that is implemented is very effective in cultivating and increasing students' reading interest and good evaluation by the school. The second level, namely independent school management where the LMP planning is good, is carried out programmatically, involves the community and there is a good evaluation. While the third level is the management of the coaching schools where the LMP does not have good planning, is not well organized and there is no evaluation in its implementation so that the LMP that is running is not effective.

The LMP is an effort to foster a culture of reading and writing for students to create a learning culture. The growth of a culture of reading and writing to students with regular 15-minute reading activities at school certainly aims to make students and school residents literate. For the LMP to be effective and have an impact on the growth of the reading and writing culture, good management is needed by the school. The findings of this study explain that a well-managed LMP has a positive impact on students' character and character. The implementation of an effective LMP also fosters interest in reading and writing skills for students. Other findings also explain the implementation of a good LMP that has an impact on students' reading and writing skills. Through good program management, the results of the literacy movement can be realized. However, the literacy movement in schools still has many weaknesses (Pantiwati et al., 2020). Implementation management based on school through culture literacy good at school impact on the reading culture of students at school, by development LMP through cooperation with whole inhabitant school and habituation read 15 minutes before activity learning starting can grow students' interest in reading (Marmoah et al., 2019). Development literacy through the library gives results significant to students in learning Skills literacy (Briggs, 2010).

This also Becomes a tool for the student could get benefit from teaching in the library that alone must be restricted by Wall class (Chang et al., 2012). There is a significant relationship Among attitude, motivation,

and knowledge and Skills students. There are results big Among behavior students with outlook literacy students. This of course beneficial for continuity literacy in the future (Pinto & Pascual, 2017). School and home are more relevant from another environment as the place development literacy due to the absorption process and income source literacy more many thrive in the environment school and family. This is also caused by diverse source literacy easily found in schools and at homes, such as libraries, textbooks, and television (Morilla et al., 2018s). Role school and family are bigger in development literacy (Gregory & Williams, 2000; Wasik & Horn, 2012).

CONCLUSION

This research provides the conclusion that the management of the LMP is carried out based on three aspects, namely planning, implementation, and evaluation. The literacy program planning is carried out through a subject teacher deliberation forum, planned annually based on the school's annual work program plan. The literacy program activities at Elementary Schools in the city of Binjai are the integration of listening, speaking, writing, reading, and critical thinking skills. In addition, the literacy program implemented has increased the reading culture among teachers and students, especially in superior and independent schools. The literacy program at Binjai Elementary School is carried out in three stages, namely the habituation, development, and learning stages. At the evaluation level, the evaluation is carried out in a programmed, measurable manner and is held every semester. In general, the literacy program is very good and effective because it can increase the interest and literacy competence of students, also increase learning resources for school libraries, improve the literacy culture and character of students.

REFERENCES

- Briggs, K. (2010). Learning Information Literacy Skills through Library Instruction: An Irish Higher Education Case Study of First-Year Students. <https://research.thea.ie/handle/20.500.12065/220>
- Chang, Y. K., Zhang, S., & Moktar, I. A. (2012). Assessing Students' Information Literacy Skills in Two Secondary Schools in Singapore. *Journal of Information Literacy*, 6(2). <https://doi.org/10.11645/6.2.1694>
- Gregory, E. & Williams, A. (2000) Work or play? Unofficial Literacies in The Lives of two East London Communities, in: M. Martin-Jones & K. Jones (Eds) Multilingual Literacies: Reading and Writing Different World. Amsterdam, John Benjamins. <https://doi.org/10.1075/swll.10>
- Hastuti, S., & Lestari, N. A. (2018) School Literacy Movement: Implementation of the Habituation and Literacy Development Phase at SD Sukorejo Kediri. *Journal of Basataka: Journal of Indonesian Language and Literature Education*, Vol 1, No 2. <https://doi.org/10.36277/basataka.v1i2.34>
- Kamardana, G., Lasmawan, I. W., & Suarni. (2021). The Effectiveness of the School Literacy Movement on Reading Interest and Learning Outcomes in Class V Elementary School Cluster II Tejakula TP 2019/2020. *Pendasi: Indonesian Journal of Basic Education*, Vol X, No X. https://doi.org/10.23887/jurnal_pendas.v5i1.264
- Koeriyah, Y. S., & Indah, R. N. (2021). The Effectiveness of the Implementation of the School Literacy Movement Program Through the Reading Challenge at SMA Plus Al Ghifari Bandung. *Info Bliotheca: Journal of Library and Communication Science*, Vol 2, No 2. <https://doi.org/10.24036/ib.v2i2.115>
- Laili, R. N. (2020). The use of Zoom meeting for distance learning in teaching English to Nursing students during the Covid-19 Pandemic. UHAMKA International Conference on ELT and CALL(UICELL).
- Landfester , U., & Metelmenn , J. (2020). The Value of Doubt: Humanities-Based Literacy in Management Education., 5. [tps://doi.org/10.1007/s41463-020-00097-4](https://doi.org/10.1007/s41463-020-00097-4)
- Morilla, C. M., Simon, F. G., & Jimenez, E. G. (2018). Literacy Practices of Primary Education Children in Andalusia (Spain): A Family-Based Perspective. *British Educational Research Journal*, Vol 45(1). <https://doi.org/10.1002/berj.3487>
- Marmoah, S., Hartono, & Sadiman. (2019). Implementation of School-Based Management Through a Culture of Literacy in Elementary Schools. *Dwija Cendikia: Journal of Pedagogic Research*, Vol 3, No 2.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook*. Sage publications.
- Mustikasari, Y. (2021). Management Culture Literacy in Middle School in Cirebon Regency. *Edulead* , Vol 3, No 1. <https://doi.org/10.47453/edulead.v3i1.316>

- Pamuji, Z. (2021). Classroom Management and the School Literacy Movement at MI Muhammadiyah Pasir Lor Banyumas. *Al-Madrasah: Journal Madrasah Ibtidaiyah Education*, Vol 5, No 2, <http://dx.doi.org/10.35931/am.v5i2.576>
- Pantiwati, Y., Permana, F. H., Kusniati, T., & Miharja, P. J. (2020). The Characteristics of Literacy Management in School Literacy Movement (SLM) at Junior High School in Malang, Indonesia. *Asian Social Sciences*. Vol 16, No 4. <https://doi.org/10.5539/ass.v16n4p15>
- Pinto, M., & Pascual, R. F. (2017). How a cycle of information literacy assessment and instruction stimulates attitudes and motivations of LIS students: A competency-based case study. *Journal of Librarianship and Information Science*, December 11. <https://doi.org/10.1177/096100617742447>
- Prasetia, I., Sulasmi, E., & Susana. R. (2021). *International of Social Science Journal*, Vol 2, No 4. <https://doi.org/10.47175/rissj.v2i4.338>
- Rahmadanti, D., Yanda, D. P., & Yenti, E. (2020). The Role of Libraries as Supporting Distance Learning in the Covid-19 Pandemic Period. *Library: Library Journal*, Vol 8, No 1. <http://dx.doi.org/10.21043/libraria.v8i1.7948>
- Septiary, D., & Sidabutar, M. (2020). Implementation of the School Literacy Movement Program (LMP) at SD Muhammadiyah Sokonandi. *Journal of EPISTEMA*, Vol 1, No 1, May. <https://doi.org/10.21831/ep.v1i1.32054>
- Setyawan, S., Priyono, N., & Iswanaji, C. (2017). Development model of e-budgeting and e-reporting system on the management of village fund finance. *Jurnal Dinamika Akuntansi*, 9(1), 92-99.
- Sinambela, D. N., & Ahmad, S. (2021). Evaluation of school literacy movements in improving student discipline. *Indonesian Teacher Research Journal*, Vol 6 No 1. <https://doi.org/10.29210/021021jpgi0005>
- Supandi, & Santoso, H. (2021). Implementation of the Literacy Movement Program in SMA. *improvement: Journal for the Advancement of Educational Management*, <https://doi.org/10.21009/10.21009/Improvement.081.01>
- Wandasari, Y. (2017). Implementation of the School Literacy Movement as a Shaper of Character Education. *Journal of Management, Educational Leadership, and Supervision*, Vol 2, No 2. <http://dx.doi.org/10.31851/jmksp.v2i2.1480>
- Wanelly, W. (2019). Policy Implementation of the School Literacy Movement to Grow Students' Interest in Reading in Elementary Schools. *Basicedu Journal: Journal of Elementary Education*, Vol 3, No 2. <https://doi.org/10.31004/basicedu.v3i2.19>
- Wasik, B. H., & Van Horn, B. (2012). The role of family literacy in society. In B. H. Wasik (Ed.), *Handbook of family literacy* (pp. 3-17). Routledge/Taylor & Francis Group.
- Wicaksono, B, C., Nurkholis, & Roshayanti, F. (2020). School Literacy Management in Increasing Reading Interest in Sendangmulyo State Elementary School 04. *Educational Management Journal*, Vol 8 No 3, January. <https://doi.org/10.26877/jmp.v8i3.5395>