



KoPer : School Literacy Movement Strategies for Strengthening Reading and Writing Skills

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ABSTRACT

The School Literacy Movement is an activity program that focuses on reading and writing skills. School is an activity program that focuses on reading and writing skills. The School Literacy Movement is a program that focuses on reading and writing skills, formed to overcome students' low interest in these two skills. This movement is important to develop through the KoPer (Literacy Group) strategy, which aims to strengthen students' literacy skills. This research aims to strengthen the reading and writing skills of Gonilan 02 Elementary School students through KoPer. The methods used include observation, interviews and documentation with students, teachers and school principals. The research results show three stages of the School Literacy Movement: habituation, learning, and development. SD Negeri Gonilan 02 has implemented this stage well through activities such as 15 minute reading, guided reading, organizing a literacy environment, library visits, and reading corners in class. In KoPer, the strategies implemented include Digital Literacy, Mobile Libraries, and Literacy-Based Environments, which strengthen elementary school students' literacy skills. This shows that KoPer (Literacy Group) is an alternative way to strengthen reading and writing skills for elementary school students. This shows that KoPer (Literacy Group) is an alternative way to strengthen reading and writing skills for primary school students.

Keywords: KoPer; School Literacy Movement; Reading and Writing Skills.

ABSTRAK

Sekolah merupakan salah satu program kegiatan yang memfokuskan pada keterampilan membaca dan menulis. Gerakan Literasi Sekolah merupakan program yang berfokus pada keterampilan membaca dan menulis, dibentuk untuk mengatasi rendahnya minat siswa dalam kedua keterampilan tersebut. Gerakan ini penting dikembangkan melalui strategi KoPer (Kelompok Literasi), yang bertujuan memperkuat keterampilan literasi siswa. Penelitian ini bertujuan menguatkan keterampilan membaca dan menulis siswa SD Negeri Gonilan 02 melalui KoPer. Metode yang digunakan meliputi observasi, wawancara, dan dokumentasi dengan subjek siswa, guru, dan kepala sekolah. Hasil

penelitian menunjukkan tiga tahapan Gerakan Literasi Sekolah: pembiasaan, pembelajaran, dan pengembangan. SD Negeri Gonilan 02 telah menerapkan tahapan ini dengan baik melalui kegiatan seperti membaca 15 menit, membaca terpandu, menata lingkungan literasi, kunjungan perpustakaan, dan pojok baca di kelas. Dalam KoPer, strategi yang diterapkan meliputi Literasi Digital, Perpustakaan Keliling, dan Lingkungan Berbasis Literasi, yang memperkuat keterampilan literasi siswa sekolah dasar. Hal ini menunjukkan bahwa KoPer (Kelompok Literasi) ini menjadi jalan alternatif sebagai penguatan dalam ketrampilan membaca dan menulis bagi peserta didik sekolah dasar.

Kata Kunci: KoPer; Gerakan Literasi Sekolah; Ketrampilan Membaca dan Menulis.

INTRODUCTION

Reading and writing skills are skills that need to be considered in the world of education, because these two skills cannot be separated in learning. According to Chandra et al., (2018) explained that reading and writing skills are two things that become the foundation for success in achieving learning goals. In line with Nopilda & Kristiawan, (2018) explained that reading and writing are thinking skills in exploring the meaning of information. Regarding reading and writing skills, this is a challenge for schools to guide students to explore reading and writing skills. So that with this guidance and encouragement, students are enthusiastic about learning, especially reading and writing. According to Fauziah, (2018) explains that reading and writing skills are abilities that must be possessed by students, to master and understand learning materials. Literacy skills are very important for everyone to have because they will be useful in life. If someone does not have literacy skills, that person will have difficulty in writing, reading, speaking, listening and finally that person will have difficulty in communicating with others (Kusuma et al., 2022). Therefore, it is necessary for schools to have a strategy in strengthening reading and writing skills.

Reading and writing skills are commonly referred to as literacy skills. According to Nurcholis & Istiningsih, (2021) explains that one of the literacy skills is reading and writing literacy, through these skills students need to master for learning activities. Another thing is explained by Alfin, (2018) that literacy is the ability to read and write. Therefore, this literacy needs to be considered to understand the initial ability of students in living the life to come. In line with Indrawan, (2019) explains that in education in Revolution 4.0, teachers need to be able to change from old literacy to new literacy. With this, the quality of quality in student literacy will improve well and significantly. It is clarified by Napfiah et al., (2023) that current learning related to literacy needs to be emphasized properly in order to achieve an initial goal of learning, namely reading and writing.

The School Literacy Movement (GLS) is a movement that requires social activities to organize various collaborative elements in the 21st century (Al Fath et al., 2018). So, with the School Literacy Movement this is something that is needed in learning to instill good character in students through reading and writing (Syahidin, 2020). It is clarified by Meliyanti & Aryanto, (2022) that a person is said to be literate if he is able to read and write or is free of illiteracy. In line with Hijjayati et al., (2022) explains that literacy skills decline due to intelligence factors and lack of parental attention. Based on the results of Program for International Student Assessment (PISA) in 2022 that Indonesia ranked 71 out of 81 countries. This means that students' reading and writing literacy scores have decreased from 371 to 359.

It is clarified by UNESCO that the interest in reading and writing of Indonesian people is 0.001% of 1,000 people in Indonesia, only 1 who likes to read and write. From the research results and data above, it shows that the quality of reading and writing in Indonesia is still low and very far behind other countries. Therefore, the need for the government to launch a program related to the School Literacy Movement (GLS) to foster character through literacy (reading and writing). PISA is a study to evaluate education systems that are participated in by more than 70 countries throughout the world. Every 3 years, 15-year-old pupils from randomly selected schools take tests in the main subjects of reading, mathematics and science. This test is diagnostic in nature and is used to provide useful information for improving the education system.

Ironically, the rapid development of information and technology in the 21st century has made this nation experience a decline in interest in reading and writing. Because, in this case, the lack of providing innovative and creative to attract children in reading and writing, so that students seem bored and saturated with unpleasant learning (Zega et al., 2023). The results of this observation, that students' interest in reading and writing is low, therefore the need for school efforts to provide reinforcement in this literacy through the School Literacy Movement (GLS). In addition, with this School Literacy Movement, it is necessary to develop strategies that attract students in reading and writing. Explained by Misnati et al., (2022) that in the School Literacy Movement it is necessary to involve teachers, students, principals and parents to innovate in order to significantly increase student literacy rates. Innovation is needed in School Literacy Movement (GLS) activities because this literacy movement will provide reinforcement related to reading and writing skills, one of which is by increasing the collection of books in the library (Firmansyah, 2022). According to Benedetta et al., (2024) explains that this innovation provides an increase in the environment related to literacy.

The facts in the field related to the School Literacy Movement (GLS) began to weaken and did not develop well, so the need for innovation to make students achieve a goal in learning and education. The weakness of reading and writing literacy will result in a decrease in the level of quality of education. Therefore, researchers focused on the innovation that researchers found in the field, namely KoPer (Literacy Care Community). Where schools implement this School Literacy Movement strategy with the aim of strengthening reading and writing skills. From these problems, the researcher will voice related to KoPer: The School Literacy Movement (GLS) strategy as a strengthening of Reading and Writing Skills.

METHODS

Type and Design

This research uses qualitative, qualitative research starts from an inductive mindset based on objective and participatory observations of social symptoms (phenomena) (Sidiq et al., 2019). Metasari & Amalia, (2024) explain that qualitative research has the aim of understanding the roots of human problems and the social environment in depth. The purpose of this study is to provide an overview of the School Literacy Movement (GLS) strategy as a strengthening of reading and writing skills because this elementary school applies a new strategy, namely KoPer (Literacy Group). According to Pahleviannur et al., (2023) this qualitative research describes and examines related phenomena and research subjects comprehensively both individually and in groups. This qualitative research is also called a naturalistic setting because

of its natural application. In this study, it looks at teachers and students in implementing the School Literacy Movement strategy as a strengthening of reading and writing skills through KoPer (Literacy Group).

Data and Data Sources

The subject of this research is the Principal, teachers and students of Gonilan 02 State Elementary School. The object of this research is the school literacy movement in KoPer (Literacy Group) activities at Gonilan 02 State Elementary School, because this school applies KoPer (Literacy Group) as a reinforcement in reading and writing skills.

Data collection technique

In this study, researchers obtained primary data through interview techniques, supported by documentation and observation.

1. Interview

In the interview process, researchers conducted interview activities to take research results with principals, teachers and students.

2. Documentation

Researchers took documentation data through activities carried out by students, namely the school literacy movement through KoPer (Literacy Group). In this KoPer (Literacy Group) activity, researchers photographed teacher and student activities both in the library, groups, learning outside the classroom, guided reading activities, individual reading and regional libraries through library service cars.

3. Observation

According to Putri et al., (2021) explains that observation is an observation in the form of factual data, which is used to measure the behavioral process of both individuals and groups in these activities. In this study, researchers will observe KoPer (Literacy Group) activities at Gonilan 02 State Elementary School, because the school literacy movement will provide reinforcement to students in reading and writing skills.

Data analysis

According to (Nuralan et al., 2022) research analysis starts from collecting data from observations, interviews and documentation conducted by researchers at Gonilan 02 State Elementary School. After collecting data, researchers reduce data and present data to draw conclusions from data that has been received in the field. Data analysis in this qualitative research is inductive, researchers obtain data and then develop it to become a hypothesis or temporary answer.

RESULTS AND DISCUSSION

The School Literacy Movement is related to reading and writing. This can be interpreted that the school literacy movement is the most important thing to be implemented in schools to build and shape the character of students. According to Romadhona et al., (2023) the school literacy movement program needs to be applied in the field of education and overcome problems related to literacy, because it is able to develop related to reading, writing, listening

and speaking well. According to Jariah & Marjani, (2019) this School Literacy Movement is something that needs to be realized to become a lifelong learner. Explained by the school principal:

"With this School Literacy movement, it is an interesting thing for students' learning activities. Because, with the school literacy movement students are given the opportunity to find and choose books that they like then read individually or in groups then students are given the opportunity to write back what they have read."



Figure 1: Grouping of KoPer Students

In the school literacy movement, students are grouped into KoPer (Literacy Groups) which aims to enable accompanying teachers to easily coordinate students. Student groupings can be written as in Figure 1. Apart from that, the benefit of this group is to exchange thoughts, ideas and reflections related to the content of reading from other groups. This will provide new insights to students and form students' self-confidence and activeness in KoPer (Literacy Group) activities.



Figure 2: Group Assistance

The next school literacy movement activity is a group mentoring activity through reading and writing guidance which focuses student learning on School Literacy movement activities as shown in Figure 2. This is in line with the opinion of Pamungkas et al., (2023) who explained that school literacy activities can also be carried out through reading and writing guidance. In this guidance, students find it easier to ask questions, provide criticism, suggestions and input with the mentor. Therefore, the benefit of this group mentoring activity is as a solution for students in solving problems with mentors.

The next activity, touch the library, is by visiting, cleaning and reading books in the library. With this touch library activity, it will provide a broad picture to choose books of interest to students and shape students to love the library. Through the data from the researchers' observations of the School Literacy Movement (GLS) activities, it provides

solutions or reinforcement related to reading and writing skills. In this case, the principal and teachers arrange a schedule of School Literacy Movement activities.

Table 1. School Literacy Movement Activity Schedule

No	Day	Companion	Activity
1.	Thursday	Bp. Ari Setyawan, Ibu. Sri Indah, Ibu. Fatimah Nur	Literacy Guided Reading, Heart Reading and Exchanging ideas, thoughts and ideas between groups related to the reading book.
2.	Saturday	Bp. Susilo Dwi, Ibu. Evana Mardiasuti, Ibu. Winarsih	Literacy Writing work from textbook readings, writing related to story pictures and Presenting writing in the group.

The school literacy movement activities with the schedule will be easier to understand and make directions for students to continue reading and writing. The purpose of school literacy activities with this schedule is that students must be able to read books that are in accordance with their interests and talents, besides that students are given the opportunity to write and present their writing in front of the group to provide information and insight for other groups. The table of stages of student activities in the School Literacy movement is as follows.

Table 2. School Literacy Movement activity stage

Identification	Information
The Habituation Stage	1. Read 30 minutes 2. Organize existing facilities in the literacy environment 3. Public involvement
The Development Stage	1. Guided reading 2. Read together 3. Develop a literacy work environment
The Learning Stage	1. Organize literacy-based classes 2. Making a schedule 3. School literacy team

From the observation data above, it is confirmed by Baiduri, (2019) that there are stages in school literacy activities as a way or step in providing reinforcement related to reading and writing skills. Explained by the Class Teacher:

"Yes, indeed this school literacy movement will be able to provide reinforcement to students in improving their reading and writing skills, with this literacy movement it will instill and grow students' interest in reading and writing."

Strengthened by the opinion of Fairuza, (2020) the school literacy movement does provide attraction and encouragement so that students have an interest in reading and writing well. The results of observations made during school literacy movement activities started from the habituation stage, development stage and learning stage. Explained by the principal:

"By involving this stage in literacy movement activities, students are able to master reading and writing skills. "Therefore, this literacy movement activity is a program that must be implemented in the school environment."

Another thing explained by the class teacher:

"I agree with this school literacy movement activity through KoPer (Literacy Group) because with this activity there are things that need to be instilled in children, namely reading for 30 minutes, by reading first it will open the students' horizons and knowledge. Apart from that, students are given responsibility for arranging literacy environmental facilities in the library, school yard and classroom. With this school literacy movement, it involves all students from grades 1-6 with the supervision of each class teacher."

Strengthened by research by Burhan et al., (2020), the school literacy movement at this familiarization stage needs to be prepared regarding facilities, means and infrastructure, reading corners and a comfortable environment for students so that this literacy activity will provide strengthening in reading and writing skills. learners. The same thing was explained by Wiratsiwi, (2020) that the school literacy movement by providing these facilities will have an impact on students, especially their interest in reading and writing. The implementation of this school literacy movement program goes through three stages, namely the habituation stage, development stage and learning stage. This habituation stage begins by involving various parties. The following are the results of interviews with school principals and teachers regarding the habituation stage:

"Yes, actually this school literacy movement has been carried out for a long time, where this activity has the aim of deepening or strengthening reading and writing skills."

Another thing explained by students at SD Negeri 02 Gonilan was that:

"This KoPer (Literacy Group) activity is held every 2 times a week, with this KoPer activity my friends and I are happy to take part in it because not only do we read and write but we are also given the opportunity to retell to our friends what we have read and written."

As explained by Fajriyah et al., (2021), literacy activities carried out in groups will make it easier to coordinate and focus students in improving and strengthening reading and writing skills. As explained by Rusniasa et al., (2021) the literacy movement in schools with this group will have a significant influence on learning outcomes, especially in students' interest in reading.

KoPer (Literacy Group) activities have three indicators in the development stage, namely guided reading, shared reading and a literacy-rich environment. This school literacy movement activity has a positive impact if implemented well in schools. Because reading activities, whether guided or together, will pay attention to each other's vocabulary, mistakes, errors, or correcting each other (Oktaviani & Dessty, 2024). As explained by Labudasari, (2018) guided and shared reading will have a positive impact on students' character education as well as high quality reading interest and knowledge.

The class teacher explained that:

"School literacy movement activities at this development stage are carried out by giving assignments to students to read, either guided or shared reading. "By reading activities, students will more easily understand and focus on their activities."

The third stage, namely the learning stage, in the development stage there are three pieces of information, namely organizing literacy-based classes, making a schedule and forming a school literacy team. The Principal explained that:

"The School Literacy Movement at SD Negeri Gonilan 02 has implemented learning stages well, the school has also arranged classes with lots of writing or literacy writing, there is a literacy activity schedule, and has formed a literacy team for KoPer (Literacy Group) activities."



Figure 3. Organizing the Classroom with Literacy

Through this learning stage, it will provide insight for students, where by looking, students will read writing in the environment or around the school that has been created by the literacy team. Therefore, literacy teams, especially in elementary schools, must innovate or attract students in reading and writing skills. Apart from that, KoPer (Literacy Group) also provides students with the opportunity to write either on the wall or in the class reading corner as seen in Figure 3. Strengthened by Batubara & Ariani, (2018) the formation of this literacy team will provide direction and ensure that the school literacy movement activity system is well and optimally organized so that the aim of this literacy team is to improve writing and reading skills for elementary school students.

In relation to KoPer (Literacy Group), there are strategies used by the school to strengthen skills in reading and writing at SD Negeri Gonilan 02, namely.

1. Digital Literacy

This Digital Literacy activity attracts children because in digital literacy activities children can access it via the web either at school or at home with the aim of opening up their horizons to continue to enjoy reading, then from this reading students are able to express it in written form.

2. Regional Mobile Library



Figure 4. Regional Mobile Library

School Literacy movement activities, inviting and collaborating with the Sukoharjo Regency Regional Library. With this collaboration, students will be given a new experience, namely by reading books found in the car, then students will be given the opportunity to choose the reading books. As stated by Putri et al. (2024) that the activities of the mobile library provide children with a way to continue to be interested in reading and improve their literacy

skills. Activities from the mobile library provide children with a way to stay interested in reading and improve their literacy skills. The aim of reading books in the Regional Library is to arouse and become an attraction for students at SD Negeri Gonilan 02 as a facility for the Sukoharjo district.

3. Literacy Based Environment



Figure 5. Literacy Environment

Of course, in the School Literacy Movement activities, schools must have an environment that is rich in literacy resulting from children's writings as seen in Figure 5. The aim of this literacy-rich environment is so that in every activity outside and inside school, students are able to read and understand the meaning of the writing. So, a literacy-based environment will have a positive impact on students in instilling the character of a reading culture.

The three stages of this literacy movement activity will have a positive impact on the students of Gonilan 02 State Elementary School, where the KoPer (Literacy Group) activity provides reinforcement for students to increase their interest in reading and writing. This KoPer (Literacy Group) activity is an initial preparation for students in facing the minimum competency assessment which is closely related to literacy and numeracy.

CONCLUSION

Based on the research conducted, it can be concluded that Gonilan 02 State Elementary School has a strategy to strengthen students' reading and writing skills with KoPer (Literacy Group). Through this KoPer (Literacy Group) activity, the school has stages of literacy movement activities, namely the habituation stage, learning stage and development stage. The three stages implemented at SD Negeri Gonilan 02 have been implemented optimally so that they are able to develop students' reading and writing skills. Based on the general findings, it is suggested to focus on developing a strong literacy culture in schools by involving all school members in literacy activities regularly. Activities carried out at SD Negeri Gonilan 02 include guided reading, reading together, a literacy-rich environment, making literacy schedules, reading corners and library facilities, as well as literacy teams. The selection of relevant and interesting reading materials and the development of teacher competencies in facilitating literacy are also important. Collaboration with the community can also enrich school literacy programs.. In the activities of the school literacy movement, KoPer (Literacy Group) can study well in the school environment, apart from that they can also read the writings found on wall magazines, on the terrace, in the library and in the surrounding school environment. In this KoPer (Literacy Group) there are strategies implemented by schools, namely, Digital Literacy,

Regional Mobile Libraries, and Literacy-Based Environments. Therefore, KoPer (Literacy Group) is a new strategy for teachers to manage and strengthen reading and writing skills.

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