IMPLEMENTATION OF LITERACY OF STUDENTS OF NAMIRA SMP, CITY OF PROBOLINGGO IN SUPPORTING THE LEARNING OF INDONESIAN LANGUAGE

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Abstract:
This study aims to describe the literacy of Namira Middle School students in Probolinggo City. The scope includes: (1) implementation of literacy activities for class VII students at SMP Namira Probolinggo City, (2) utilization of literacy for class VII students in supporting Indonesian language learning in class. This study uses a qualitative descriptive approach, the subjects of this research are students, especially class VII, and the object of this research is the literacy of Namira Middle School students, Probolinggo City. Existing data in this study using the method of observation, interviews, and documentation. The results of this study describe: (1) the implementation of literacy activities for class VII students of Namira Middle School, Probolinggo City. The implementation of student literacy at school is quite smooth which is carried out on Tuesdays and Thursdays in particular. On the other hand, researchers correlate it with The Big Six theory, (2) the use of literacy in class VII students in supporting Indonesian language learning in class. The favorite reading books for students are literature books. In this case, students have taken advantage of literacy by learning in class, especially Indonesian language material.

Keywords: *Literacy, Students, Indonesian language learning at Namira Middle School, Probolinggo City*

INTRODUCTION

So far, in the world of education, there have been many efforts from the government, especially the minister of education, to carry out various activities that support progress in the field of education, starting from changing the curriculum to efforts to oblige a literacy culture. This government policy is rational, because education will be more advanced if there is a school literacy movement, considering that reading is the key to opening insights. Relevant to what was stated by Suragangga (2017: 155) that in order to improve everything in the world of education, the government must make efforts to implement the School Literacy Movement.

Literacy is actually familiar, especially among students. Nowadays, literacy activities are being intensively implemented in the world of education, and have even become an obligation. However, in general literacy has so far been implemented in the scope of schools as a whole, there is still an application of literacy only as a formality. In the sense of just reading activities. In addition, the implementation varies and has not been controlled in the literacy movement. Many schools implement literacy in accordance with the Decree of the Minister of Education and Culture Number 23 of 2015, concerning the development of character.

The School Literacy Movement (GLS) is a literacy movement whose dominant activities are carried out in schools with the participation of all parties or members of the school itself (Kemendikbud, 2016:19). Based on this quote, to realize the school literacy movement properly, the government does not allow literacy activities to be carried out without clear directions. Therefore, the government issues regulations related to GLS in

accordance with the general objective of cultivating good character.

A special regulation issued by the Ministry of Education and Culture (2016) is to stipulate a policy for the School Literacy Movement (GLS) to be carried out 15 minutes before class begins. Literacy is carried out in stages, namely: (1) habituation of fun reading activities at school, (2) developing an interest in reading to improve literacy skills, and (3) implementation of literacy-based learning. This regulation is in line with what was stated by the Directorate General of the Ministry of Education and Culture (2018) that the School Literacy Movement (GLS) program is implemented by considering the readiness of schools throughout Indonesia, this readiness includes the readiness of school capacity (availability of reading materials, literacy facilities and infrastructure). It is appropriate if school literacy is the main reference in education on the grounds that the main effect of increasing the level of education is through reading as a window of insight.

Based on literacy data, Indonesia's position is very sad because it is in 60th position out of 61 countries surveyed by The World Most Literate Nations (WMLN) (2016). Purwanto (in Nurdiyanti and Suryanto, 2010), states that this is because Indonesian society is an alliterate society, in the sense that people can read, but choose not to read or are lazy to read. Therefore, this shows that low interest in reading is still strong in Indonesian society. In fact, this happens in education. In Nafisah's research (2014: 71), argued that low interest in reading still exists in education, so that it can have an impact on the level of quality of education. The quote cannot be denied that interest in reading, especially students in education, still has problems related to reading interest in literature, even though the literature already exists.

Talking about literacy in the scope of education is indeed an obligation in itself, because literacy has been implemented in various schools and has even become a culture since preschool. The government's decision to implement literacy in schools is very rational considering that there is still a lack of interest in reading among students in Indonesia. On the other hand, the complexity of education is indeed more comprehensive if it is supported by literacy activities. The real advantage of the presence of literacy in education adds insight as new information for students from various literature.

Kellner and Share (in Iriantara, 2017: 4) argue that literacy is referred to as related to a skill to read and interpret so as to get full intellectual. If reflected in current literacy, it can be said that many still do not meet optimal achievement in terms of real literacy. In other words, so far literacy has only been seen as limited to reading. But it cannot be denied that literacy is indeed the main activity is reading. As stated by Wandasari (2017), that the most basic thing in literacy practice is reading activity. The ability to read students can absorb knowledge and explore the world that is beneficial to their lives.

From this statement, if we look at the reality on the ground, so far, the way reading activities during literacy took place, most students read incorrectly. Relevant to Wannelly's research (2019: 417) that not all students can achieve the goal of reading itself, many students read the contents of the reading fluently, but not many students are able to understand the contents of the reading well such as finding value in the things contained in the material. what he read. In this case, after reading the results they did not get due to several factors. This has been proven as stated by Sunendar as the Head of the Ministry of Education and Culture's Book and Language Development Agency on the website https://www.cnnindonesia.com, stating "Indonesia is a literacy emergency based on various surveys, the reason is that in terms of reading comprehension is lacking". In addition, Harahap stated on the website, https://www.antaranews.com, that "The reading culture is rated low, even though there has been a school literacy movement since 2015". If so, then there is a need for a thorough program evaluation related to how students read so that school literacy is successful and beneficial to students themselves. This is indeed true, for example, when students read, then re-express the contents of the reading the reader cannot convey correctly. Therefore, literacy without reading full understanding is difficult to reach a level of success. This overall statement is in line with

what was stated by Suragangga (2017: 155) that understanding concepts and critical thinking are two important qualities of a successful individual.

The focus point in this literacy is not just a matter of students' interest in reading, but one step further than interest in reading and writing, namely how students' skill processes can assess the literature they read. So, someone in implementing literacy should be able to correlate the results of literacy that he has done with existing knowledge. In other words, interpreting information. In addition, reading material is not received raw but can assess the truth in the literature so that the benefits are not being consumed by untrue news. This description is in line with Nurhasanah's opinion (2016) that literacy skills can also be in the form of the ability to filter and process information so that it can be beneficial to humans.

Things like this should get more attention, because it will affect the thinking skills of students in education. There are many examples of literacy movements in various education sectors. However, the problem is that it is difficult for readers to understand the literature they are reading, so that so far it has not been satisfactory. The reality on the ground is that various literacy activities, especially the School Literacy Movement, have been carried out, not all of them have been able to apply literacy as true literacy. This is relevant to what was stated by Joyo (2018: 160) that school literacy has not produced maximum results because there is still a low level of mentoring and training to increase literacy awareness and abilities among students. Based on this statement, it means that literacy, especially in the world of education, needs to be reviewed because not all students who are engaged in a literacy culture actually succeed in getting the information they have read. Based on this description, the government also provides guidelines for literacy activities so that they run optimally and successfully. In these guidelines the government provides directions for the success of literacy activities, especially literacy in schools.

Nopilda and Kristiawan (2018: 218) argue that the School Literacy Movement (GLS) to achieve targets cannot be instantaneous, it starts from schools with teachers as the spearhead and strengthens its roots by student participation in a literacy culture. Implementation in school literacy activities, one of which plays a central role, the teacher as the spearhead in the school literacy movement effort. In this case, students actually have no special restrictions for choosing the necessary reading material according to what is needed. As an educator, a teacher is also not wrong if he directs the student's choice of literature offerings towards things that are not far from the learning material in class. On the other hand, the teacher can also provide motivation regarding these activities. This is because not all students in the class really pursue literacy that is cultivated at school. Therefore, teachers have an important role in the School Literacy Movement. As stated by Ibda (2018: 2), teachers play an important role in strengthening education in various aspects ranging from curriculum to literacy (reading, writing, arithmetic) and new technological literacy.

Besides teachers, the library also has an important role. As stated by Yasa (2018: 3), that one of the roles of the library is to provide a variety of reading materials to support academic and student character development. So far, students' access to literacy, both academic and non-academic, is the library. Although actually in literacy does not cover the limitations of access to reading materials. So, to mobilize literacy skills, of course, the library must prepare all kinds of books for students' reading material so that it supports the effectiveness of literacy activities in schools.

If you look at these efforts, it is very clear that the government is really serious in making the School Literacy Activity program. One of the schools implemented the School Literacy Movement which has become mandatory in most educational institutions from an early age. One of them is at Namira Middle School, Probolinggo City. School literacy activities that have been running at the school have fulfilled the directives issued by the Ministry of Education and Culture, such as school readiness in all respects including literacy, the availability of a variety of books in the library and its librarians, and the involvement of school members in building literacy activities. So, in implementing the School Literacy Movement, Namira Middle School students in Probolinggo City have

been able to carry it out carefully. The School Literacy Movement (GLS) in Namira Junior High School, Probolinggo City does pay attention to the directions from the literacy regulations from the Ministry of Education and Culture, but there are also efforts to directives from the school, such as teachers and librarians for students so that implementing the School Literacy Movement is not only limited to reading, but is expected students understand any literature read by students. This is so that it is useful for students in adding new knowledge related to the lessons in school.

Based on the background above, the researchers focused on three problems, namely (1) implementation of literacy activities for class VII students at SMP Namira Probolinggo City, (2) utilization of literacy for class VII students in supporting Indonesian language learning in class. This study aims to describe the subject matter.

RESEARCH METHODS

The data analysis method in this study uses descriptive qualitative. Data obtained from observations, interviews, and documentation studies. Qualitative research data analysis can be interpreted as a process of systematically searching for and compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be informed to others (Bogdan in Sugiyono, 2017: 130). It can be interpreted that the quote shows that a researcher in collecting qualitative research data by determining the data, grouping it, and correlating it between the data that has been determined until it is valid. It should be underlined that all the data obtained is described in narrative form, not in numerical (quantitative) form.

Data analysis used a qualitative descriptive method in this study, used to identify and describe, namely: (1) implementation of literacy activities, and (2) utilization of literacy in supporting Indonesian language learning in class. The data obtained through the method of observation, interviews and documentation studies. After that, it was analyzed using qualitative techniques to describe the research results. The data processing procedure is carried out by steps, including (a) data identification (b) data reduction, (c) data presentation, and (d) drawing conclusions.

The data sources used in this study come from subjects and objects. Speaking of research subjects, Wendra (2019: 62) states that research subjects are objects, things or people where variables are, and are at issue in research. In this case, the subject has an important and primary position in the research, because of the subject's role as an informant to obtain the data needed by the researcher. The research subjects in this study were students of Namira Middle School, Probolinggo City, especially class VII.

The object of research is the problem to be investigated in research. in this case, the object becomes the central point that the researcher wants to understand. Therefore, the object to be examined in this study is the literacy of Namira Middle School students in Probolinggo City in terms of implementing literacy activities, and the use of literacy in supporting Indonesian language learning in class.

RESULTS AND DISCUSSION

Based on the results of an analysis of the Literacy of Namira Middle School Students in Probolinggo City, the results and discussion of the research can be presented, namely regarding the implementation of literacy activities and the use of literacy in supporting Indonesian language learning in class.

Based on the results of the research, the Namira Middle School Literacy Movement in Probolinggo City has been implemented for three years. So far, school members, especially teachers, have tried to maximize literacy. Overall, it can be said that the implementation of student literacy in these schools is sufficient to meet the requirements issued by the Ministry of Education and Culture, such as the availability of a variety of books in the library, assistance, habituating literacy regularly, and so on. However, in terms of implementation time is different. School Literacy activities directed by the Ministry of Education and Culture only read 15 minutes before class, while the literacy of Namira Middle School students in Probolinggo City was more than that time, which is approximately 45 minutes to 1 hour. It is hoped that the literacy of students at

Namira Middle School, Probolinggo City, will utilize the school library as a source of broadening their insights in academic support, because the complete availability of books is very supportive for students. School institutions provide a variety of books with different genres, so students can choose literature to read according to what students need. Student literacy at school is mandatory, in about 1 hour, the rest of the students are free to do literacy. The books they read include: fiction, non-fiction, applied science, history, social, culture, and student textbooks.

Implementation of Literacy Activities for Class VII Students of Namira Middle School, Probolinggo City

The first finding concerns the literacy implementation of class VII students at Namira Middle School, Probolinggo City. The implementation of literacy activities for Namira Middle School students in Probolinggo City is going quite well, although there are still a number of things that need to be improved. Based on the results of observations, this literacy activity as mentioned above is carried out every day, especially when learning Indonesian, while on other days students are free to read. Regarding this matter, there are a few students who, even though it is not during literacy time, they like to read in the library. After the literacy activities are completed, proceed to academic learning as usual.

The first series of student literacy activities that are usually applied is reading together. Based on the results of observations, all students read the books they borrowed from the school library in the joint reading activity. A small number of students only read books related to Indonesian language subjects. Actually, regarding student literacy at school before learning begins, the teacher directs students to read books outside of class, meaning that students are instructed to read fiction, non-fiction, applied science, and so on. This aims to foster students' interest in reading so that knowledge insight can be mastered properly so that it is hoped that this will support learning in the classroom. One example is the link between literature literacy books and Indonesian language lessons in class.

Reading together is a part planned by the school so that students have a tendency to enjoy reading. This is relevant to what was stated by Retnaningdyah, et al (2016: 7-37), carrying out literacy activities together as a habit is reading for pleasure. Second, there are usually several students who summarize literacy results in the form of a small summary as a form that students have read books borrowed from the library and then students get signatures from the teacher or (homeroom teacher). Third, there is a small proportion of students who communicate in class. What's more, the teacher usually gives evaluations and directions related to literacy and answers questions from students if anyone is asked about the literature they read.

As for the series in the implementation of literacy activities for Namira Middle School students in Probolinggo City, it is implicitly correlated with the theory of the big sisx. The Big 6 was developed in the US by two librarians, Mike Eisdenberg and Bob Berkowitz. The Big 6 uses a problem-solving approach to teach information and information and technology skills. from this the researcher can see in more detail the literacy of students at school. Details of the implementation of student literacy include (1) information seeking strategies, (2) determining reading sources, (3) using information (summarizing reading books), (4) communicating with other students, and (5) evaluation.

Utilization of Class VII Student Literacy in Supporting Indonesian Language Learning in Class

The second finding concerns the use of literacy in class VII students in supporting Indonesian language learning in class. In general, literacy and learning in the classroom are not structurally related. However, the literacy of students at Namira Middle School, Probolinggo City, is very rational because school literacy activities can indirectly support learning in class. If literacy is applied properly, of course it will add new knowledge to students. Relevant to what was stated by Joyo (2018: 161), literacy and education

activities cannot be separated, in fact these literacy activities can mobilize students to understand, recognize, and apply information from sources of books they read. Therefore, this literacy is used to increase students' cognition in supporting learning. Suragangga (2017: 155) argues, to improve the quality of education in the learning process, a breakthrough must be made, namely by holding a School Literacy Movement. Based on this quote, it can be said that literacy and learning can support academic activities in schools.

The use of literacy in supporting learning in the classroom researchers saw from two aspects of the informants. First is the teacher. The teacher is the spearhead who has a central role both in student literacy and in learning. As stated by Ibda (2018: 2), teachers play a very important role in strengthening current education in various aspects ranging from curriculum to school literacy activities (reading, writing, arithmetic). Both are students. Researchers will also look at the use of literacy in supporting classroom learning from students.

In the utilization of literacy, based on the results of interviews with Indonesian language teachers and SMP Namira students in Probolinggo City, it can be assumed that literacy material for class VII students can be related to Indonesian language learning material for grade 7. The steps taken by the teacher are in this way linking literacy material with learning Indonesian. Therefore, the researcher conducted an analysis of the relationship between students' reading material and Indonesian language learning material. Thus, it will be proven that literacy materials support learning in the classroom.

The step of integrating literacy with classroom learning is the right decision to facilitate the teaching and learning process in the classroom. In this case, teachers and students have the same way, namely utilizing school literacy by learning Indonesian. Joyo (2018: 161) argues that literacy and education activities cannot be separated, in fact these literacy activities can mobilize students to understand, recognize, and apply information from the literature they read.

In terms of the literacy utilization of class VII students, it can be stated that the teacher directs students to make the best use of the school literacy movement, namely by utilizing it in learning Indonesian. This is because literacy materials are related to classroom learning, although not all of them. On the other hand, with regard to the utilization of literacy by students, there are also students who are still not good at utilizing literacy, but most are already good at correlating it with learning in class. Therefore, with literacy, it is easier for teachers to explain material to students, because students already have initial schemata in learning material.

The use of literacy in terms of class VII students provides an explanation, between the literature that students read related to learning Indonesian. The link between literacy material and learning can be correlated with fantasy story text material, story description text, and fables. Based on the results of observations, the researchers examined the student textbooks, indeed there was material about fantasy story texts, poetry texts, fable texts, effective reading (fiction-non-fiction) and so on. It is very rational if students' reading is an average of fiction-non-fiction storybooks and then correlates it with learning Indonesian which is quite related, so that students' understanding of the subject matter is easy to understand.

Therefore, the use of literacy to support learning Indonesian in class is quite relevant. Student literacy activities and learning in an education can support grade 7 Indonesian learning in class. With student literacy in schools, learning will be assisted in the teaching and learning process. This means that literacy activities can be utilized by teachers and students. One example is Namira Middle School, Probolinggo City, in correlating literacy material with grade 7 Indonesian learning. All literacy material on average is closely related to the material in the Indonesian language textbooks that students learn. The most important materials are related, such as: Fantasy Stories, Fables, Story Descriptions, and Effective Reading. The rest is not too related, such as procedural text material, observation reports, official and personal letters. However, overall learning Indonesian is helped by the literacy of Namira Middle School students in Probolinggo City. In this case, there are two aspects that take advantage of literacy in

learning, namely teachers and students. For this reason, it is easier for teachers to teach students in class, on the other hand students have schemata regarding learning material in class because they have read books during literacy in class.

CONCLUSION

Based on the presentation of the results and discussion of the research, the researchers can conclude as follows.

The literacy implementation of Namira Junior High School students in Probolinggo City, especially grade 7, these activities are carried out routinely by students every day. The time provided by the teacher in daily literacy activities is carried out when learning Indonesian. In a sense, more or less students are given time to read for 45 minutes or even almost 1 hour. After the literacy activities are completed, proceed to academic learning as usual. The first series of student literacy activities that are usually applied is reading together. Second, there were some students who summarized their literacy results in the form of small summaries as a form that students had read books borrowed from the library. Third, there is a small proportion of students who communicate in class. What's more, the teacher usually gives evaluations and directions related to literacy and answers questions from students if anyone is asked about the literature they read.

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