



## **SCHOOL LITERACY MOVEMENT PROGRAM IN STRENGTHENING ANTI-BULLYING CHARACTER OF MOVING SCHOOL STUDENTS**

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### **Abstract:**

This research supports the teacher professionalism competency approach in handling bullying cases by implementing a school literacy movement program. The research method uses a qualitative approach, with data collection techniques through interviews, observation and document review which are then analyzed using the CIPP method. Research findings show that the school literacy movement is effective in creating a reading culture in the secondary school environment and is able to reduce cases of bullying. Teachers are actively involved in inserting literacy elements in various subjects to improve students' reading and writing skills. In addition, giving research projects or assignments that involve the analysis of reading material has a big impact on students who form discussion groups or anti-bullying clubs with a focus on positive values and personal development.

**Keywords:** *Literacy Program; Schools - Based; Anti-Bullying*

### **INTRODUCTION**

Bullying among children is a problem that is widespread (Damanik & Djuwita, 2019; Fadillah, 2019), the sad conditions for children who experience bullying in the school environment certainly have a negative impact on the victims (Rahmawati, 2016; Azzahra & Haq, 2019). The results of the U-Report survey conducted by UNICEF in 2022 on 2,777 young Indonesians aged 14-24 years showed that 45% of them had experienced online bullying. Boys' reporting rates were slightly higher than girls', at 49% compared with 41%. Of the 1,207 U-Report respondents, two types of online bullying were found to be the most common, namely harassment via chat applications (45%), distribution of private photos/videos without permission (41%), and other types of harassment (14%) (Indonesia UNICEF, 2020). Bullying cases are a very serious area to study, through the Indonesian Child Protection Commission, as of September 2023, there were 14.3 percent of cases of children being victims of physical and psychological violence (KPAI, 2023). The development of aggressive behavior among adolescents, including violence and bullying, is associated with an increased risk of mental disorders throughout life, social dysfunction, and obstacles in the educational process. It is recorded that almost 40% of suicide cases in Indonesia are caused by bullying, as stated by the Minister of Social Affairs of the Republic of Indonesia Khofiah Indar Parawansa. Higher exposure to bullying is also associated with reduced reading performance, as revealed in PISA 2018.

Bullying is described as aggressive actions carried out intentionally to hurt others in various ways, including physical attacks such as punches and kicks, verbal

abuse such as teasing (Sampson, 2016), teasing, and threats, as well as indirect methods such as social exclusion and spreading gossip. negative (Gini, 2004). Apart from that, the concept of oppression involves elements of deliberateness, persistence, and an imbalance of power between the strong and the weak (Menesini & Salmivalli, 2017), apart from that, the definition of bullying also includes elements of deliberateness, persistence, and imbalance of power (Søndergaard, 2012). is described as a proactive form of aggression intended to harm others in various ways, including physical attacks such as punches and kicks, verbal abuse such as taunts and threats, as well as indirect actions such as social exclusion and spreading negative gossip (Swearer & Doll, 2013; Juvonen & Graham, 2014). Concern about bullying behavior is rampant among youth, with schools across North America establishing programs aimed at youth because antisocial-aggressive behavior is often related to their developmental stage (Rawlings & Stoddard, 2019).

Through the National Long Term Development Plan (RPJPN) 2005-2025, the Indonesian government aims to implement character education, emphasizing that character education is the basis for achieving the national development vision (Ministry of National Education, 2011). In the initial stages of implementing character education, there were 18 character values, one of which was a love of reading. The existence of a love of reading character is considered very important in supporting Indonesia's progress, considering that most developed countries have a reading culture through literacy programs. The literacy program aims to form an interest in reading in Indonesian children, starting from an early age, and its success is measured by increasing the number of children who actively visit the library (Priasti & Suyatno, 2021). The aim of this literacy program is to develop a comprehensive understanding of reality, so that students can develop the ability to analyze and criticize various phenomena around them (Kartini & Yuhana, 2019). Overall, the literacy program is aimed at improving students' reading and writing skills systematically and continuously in the school environment (Oktaviani & Agustinah, 2021). In everyday situations, literacy can be acquired when students are involved in various reading activities guided by other people, such as teachers, family, or other adults (Morrow & Young, 1997).

Implementation of the character of a love of reading through literacy programs such as the National Literacy Movement, aims to produce Indonesian people who have a culture of love of reading (Kemendikbud, 2017). To measure its success, certain indicators are needed. The success of a culture of reading in the school environment can be measured by several indicators, one of which is library optimization (Priasti & Suyatno, 2021). (Yulianto et al., 2018) these reading activities are adapted according to students' development before the start of learning hours, with the aim of stimulating students' interest in reading and improving their reading skills, so that their knowledge can be expanded and improved. The implementation of the GLS program is expected to stimulate students' interest in reading and improve their reading skills, with student reading materials that include moral values, including local, national and global wisdom, which will be delivered according to the students' educational level (Khoeriyah, Indah & Syam, 2021). This research seeks to expand the results of research regarding the general description of the Literacy Program which contributes to reducing bullying incidents in the school environment.

A global literacy survey involving 61 countries shows that Finland and Norway, as developed countries, rank 1st and 2nd in literacy levels (Purnomo, 2018). Meanwhile, the results of the 2018 PISA research show that Indonesia is ranked 72nd out of 78 participating countries, with a score of 371, which is below the global average of 487 (PISA, 2018). Over the last 23 years, literacy in Australia has experienced continuous development (Durrant & Green, 2000). Australia has recognized evolution in a new era of communication, information and representation. Today, schools and the education sector require a fundamental shift in literacy, moving from print to electronic digital media as the organizational context for textual literacy practices in teaching and learning. Teachers who are equipped with digital media skills are the main focus,

ensuring that literacy activities in schools no longer depend solely on print media.

Education report data on literacy skills in 2021 for junior high school students in Kuningan Regency shows an average of 1.72%, which is below the national level. Meanwhile, the average level of bullying in Kuningan Regency at the national level is 2.61%, indicating that the educational environment is free from incidents of bullying. Principals and educators demonstrate accurate understanding and confidence in knowledge and skills related to bullying.

## RESEARCH METHODS

This research was conducted using a qualitative descriptive approach using the CIPP model (context, input, process, product). Purposive sampling technique was used to determine the research object. Stufflebeam (1971) stated "The CIPP Evaluation Model was originally developed as a means to regularly provide timely evaluative information for use in decision making. Use of the CIPP Model thus is intended to facilitate educational improvement through a proactive approach to evaluation". The description of CIPP implementation is described as follows:

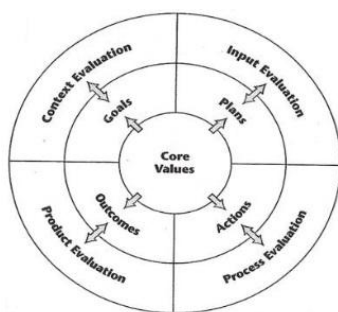


Figure 1. CIPP Model  
Source: Stufflebeam, 2010

Data collection techniques in this research used document study, interviews and observation. This research involves the use of primary data and secondary data, primary data is data collected directly by researchers in a particular research context, primary data collection is carried out through document studies, interviews, observations and questionnaires. Secondary data is data that has been collected by other parties or in a different context, but can be reused in research, including school facilitators and school supervisors. The subjects in this research consisted of school principals, educators, education staff and students who were part of the national assessment sample at the PENGIGAK school which implemented the school literacy movement.

The data collection approach used in this research is using Miles & Huberman consisting of three flows, including, the data collection process which consists of data reduction, data display, and verification (drawing conclusions) which is then described as follows;

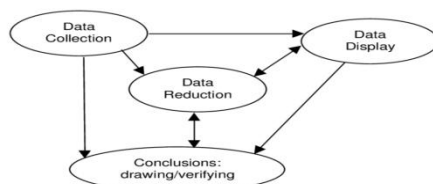


Figure 2. Miles and Huberman data analysis

## RESULTS AND DISCUSSION

### Ketepatan Program Gerakan Literasi Di Sekolah Penggerak

Through the findings of the suitability of the objectives of the literacy movement program in accordance with the legal basis which refers to Minister of Education and Culture Regulation No. 23 of 2015 and Law No. 3 of 2017, document study and observations. Middle Schools in Kuningan Regency have implemented the literacy movement program appropriately based on the School Literacy Movement Guidelines in Middle Schools, efforts to implement the program objectives are in accordance with the objectives in the school literacy movement guidelines. The research location junior high school succeeded in implementing school goals that were in line with the vision and mission of the School Literacy Movement, Law no. 3 of 2017 concerning the National Education System, and Minister of Education and Culture Regulation no. 23 of 2015. In achieving this goal, all schools have also adopted various concrete efforts to increase student literacy levels, including involving the entire school community in building a strong literacy culture in their learning environment. However, at the research location, no program document was found that contained the objectives of the school literacy movement program. It was found that SMPN 1 Kuningan had a literacy movement program document designed by the school literacy team, while SMPN 1 Lebakwangi, SMPN 2 Ciawigebang and SMP Binaul Ummah included the objectives of the literacy movement program through project module activities without containing a special literacy program.

### The objectives of the literacy movement program are in accordance with the legal basis

Through Minister of Education and Culture Regulation no. 23 of 2015 and Law No. 3 of 2017 which regulates and mandates efforts to increase literacy in Indonesia, the literacy movement program is expected to be able to encourage creativity, critical thinking and innovation in students. Through Ministerial Regulation (Permen) no. 23 of 2015, every DRIVING school in Kuningan district applies at least 15 minutes before learning activities begin, each student is prepared to read various reading materials tailored to their needs. These various reading books are books outside of subjects, this is in accordance with Law No. 3 of 2017, various genres of books are recommended in the implementation of Ministerial Regulation No. 23 of 2015, among others;

Fiction (Short Stories, Novels, Comics) Non-Fiction	Fiction (Short Stories, Novels, Comics) Non-Fiction
Adventure Stories of life experiences	Adventure Stories of life experiences
Fantasy Historical story	Fantasy Historical story
Popular Scientific Mysteries	Popular Scientific Mysteries
Classic Magazine or newspaper stories	Classic Magazine or newspaper stories
Science Humor	Science Humor
Sport	Sport
Art	Art
Biography/autobiography	Biography/autobiography
Motivation	Motivation

Table 1. Recommended Book Genres

These genres of books are found in the libraries of the four research locations. These physical and online books are used by students to develop their reading habits starting 15 minutes before learning activities begin.

### Implementation of the School Literacy Movement Program

Through the accuracy of the literacy movement program in driving schools together with the School Literacy Team, it can be seen that all driving teachers and members of the school literacy team (TLS) have a good understanding of the School

Literacy Movement guidelines. This understanding involves comprehensive knowledge of the program objectives, implemented strategies, and success indicators that have been established in the literacy guide. In implementing literacy activities, both students and teachers are actively involved, including through literacy clubs, reading competitions, and other activities that effectively encourage literacy development, in accordance with the school literacy movement guidelines (Suhermanto, 2023). However, it should be noted that the driving junior high school literacy team still needs to develop a clearer and more structured literacy action plan based on the school literacy movement guidelines. This action plan should include the concrete steps necessary to achieve the literacy goals established in the program design. The process of developing a more detailed action plan will provide a strong foundation to guide the implementation of literacy activities more effectively and focusedly.

The literacy team formed at the mobilizing school is not in accordance with the guidelines for the junior high school literacy movement. The obstacles at SMPN 1 Kuningan regarding librarians who have not joined TLS will be corrected in January 2024. The composition of the literacy team in the school domain, all members of the educational community including students, teachers, Educational staff such as librarians and school principals are the main subjects in literacy efforts. To ensure focus and continuity in carrying out their respective duties and functions, the school principal then formed a School Literacy Team which was empowered through the issuance of a Decree or Letter of Assignment. Collaboration between literacy team members really helps create an environment that supports the holistic development of students' literacy skills. The facilities and infrastructure for the literacy movement program at the research location are appropriate, the Mobilization Middle School is equipped with a library which includes a collection of physical and online books. In the library, all books, including textbooks, are neatly recorded either through manual recording or using the OPAC application. Apart from that, there are various types of books available such as educational guidebooks, enrichment books, reference books, and learning resources. Apart from the library, the school also displays various information through wall media (mading) and posters placed in classrooms and school buildings. This aims to provide literacy information to all school members. Driving schools also actively involve partners as part of their role as driving schools in efforts to fulfill reading resources.

### **Accurate design of literacy movement programs with guidance**

In the master design of the school literacy movement published by the Directorate General of Education and Culture of the Ministry of Education and Culture, it is explained that to ensure that schools can be at the forefront in developing a positive literacy culture, a number of strategies can be implemented including: creating a physical environment that supports literacy, encouraging a literate social environment and strengthening schools as academic environment (Wiedarti, Laksono & Retnaningsih, 2018). In the field findings, Kuningan Regency Mobilization Middle School has not completely designed a literacy movement program that is in accordance with GLS. SMPN 1 Kuningan was found to have a literacy movement program designed by TLS. The design made by TLS SMPN 1 Kuningan also does not comply with the guidelines (attached), so it is necessary to create a program that includes objectives. Likewise, SMPN 1 Lebakwangi, SMPN 2 Ciawigebang and SMP Binaul Ummah can create designs that are simple and easy for the school community to understand for the literacy movement program, so that when included in the teaching module it becomes more focused because it has appropriate literacy guidance documents.

In its implementation, the Driving Middle School implements various literacy activities that are in accordance with the GLS. These literacy activities are listed in teaching modules designed by each teacher. The master design of the GLS guide contains several activities that support literacy activities, including activities in the physical environment, social and affective environment and academic environment.

## **Implementation of the School Literacy Movement Program**

The implementation of the School Literacy Movement Program at Pengpeng SMP still has not reached the expected level of effectiveness. This is because there is no literacy movement program design that is appropriate to the school context and climate. The importance of designing a literacy movement program that is adapted to the characteristics of the school is a need that has not been met, so that the literacy movement program can have a significant positive impact, improvements need to be made through preparing a more comprehensive program design by the School Literacy Team (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, n.d.). It is hoped that this program can continue and is focused on developing reading habits among students, so that it can provide maximum benefits. The School Literacy Team has been successfully formed effectively with the involvement of participating in various training for self-development. To continue their role as driving schools, in accordance with the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 162/M/2021, the School Literacy Team needs to carry out outreach inside and outside the school. The role of the School Literacy Team must continue to be developed by continuing their efforts in designing literacy movement programs that suit the needs and characteristics of students in their schools. This program can involve shared reading, writing and literacy projects as an integral part of efforts to increase literacy in the school environment. The School Literacy Team has also succeeded in playing an effective role in optimizing school facilities and infrastructure. This success needs to be maintained, considering the important role of the School Literacy Team in ensuring optimal use of facilities and infrastructure in the context of developing literacy movement programs. The School Literacy Team has significant responsibility in managing school facilities and infrastructure, including the school library, book collection, reading corner and other facilities. The focus of the School Literacy Team is to ensure that all these facilities are used optimally to support the effectiveness of the literacy movement program. Therefore, efforts to continue to improve effectiveness are very important in order to achieve overall school literacy goals.

Berbagai aktifitas Pembentukan karakter budaya membaca melalui kegiatan program gerakan literasi yang dirancang guru merupakan proses yang melibatkan upaya untuk mengembangkan perilaku dan nilai-nilai yang positif terkait dengan membaca dan literasi. Hal ini bertujuan untuk menginspirasi minat membaca, meningkatkan pemahaman bacaan, dan menciptakan budaya literasi yang kuat di tengah masyarakat. Salah satu upaya peningkatan minat membaca dengan mengadakan kegiatan literasi yang menarik dan bervariasi seperti klub buku, pertunjukan bacaan, atau lomba menulis

The formation of student character through the literacy movement program is in line with the mission of the driving school, as outlined in the Kuningan Regent's Regulation Number 2022 concerning the Driving School Program within the Kuningan Regency Education and Culture Service. The regulations explain that literacy involves more than just the ability to read and write; it also has a significant impact in shaping students' character. Through literacy, students can be guided to understand and internalize Pancasila values in everyday life. A measurable literacy movement program will provide opportunities for character development that is in line with Pancasila values, and will contribute to the achievement of students' academic competence. Measurable literacy movement programs not only produce academic achievements, but also become a fundamental pillar in shaping student character in accordance with Pancasila values. This is in line with the driving school objectives described in the regulation. The collaboration of the literacy movement program with the project to strengthen the profile of Pancasila students in mobilizing schools is a crucial foundation in forming students who are not only intelligent, but also have superior character and sensitivity to moral and ethical values.

## **CONCLUSION**

In accordance with Minister of Education and Culture Regulation no. 23 of 2015

concerning the Development of Characteristics explains that the literacy program involves several stages, namely habituation, development and learning. The 2019 guide to literacy programs in secondary schools further refines this concept by detailing that the implementation of literacy programs includes habituation, which is an effort to foster a culture of literacy through activities in schools; development, which aims to improve literacy skills through non-academic activities; and learning, which targets improving literacy skills through all subjects.

The literacy program at Kuningan Regency Middle School, Indonesia, involves several activities, including; (1) Read for 10-15 minutes every day in the first hour of class to get students used to reading. The teacher guides students in reading, and they also read independently. Teachers provide motivation so that students like to read. (2) Establishment of a creative reading corner by the homeroom teacher, with each student contributing one book to the reading corner. There are students who are responsible for managing the administration of borrowing books. (3) Creating a reading journal, where students are guided to create a journal that is filled in every day. Journals contain notes about books that have been or are being read, as well as reflections or the essence of the book. The journal gets appreciation from the teacher or homeroom teacher. (4) Making Class Wall Magazines (Mading) is carried out periodically to motivate students to work through writing, increase creativity and interest in reading. The homeroom teacher guides students in making wall media with various types of written works such as poetry, rhymes, aphorisms, short stories and articles. These works are accommodated by the class teacher.

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