

CHAPTER 2

LITERATURE REVIEW

2.1 Understanding Literacy

Literacy is an important aspect of education, and involves the ability to read, write, and understand information. The definition of literacy is the ability to use language and images in reading, writing, listening and processing information (Ulfa et al., 2023). According to Habibie & Wahyuni (2013), literacy can be interpreted as the ability to use and communicate information effectively. According to Suyono, et al. (2017) literacy is a skill related to reading, writing, and thinking activities that focus on improving the ability to understand information critically, creatively and innovatively. Another opinion states that literacy is the ability to access, understand and use something appropriately through reading, writing, listening or speaking activities (Budiharto et al, 2018). It is important to understand the meaning of literacy according to experts in order to gain a more complete understanding of this literacy concept.

Based on the understanding of literacy that has been expressed by experts, it can be seen that literacy is a complex ability. Not only reading and writing, but there is the ability to take and interpret types of texts and the ability of students to think using existing sources of knowledge, both in visual, print and audiovisual. With effective literacy skills, individuals can achieve personal, social, and economic growth. A study conducted by UNESCO state functional literacy can help reduce poverty, achieve gender quality, and promote sustainable economic growth (UNESCO, 2017). It is important for Indonesia, like other countries, to invest in literacy development through various Education programs and policies that focus on instilling strong literacy skills in individuals.

Although there are variations in the definition of literacy from experts, in general, literacy includes reading, writing, speaking, and critical thinking skills. Literacy also involves understanding the social and cultural context in the use and interpretation of diverse texts. Literacy has an important role in individual development, social participation, and the achievement of personal and professional goals. According to the National Institute for Literacy (2008), the ability to read

and write is essential for a wide range of daily activities, such as filling out job applications, and voting in elections. That is why it is important for teachers/schools in developing literacy to encourage their students to read more

2.2 School Literacy Movement

Literacy is the quality or ability to read letters or scripts which includes the ability to read and write. School Literacy Movement according Wiedarti et al. (2019) is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and speaking. SLM is a social movement that involves various elements in schools, as well as outside of school. Wiedarti et al (2019) SLM is a participatory effort or activity involving school residents (students, teachers, principals, education tenants, school supervisors, school committees, parents or guardians of students), academics, publishers, mass media, the community and stakeholders in coordination with the Directorate General of Primary and Secondary Education of the Ministry of Cultural Education.

This literacy activity is carried out to foster students' reading interest and to become a literate students. School Literacy Movement is a comprehensive and ongoing effort to make the school a learning organization whose citizens are lifelong literate through public involvement (Antasari, 2017). This form of literacy activity is a 15 minute reading activity before learning begins. According to Kartikasari & Nuryasana (2022) One of the activities in the movement is the activity of 15 minutes of reading non-learning books before the start of study time. According to another opinion by Magdalena et al (2019), the government has established the School Literacy Movement since 2015 regarding the development of character where there is a 15-minute reading activity at the beginning of education in the habituation session.

The implementation of SLM has three stages, namely, the habituation stage, the development stage, and the learning stage. According to Antasari (2017) the school literacy movement is divided into three stages, namely habituation stage, development stage, and learning stage. The habituation is done with a 15-minute reading activity. When the habit of reading late is formed, it will then be directed

to the stage of development, and learning (accompanied by bills based on the 2013 Curriculum).

2.3 Stages of the School Literacy Movement

Discussing SLM certainly has several stages that must be passed, including the habituation stages, development stages, and last is learning stages. According to Kartikasari & Nuryasana (2022) stated the implementation of SLM has three stages, namely, the habituation stage, the development stage, and learning stage. The habituation stage aims to foster students' interest in reading material and reading activities. Next, the development stage, literacy activities at the development stage aims to maintain interest in reading and reading activities, as well as improve the smoothness and learner's reading comprehension. In the third stage, which is the learning stage, the purpose of this stage is to maintain students' interest in reading and reading activities, as well as improve students' literacy skills through enrichment books and textbooks. SLM activities are conducted for the first 15 minutes before the lesson begins. This activity is filled with reading activities.

Another opinion explained about the stages of the School Literacy Movement program, accoring Ni Ketut et al (2021) the habituation stage served to familiarize students with developing a reading interest. The development stage was conducted to strengthen the reading interest that had been built. Meanwhile, the learning stage entailed the incorporation of SLM into the teaching process, indicating that the successful implementation of the program significantly affected the reading interests of students.

The stages of implementation literacy program according to Retnaningdyah (2016) in the School Literacy Movement Guidebook in Middle School explain that the habituation stages includes two types of reading activities for pleasure, namely reading silently and reading aloud which is carried out by the teacher for 15 minutes, before learning begins. The development stage is the same as the habituation stage, the difference is that this is followed by reading a journal, or discussions. And the last one is the learning stages, at this stage there are activities to develop abilities to understand the text in learning activities, which are accompanied by tasks related to the subject.

2.4 Study of the Relevant Research

Researchers are not the only ones exploring issues regarding the implementation of the school literacy movement. There have been previous researchers who have researched about increasing students' interest in reading through the school literacy movement. Previous research is used as a reference and to support the relevance of the research conducted. Several studies have discussed the implementation of the school literacy movement.

Dharma (2020) conducted research with the aim of knowing various school literacy movement programs in fostering students' interest in reading. The results of this study show the implementation of the school literacy movement in fostering students' interest in reading with forms of implementation of the school literacy movement including adding interesting books, reading activities 15 minutes before learning, making a reading journal, creating a reading corner and creating a text-rich environment, carrying out various competitions that support literacy activities and creating libraries that attract students' attention.

Septiary & Sidabutar (2020) stated that the process of implementing the School Literacy Movement program is divided into three stages, namely planning, implementation, and evaluation. Supporting factors found during the process of implementing the School Literacy Movement program include: 1) adequate facilities and infrastructure, including two library units, a reading corner, a computer lab, and a literacy environment 2) Adequate financial allocation 3) cooperation with several organizations 4) Media use problems that hinder the implementation of the School Literacy Movement program, in particular: 1) Disparity in HR initiatives and competencies 2) Lack of methods to direct attention Students literacy 3) scheduling impromptu literacy support events.

Ilmi et al. (2021) The purpose of this study was to describe the implementation of the School Literacy Movement at SDN 3 Nagri Kaler. The results of this study indicate that the implementation at SDN 3 Nagri Kaler is still at the stage of habituation. Efforts made by the school are, by reading for 15 minutes, either reading silently or reading aloud. Supporting factors, the active role of school residents, supervision provided by teachers, an environment that is rich

in literacy. The inhibiting factors, the lack of support provided by parents, the absence of a special day to allocate 15 minutes, and the lack of students interest in reading. On the other hand, efforts have been made to carry out socialization and work meetings to parents, and to hold book updates so students are interested in reading.

Research from Hamzah et al. (2023) this research aimed to evaluate the implementation of the School Literacy Movement program and identify the supporting and hindering factors to enhance the reading interest of students in some Elementary School. The results showed that the implementation of the SLM program in ES of 01 Indralaya and ES of 3 Kayu Agung, effectively fostered the reading interest of fourth-grade students according to the indicators published by the Ministry of Education and Culture, including the stages of habituation, development, and learning. The supporting factors of the program that were identified included Libraries, Reading Corners, Bulletin Boards, Reading Gardens and School Literacy Carts, Identity Boards Literacy Trees, Media Utilization, School Gardens, Public Engagement, SLM Team, School Gardens, Training and Study Tours, Reading Materials, and Reading Campaign Posters. Furthermore, the hindering factors were reluctance to study, a lack of reading habits, inability to read proficiently, and insufficient support for library management by qualified librarians.

Umar & Batubara (2023) This research examines the effectiveness of SLM activities in increasing students' interest in reading. This study concludes that there are internal and external factors that influence the effectiveness of SLM activities. In relation to the effectiveness of SLM in increasing students' interest in reading, this study concludes that SLM is quite effective in increasing students' interest in reading at SMPN 20 Medan. Finally, this study recommends SMPN 20 Medan to improve the quality of SLM activities by modernizing and digitalizing based information technology-activities.

This present study has some differences and similarities with those previous studies. Some of these studies became the material for researchers to identify the implementation of the School Literacy Movement in one of the junior high schools.

This research is important to do to find out how the implementation of the School Literacy Movement is carried out. This research is useful for Educational Units that will or have implemented the School Literacy Movement.