

Evaluation of Literacy Movement in Primary School 24 Muhammadiyah Jakarta

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Abstract:- Elementary School Literacy Movement program was initiated in order to increase of community literacy Kemendikbud Indonesia in particular for all the citizens of the elementary school. The purpose of this study is to Evaluate the program has been implemented a primary school in Muhammadiyah in order for the development and improvement of the program. This research uses the CIPP evaluation models (Context, Input, Process, Product) and use descriptive qualitative method. Qualitative analysis of data using Miles and Huberman. The findings of this research to develop the school's Extracurricular programs by making literacy for learners who are interested in literacy. There is a product of the assignment results in a literacy that is a collection of the Writings of students and teachers who made books and magazines by the school.

Keyword:- Primary School, Literacy Movement, CIPP Evaluation Model, Muhammadiyah.

I. PRELIMINARY

This study aimed to evaluate the program at the School Literacy Movement to Implement school 24 SDS Muhammadiyah Jakarta. Ministry of Education and Culture to explain the general phases of GLS conducted in three stages as follows; The first stage: Habituation fun reading activities at school ecosystems. This habituation aims to foster an interest in reading and reading activities within the school community. growing interest in reading is fundamental to the development of literacy skills of learners.

The second stage: Develop interest in reading to improve literacy skills. Literacy activities at this stage aims to develop the ability to understand and associate reading with personal experience, critical thinking, and communication skills in a creative process through responding to reading enrichment activities.

The third stage: the implementation of literacy-based learning. The activities at this stage aims to develop the ability to understand text and associate it with personal experience, critical thinking and communication skills in a creative process, these activities can be carried out through the enrichment respond to textbooks and textbooks. In this phase there are bills that are academically (associated with subjects) at this stage of reading activities conducted to support the implementation of the curriculum in 2013, which requires learners to read a book nonteks this lesson can be either

general knowledge books, fads, special interest, or text multimodal, and can be associated with a particular subject of six books for elementary school students, twelve books for junior high school students, and eighteen books for high school / vocational school.

School Literacy Movement program has been running for two years from 2016 in which the program is disseminated to schools. Researchers want to know the extent to which the program is seriously affected by the increase in literacy learners in schools with an evaluation on the program. There are many models were conducted to evaluate the program. Researchers chose the model CIPP (Context, Input, Process, Product) in the evaluation of the School Literacy Movement program. This model introduced by Stufflebeam and colleagues at Ohio State University. Evaluation context with regard to efforts to describe and elaborate environment, unmet needs, and the sample population being served, and the objectives of the program. Evaluation of input / input relating to initial ability of students or school in supporting the School Literacy Movement program. Evaluation process with regard to how far the program has been implemented according to plan. Evaluation of the product is a change that is generated when the program at the School Literacy Movement to Implement.

Field study, researchers asked was SDS Muhammadiyah 24 East Jakarta. Based on the information in the data Kemendikbud school, SDS Muhammadiyah 24 already on the curriculum, 2013. Located in Jl. BalaiPustaka West No. 02, East Jakarta. Based on a brief interview with a teacher there, the school has been running a literacy program started in 2016. In addition, GLS program has been implemented in each level of class I to class VI. Facilities and infrastructure provided complete enough that reading corner, library and there GLS team created to maximize the program. Reading corner is not yet fully available in each classroom, and also for the library's rare to visit learners. In the library as well not exist separately librarians who maintain libraries,

Briefly teachers interviewed researchers presented class III GLS purpose is for literacy, Class III-IV focused reading program 15 minutes before the learning begins and motivation to love books. From reading activities that researchers have to see whether in accordance with the technical guidelines of the program, both the book and the intensity criteria when reading these students.

Students in class V-VI already had to make a book for a whole class groups each class. It can researchers see how teachers in the methods or strategies to improve literacy learners. In addition, students of teachers are also required to make an article published in the school magazine. This is a concern of researchers is also about how the school held a teacher training program to improve the literacy skills of teachers.

After that, according to SDS Muhammadiyah 24 speakers will provide literacy ekstrakurikuler this year. Extracurricular literacy is not included in the technical guidelines School Literacy Movement program it can be seen by the researchers more about the school in planning a strategy action plan on the implementation of GLS program from year to year.

Therefore this study to answer the Literacy Movement Program Evaluation Schools implemented 24 SDS Muhammadiyah Jakarta.

II. METHOD

This study uses a qualitative method. The qualitative method according to Sugiyono is a research method that is based on the philosophy postpositivisme, is used to examine the condition of natural objects, where researchers into the instrument keys, data collection techniques by means of triangulation (combined), data analysis is inductive / qualitative and qualitative research results further emphasize to meaning than generalization.

The phenomenon that researchers carefully is how these schools implement programs Elementary School Literacy Movement both when planning programs, implement programs, and evaluate the program. Data collection techniques by means of triangulation that combines observation, documentation and interview studies. analysis is inductive which researchers tried to find the formula by assembling the evaluation results of each event or phenomenon that exists with an instrument means researchers kunci. Teknik role of collecting data through observation, interviews, documentation and open questionnaire study.

Analysis of the data using the model of Miles and Huberman. Qualitative data analysis by Miles and Huberman is an analysis performed interactively and was constantly in progress to completion, so that the data is already saturated. Activities in the data analysis that is data reduction, data display, and conclusion drawing / verification.

III. RESULTS

In the context of preparing the evaluation program at the School Literacy Movement SDS Muhammadiyah 24 Jakarta initiated by the Elementary and Secondary Education Council of Muhammadiyah to collect patterned Muhammadiyah

schools to promote literacy by government programs that Kemendikbud by making seminars and workshops in 2016.

Analysis needs less attention in the implementation of the program has not been dealt with both researchers noted three aspects of the physical environment and school facilities, social environment affective and academic environment.

In the physical environment of the library functions are still not effectively used on school literacy program. limitations of space is also a problem. Librarians are no background in library science disciplines also be a factor in the lack of effective function library. The number of books in the library berdasarkan document study as a book in 2800, but most of the number of non-fiction books or scientific nature. Storybook number less than 1000 pieces.

The physical environment of the rich text or campaign posters read or positive behavior is only found in the hallway on the ground floor, in each floor of the two and three halls no campaign posters or poster read rich text

Needs are met in the physical environment and school facilities is the reading corner in every classroom, reading corner equipped with books and readings in class categorization made reading material. There is also a place to display the work of the students in the form of students' work in the classroom board.

Social environment affective is relatively good reward positive behavior or achievement of literacy were as good as their star pupil when the achievement of positive behavior and also when the achievements literanya good work could be displayed in the classroom and rewards that much better again his work on display in the classroom and published as books or magazines school.

Related to the proposed 2016-2017 budget in the absence of a budget for literacy programs. In the academic year 2017-2018 budget literacy Rp. 16,500,000.

Modification of the program is done is when there is no funding for literacy programs held literacy savings to print the first book literacy program. Both methods and strategies to enrich the learning to write for teachers, the school is cooperating with the organization One Day to Write.

Input evaluation related to the action plan is related to one aspect priority reading method of reading silent. at guidebooks, there are several methods of reading, among others; reading aloud which aims to assess the pronunciation of a word, read together, guided reading, and independent reading.

Plan staff associated with the activities of literacy should be added in addition to the only publication which first create ekosistam literacy in a way to design a poster with the race design posters between classes themed literacy, both learning outside the school environment, for example can learn to

libraries that are in the area and then make some kind of pesetas of fun activities for children, all three collaborate with classroom teachers to conduct literacy award in each week of the class representatives. Hold digital books resources by working with a start-up technology services provider of digital books so that learners can read through the device, PC or laptop.

For the budget plan adapted to these programs with the aim in writing the results that will be compiled into a book. example; design ecosystem grade 23 literacy and school hallways @ 150 = 3,450,000. Visit local libraries 23 classes @ 1,000,000 = 23,000,000. provision of digital books 3,000,000. Printed books by students 110 @ 150,000 = 14,500,000. literacy team honors 5 for one school year @ 2,000,000 = 10,000,000. So in total = Rp. 53.95 million is the ideal funds for school literacy program. if the budget is not approved by the school with saving alternative is literacy and sponsorship.

Evaluation Process affects three stages of school literacy movement. In the habituation phase in SDS Muhammadiyah 24 Jakarta've done the reading program 15 minutes before learning to read by reading aloud or silently. Environment-related physical infrastructure has been done by the library, reading corner. Things have not done is the development of other means, such UKS, Diner, and the garden / field school with the concept of literacy. in the provision of text books and audio-visual learning is already available in each classroom.

At this stage of development of non-academic bill pupils from grades 5 and 6 are already doing the assignment of creating a map of the story, and talk books. Choice knowledge associated with a predilection for works already done like elongated dimading school students given the opportunity for the best work published in books. Related awards literacy is still done in their respective classes, but for announcements related literacy achievement pelombaan already diumumkan through the ceremony.

Activity literacy learning stage that read, they read the book non lesson. whereas when adjusted for academic bill intertwined with the 2013 curriculum teaching materials should be scientific books related to learning, but in the other it was all influential literacy program significant increase in the value of learners, both in class V and class VI.

Product evaluation of primary school literacy program that teachers and staff began mengimplementasikan program and dissemination to parents about the program. Vice Principal served as chairman of the School literacy team also made the team that will be in charge of product at year-end books. Additionally Chairman school literacy team also delegating to staff and teachers to take good literacy training organized by Kemendikbud, nor by the Assembly Dikdasmen Muhammadiyah. During the three years of the program is running in the academic year 2016-2017, 2017-

2018 and 2018-2019 budget for literacy has been granted in 2017-2018 and 2018-2019.

IV. DISCUSSION

A. *Physical Environment and School Facilities*

SD Muhammadiyah 24 already has a library, and a number of books ekslempar 2800. in addition to archiving your book catalog or on a bookshelf is good enough. There is also a reading table and carpet to read the book in order to comfort students. From interviews researchers there were about 20-25 people ask learners to read a book in the library every day from around 675 students of Muhammadiyah means that only about 0.03% of learners to access the library every day

Already available in each classroom reading corner and book readings. Almost the entire class using a table to display the book readings, so that learners can be easy to take a collection of readings in the reading corner.

Text-rich environment in the classroom is good enough as the display of works of learners in the form of text, images. There is a campaign poster reading in the classroom and a campaign to show manners, daily schedule and division of groups of officers already existing class. The device works well in classes such as stationery, color tools, drawing tools, drawing paper, etc. in their respective classes.

B. *Affective Social Environment*

Choice academic and non academic achievement awarded to learners at the time when the flag ceremony / commemoration another great day which aims to motivate other students to excel. Aside from the announcement was also made Banner associated with learners' achievements are on display in the school yard that can be viewed by parents and other learners.

The involvement of teachers in school literacy program was to socialize the program to the parents but that he also design a classroom reading corner each and also designing posters, displays of student work etc. not only that teachers must master the methods of teaching reading and writing. Not only that teachers are also required to write an article that will be published in the school magazine.

Literacy teachers and staff work together on school literacy program. The SDS Muhammadiyah 24 staff role disseminating literacy school program that is both literacy and writing collection targets for learners to be recorded. Diparalel class teacher meetings to determine the date and agenda of literacy programs in each class. Collaboration program shown by the program continued the story between Class V. Besides the teachers also inculcate the habit of reading and writing. Results posts after fasilitatori learners by teachers and then sent kestaff literacy for EDITORI and compiled into a book. For teachers who want to write to cooperate with the chief editor of the magazine for publication.

C. Academic environment

School Literacy their team is not strengthened by the Decree of the principal on their team, just a letter-oriented tasks in publishing a book. The absence Decree will also affect the sustainability of the School Literacy Team as the duties and functions like. Furthermore, the working budget for the team is not yet clear. So the plan drawn up for the final program year only to publish the book.

For some time reading literacy about 15 minutes before the learning begins. School literacy team propose to open the academic extracurricular namely eskul literacy still be examined by the school and Elementary and Secondary Education Council of Muhammadiyah.

For the process of habituation literacy methods used by teachers are silent reading, or reading in the liver that are useful for their reading. The function of the teacher is to ask related to their reading so knowing the extent to which students understand the above readings for students grades 4-6. In addition students also their strategies in reading comprehension by guessing the continuation of the story, then discussion of the book, and the last is to serialize. For students grades 1-3 using reading aloud and silent in order to see how the intonation and pronunciation of each word and phrase in a text.

Related to books read to grade 1 or 2 reading at least one book in a year. For 3rd and 4th grade book a minimum of five books in one year and for grades 5 and 6 of at least one year is twelve books

Chairman of the literacy team has been training up to intermediate level. From teachers I interviewed the class V and VI also been sent untuk basic literacy training that will be waiting for intermediate and advanced. Continuous training system and those who are already doing a rolling training with other teachers who have not been trained.

V. CONCLUSION

Conclusion The research on evaluation of the program will be divided in accordance with the evaluation model CIPP (Context, Input, Process, Output) that which is the essence of research and discussion in the field.

In the context of program evaluation has been done on SDS GLSD Muhammadiyah 24 begins the socialization program by the Council of the Department of Education and Secondary Education Muhammadiyah. Before the program conducted literacy team leader trying to collect regulatory documents and guidebooks literacy. Things to do is read a book quietly in class, preparing and reading the book reading corner and the last was made Tim literacy aimed at publishing the first book of literacy.

On the evaluation of inputs for the program for a year is still oriented to the publication of the book at the end of the

year, terkendalanya making the program because there is no budget literacy is therefore soliciting proposals designed financing operations should begin. The action plan should be done SDS literacy movement Muhammadiyah 24 Jakarta consists of silent reading, library visits areas, the challenge to read and publish the writings of learners. Staff plan of implementing the action plan drawn up. The main staff of literacy plan is to start making schools literat ecosystems such as campaign posters reading or literacy nuances text material on display in the halls, classrooms, uks, canteens, etc., due to less number of shades of literacy in schools.

Evaluation process of habituation phase of reading 15 minutes was carried out every day before the study began, there was already reading corner and reading books in each classroom. Learning literacy by reading to silent reading aloud. Funding literacy already exists, although not optimal. Literacy team has been formed and there is a letter of assignment to project year-end books. The development phase of non-academic tasks already performed bills such as discourse analysis, conversation books, create a map of the story, as well as to the appreciation of displaying works of learners already started well

Product Evaluation at Muhammadiyah SDS program has been successful by publishing four books in the 3 than the last. An increase in the value of academic literacy learners after the program is done, and the last of appreciation from the Minister of Education and Culture Muhadjir related Efendi school literacy program in SDS Muhammadiyah 24. From the attainment of literacy programs in SDS Muhammadiyah schools 24 should be continued.

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