

Implementation of the School Literacy Movement in Instilling Student Discipline Attitudes in the Digital Era

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Abstract

The implementation of the school literacy movement must be implemented in all schools, both private and public, which aims to increase the creativity of students through literacy discipline habits. The purpose of this study was to find out how to implement the school literacy movement in instilling student discipline in the digital era at SMP Excellent 1 Tangerang and to find out the driving and inhibiting factors for implementing school literacy movement in instilling student discipline in the digital era. This study uses a qualitative approach with descriptive analysis method of data collection techniques using interviews, observation, and documentation. Based on the results of research that has been carried out using interview techniques and documentation of school principals, class teachers, and students, it shows that the school has implemented the school literacy movement, although there are still some students who are not fully disciplined in implementing the school literacy movement, the principal and class teacher provide educational punishment for students who lack discipline in literacy and become



habituation for students who have implemented the school literacy movement in a disciplined manner. The driving factor for this school literacy movement is the availability of a reading corner to make it easier for students to apply a disciplined attitude to reading. However, there are still obstacles in the implementation of the school movement in instilling a disciplined attitude of students in the digital era, namely the lack of facilities and infrastructure as well as a large number of reading sources. use textbooks.

Keywords: Implementation; School Literacy Movement; Discipline; Attitude.

INTRODUCTION

The literacy skills of Indonesian students are still concerning. So that the campaign or implementation of school literacy is a very important program to instill discipline in all school subjects in students in the digital era. For this reason, appropriate learning strategies and literacy assessment models are needed. According to Abidin et al (2017: 1), the school literacy campaign is a very important program to be applied in the world of education because it is able to instill a disciplined attitude of reading and writing in students in the digital era.

Discipline refers to various disciplinary rules that occur and are formed after going through a long and influential counseling process in the process of continuing education of families and schools, showing orderly and obedient behavior. In the school environment, disciplinary attitudes must be established throughout the school environment as well as included in school rules or school rules. This disciplinary attitude aims to make all school residents accustomed to having a disciplined attitude, especially for students. The existing rules in schools must be obeyed by students in order to be accustomed to the rules and apply discipline in the next life. However, many schools have implemented a disciplinary attitude towards their female students but there are still many female students who violate it (Indah Fitriani 2019:3).

Students' literacy skills are closely related to the terms of reading skills, that is, the ability leads to analytical, critical and reflective comprehension. Reading is a window that opens the world, everyone can travel the world for free through reading, but not many people have the habit of reading regularly. The reading rate is also low in Indonesia.

In response to these concerns, a school literacy campaign was launched in accordance with the Decree of the Minister of Education and Culture Number 23 of 2015. In this program, implementing school literacy campaigns, enabling students to grow and increasing students'



interest in reading to cultivate noble morals in the digital age. Part of this activity is reading a non-learning book 15 minutes before the start of study time. Developed to instill a disciplined attitude among students in the digital age, the readings given to students also include the development of discipline, character, local, national and global wisdom according to the stages of student development. The campaign also requires support not only from the school, but also from parents who have a major impact on the success of the activity.

The "Guide to Literacy Campaigns in Junior High Schools" explains that literacy is divided into three stages: habituation, development and learning. The scope of literacy campaigns in junior high schools includes: 1). The physical environment of the school 2) The school environment and the emotional environment in which junior high literacy activities are carried out (support and active participation of all school residents). 3) Academic environment (with real literacy programs that can be implemented by all school residents). Several factors hinder the implementation of literacy programs, one of which is that each school has a different capacity to implement a literacy program.

According to Fianto et al (2017), one way to develop a culture of literacy in a country is to provide reading materials and increase students' interest in reading. Therefore, developing a school literacy campaign program requires careful coaching.

Developing a mature interest in reading and writing is one of the most important courses because it is designed to increase students' intelligence and creativity. Sulistyo (2017: 1) argues that the overall goal of the school literacy campaign is to develop the character of students by developing the various qualities contained in the school literacy campaign, making it lifelong learning. School literacy campaign activities certainly involve all school residents, ranging from teachers, parents/guardians of students, the community and especially students. It should be pointed out that students are a major part of the school's literacy campaign. But not all students are interested in reading and writing, especially elementary school students. Of course, there are not only reading and writing literacy, but also various types of literacy.

In Liliani's view (2016:789), it is the problem of understanding that becomes an obstacle to students' reading activities, because students with intellectual disabilities affect the knowledge they have.

Based on the observations of the supporting factors of the literacy movement are already available at SMP Excellent 1 Start with a public library for all school residents, and go to the reading corner in the classroom to read books to students. Currently, the literacy campaign of



SMP Excellent 1, especially Class VII, is not running well, there are obstacles in technology and the application of literacy campaigns in this digital era, namely the Covid-19 pandemic which requires students to do distance learning (PJJ), so that books available at home are limited to be read by students, unscheduled time also makes students less disciplined in carrying out school literacy movements. Therefore, the researcher conducting the study wanted to know the strengths, weaknesses, opportunities and threats in the implementation of the school literacy movement in the cultivation of student discipline in the digital era so that they can become students who are disciplined not only in reading discipline but discipline in many ways related to student behavior in the school environment and residential environment.

RESEARCH METHODS

The research approach in this study is to use qualitative research. Qualitative research is a research method that emphasizes more on observing phenomena and more research into the substance of the meaning of the phenomenon. The analysis and acumen of qualitative research are greatly affected on the strength of the words and sentences used. Therefore, the focus of qualitative research is on the process and the meaning of the results. The attention of qualitative research is more focused on human elements, objects, and institutions, as well as the relationships or interactions between those elements, in an effort to understand an event, behavior, or phenomenon.

Qualitative research is more descriptive because the data collected is in the form of words and images, so it does not emphasize numbers but rather emphasizes the process and researchers participate for a long time in the field by carefully recording what is happening and making detailed research reports.

DISCUSSION

The results of the research analysis were obtained using observation techniques, interviews, and documentation. To see the conditions that occur in the field through a qualitative approach. This approach aims to gain understanding and provide a real and complex picture. The following is a discussion of the research data obtained from the results of interviews and observations that are analyzed and then described by the Principal, Pancasila and Civic Education Teachers, and Students. This interview activity was conducted by conducting observations, interviews and documentation about implementing the school literacy movement in instilling



students' disciplinary attitudes in the digital era described by the Principal, Civic Teachers, and Pesert Didik. Interviews were conducted to the Principal as the policy giver in the school, to the Civic Teacher as the implementer and intermediary of the school policy provider, to the Student as the implementer of the school policy.

Implementation of the school literacy movement in instilling a disciplined attitude of students

The results of the implementation of the school literacy movement in instilling the disciplinary attitude of students that have been applied at SMP Excellent 1, namely habituation, development, and learning. The results of the interview obtained by peneliti that the implementation of the school literacy movement in instilling the disciplinary attitude of students in the digital era in schools is aimed at instilling the habituation of student discipline attitudes through this literacy movement. Then the results of interviews related to who participated in the creation of the literacy movement program were the board of teachers and guardians of students or parents of students. Parents take part in the establishment of a literacy program in schools because the school wants students studying at SMP Excellent 1 to be able to participate in the program in the school properly and if students commit violations or do not participate in the program, then parents are willing for their children to be sanctioned by the school for their violation actions. So, the creation of the school literacy movement program is based on the policies of the school and the teacher council which must be obeyed by all school residents as well as aiming to form a disciplined attitude of students, obey, and order in the school.

According to Soegeng Prijodarminto, SH (1994: 25) the notion of discipline as a condition created and shaped through the process of a series of behaviors that show the values of obedience, obedience, loyalty, order and order. Those values have become a behavioral part of his life. That behavior is created through the process of fostering through family, education, and experience.

One of the efforts made by schools in implementing the literacy movement in improving student discipline in the digital era is by the way picket teachers have a list of students who are late and do not follow the morning tadarus for religious literacy programs, while for academic literacy themselves the class teacher has a record of a list of students who do not do non-lesson book reading activities 15 minutes before the lesson starts. As stated by the principal for academic literacy, the policy is left to the teachers of their respective classes to be managed to make it more enjoyable.

With a special note for students who have not followed the rules properly helps the principal and the teacher council know which learners need special direction with the intention of helping students have a better habituation.

According to Brazelton (2005:1), discipline is providing education or educating not punishing. So seeing the opinion above that in preparing a learner to become a disciplined person, he must be given education or educate instead of giving a punishment. By giving good education, it must also be accompanied by a sense of affection so that what we give to students can stick and they can emulate what we give or set an example for. When something can be embedded in students, it will be embedded deep in the child's soul to always do these good things.

Development of a disciplined attitude in schools

Based on the results of interviews that have been conducted by researchers, researchers found that the way schools develop students' disciplinary attitudes is to provide sanctions in the form of coaching and if it is sustainable, it will be sanctioned according to their mistakes. For example, if you do not follow the morning tadarus, students who commit violations will be penalized for memorizing letters, or helping to care for the garden by watering plants. Another thing with academic literacy, for example, is that if there are students who do not participate in the activity of reading 15 minutes of non-lesson books before the lesson starts, they will be given reprimands, advice, and emphasis if repeated continuously.

The sanctions given by schools and class teachers aim to develop an attitude of discipline and a sense of responsibility for students, thus it is hoped that students can make this literacy program a habituation that must be carried out both at school and at home and be more disciplined in managing time so that a disciplined spirit is embedded in students.

According to Hurlock (2004:82), the concept of discipline is used only when the child violates the rules and orders given by parents or adults who are authorized to regulate the social life in which the child lives. From the concept, it is seen that discipline is given only to a child who violates or does not obey the rules, and when the child violates the rules, he will get punishment.

Consistency of the implementation of the school literacy movement in instilling the discipline attitude of students in the digital era

From the results of interviews, observations, documentation, researchers obtained data that the consistency of the elements of the implementation of the literacy movement carried out



by the school has been consistent and fixed for all students at SMP Excellent 1. It can be seen from the principal's regulations that have been fixed, where the rules that have been agreed upon by the teacher, parents or parents of students must be obeyed by all students of SMP Excellent 1.

The results of observations and documentation were obtained by researchers that the principal has been fair in implementing the literacy movement in instilling students' disciplinary attitudes in the digital era seen when students take part in religious and academic literacy programs according to a predetermined schedule and it is found that it is very rare for students who are undisciplined during research at school every day by researchers during the study.

The results of interviews, observations, and documentation show that the principal through the implementation of the literacy movement in improving the discipline of students in this digital era provides a lot of learning for students through the process of implementing the school literacy movement at SMP Excellent 1. From the implementation of the school literacy movement in instilling a disciplined attitude of students in digital terms, it helps students understand the importance of literacy in everyday life because it can form good ethics, discipline attitudes and develop critical thinking skills.

Driving factors and obstacles in implementing the literacy movement in instilling students' disciplinary attitudes in the digital era

Based on the results of interviews, observations, documentation, there are driving factors for the implementation of the school literacy movement in instilling students' disciplinary attitudes in the digital era, namely the availability of reading corners in several school hallways and in several classes to make it easier for students to implement the school literacy movement and be more disciplined in its application. There is also a library room that is indeed provided for students who want to read or just write stories.

The obstacles that occur in SMP Excellent 1 in the implementation of the school literacy movement in instilling students' disciplinary attitudes in the digital era certainly exist. From the existing obstacles, schools should be ready to face every obstacle and not make these obstacles a form of failure of a program because every process there are always obstacles that can be used as lessons to be better in the future.

As for the obstacles that occur in the implementation of the school literacy movement in improving the discipline of students in the digital era such as the lack of reading facilities and



resources, when viewed from the reading resources we use, we still use a lot of textbooks and for facilities also still need to be added. When viewed from the side of students because at home they are more involved with mobile phones than reading books due to the lack of parental concern for the development of student literacy in providing direction to their children so that it is a special concern for schools to improve student discipline.

The obstacles above are a concern for schools to add school libraries and provide reading corners in each class and add reading books to make them more varied and interesting for students and schools to work with parents to be more intertwined in securing students' disciplinary attitudes. One of the efforts to overcome the school in collaboration with parents to create a comfortable, disciplined, and harmonious environment so that education in schools and families is the same, namely familiarizing students with learning on a scheduled basis by filling out a learning form from the school signed by parents if they have fulfilled these activities so that parents can continue to control student activities at home.

Cooperation between schools and families is needed considering the possible obstacles that arise in implementing the school literacy movement in instilling student discipline attitudes in the digital era, there is a gap in circumstances between the situation in schools that support the disciplinary attitude of students in the implementation of the school literacy movement and the situation of students in their environment, especially their respective family environments that are not necessarily able to support the attitude of discipline in participants educate. So with good cooperation, it will be an effort by the school to overcome these obstacles and make students naturally have a disciplined attitude in all actions.

The implementation of the school literacy movement in instilling the disciplinary attitude of students in the digital era aims to familiarize students with a disciplined attitude to reading and be able to process the information received both through digital and print media they read, can think critically, and have ethics both in the school environment, family environment, community environment or outside the school environment. According to Harlock (2004:95), there are several factors that influence discipline, namely the similarity of regulations commonly used by parents, adjustment in a group-approved way, age of parents, gender of parents, socio-economic status, concepts regarding adults, sex of children, age of children, situations. The point of the statement above is that the factor that influences the occurrence of discipline in children is that parents use the same method as themselves as an example to discipline children.



It can be concluded that there are still obstacles that occur in SMP Excellent 1 in the implementation of the school literacy movement in instilling the discipline attitude of students in the digital era both in schools and in the family environment. This is supported by the results of the research through interviews, observations, and documentation obtained during the researcher's research at SMP Excellent 1.

CONCLUSION

Based on the results of research and discussions that researchers have explained about the implementation of the school literacy movement in instilling students' disciplinary attitudes in the digital era at SMP Excellent 1, it can be concluded that

1. The implementation of the school literacy movement in instilling the disciplinary attitude of students in the digital era at SMP Excellent 1 has gone well, it can be seen from the results of research that it is very rare for students who are not disciplined in participating in literacy programs in schools. Thus, it can be said that most students follow the literacy program because it has become a habituation in the school environment. Giving sanctions to undisciplined students, the sanctions given aim to instill an attitude of discipline and a sense of responsibility in students so that students can take lessons from the sanctions received so that they can be better in the future.
2. Obstacles that occur in the implementation of the school literacy movement in instilling students' disciplinary attitudes in the digital era at SMP Excellent 1 are the lack of reading facilities and media that still need to be improved, as well as the lack of concern for parents of students.

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