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Implementation Of The School Literacy Movement Program In The Field Of PPKN Studies At SMP Negeri 36 Bulukumba

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Abstract

This research examines the implementation of the School Literacy Movement Program (GLS) in the Pancasila and Citizenship Education (PPKN) subjects at SMP Negeri 36 Bulukumba. The main focus of the research is identifying and analyzing the challenges and impacts that arise during the GLS implementation process, with an emphasis on aspects of resource availability, student interest, teacher understanding and alignment, and support from the school. The research method uses a qualitative approach with a case study design at SMP Negeri 36 Bulukumba. Research participants involved teachers, students and school officials related to GLS. Data was collected through in-depth interviews, observations, and analysis of documents related to curriculum and literacy activities. The research results show a number of significant challenges, including a lack of availability of resources, low student interest, and a lack of teacher understanding and alignment with the concept of literacy. Research recommendations include efforts to increase the availability of resources, develop innovative strategies to increase student interest, train and mentor teachers related to literacy concepts, and strengthen school support and understanding of the importance of GLS. It is hoped that this research will contribute new thinking in increasing the effectiveness of the School Literacy Movement Program in PPKN subjects, support the goals of character and citizenship education at SMP Negeri 36 Bulukumba, and can become a reference for developing literacy programs at the national level.

Keywords: School Literacy Movement, PPKN Subjects, Implementation and Challenges

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INTRODUCTION

Education is the main foundation in forming character and understanding of citizenship among the younger generation. In the midst of various dynamics of societal development, literacy is a critical element in ensuring that citizens have a deep understanding of the values of Pancasila and citizenship. Triyono & Suparman (2018), said that in this context, the School Literacy Movement (GLS) Program is a national initiative which is expected to increase literacy, especially in the subjects of Pancasila and Citizenship Education (PPKN) at the Junior High School (SMP) level. In this context, the School Literacy Movement (GLS) emerged as a progressive initiative that aims to improve literacy skills, opening the door to a deeper understanding of various insights and values. The challenges in achieving effective literacy cannot be ignored. Factors such as lack of access to reading materials, differences in levels of literacy understanding among students, and the fundamental role of teachers in supporting literacy are the main focus of the School Literacy Movement. Through a comprehensive approach, GLS seeks to overcome these challenges and create a learning environment that supports inclusive literacy development (Wandasari, 2017).

However, the implementation of GLS does not always run smoothly and a number of challenges arise that need to be resolved, even though the goal is very relevant, the implementation of GLS in PPKN subjects at SMP Negeri 36 Bulukumba does not always run without obstacles. One of the central problems is the lack of understanding and harmony in applying GLS in the PPKN context. This involves challenges such as minimal availability of resources, less than optimal understanding on the part of teachers regarding literacy concepts, and the impact on student participation. Limited resources, both financial and infrastructure, can be a serious obstacle in carrying out literacy activities. The availability of books, multimedia devices, and access to literacy resources can influence a school's ability to organize diverse and interesting literacy activities for students. The level of student participation in literacy activities can be a significant problem.

Students' low interest or lack of understanding of the relevance of literacy to their daily lives can hinder the goals of the School Literacy Movement Program. As well as a lack of support from the school and differences in interpretation of the PPKN curriculum can be significant obstacles in achieving GLS goals. SMP Negeri 36 Bulukumba, as an educational institution that plays a role in shaping the character and citizenship of its students, participates in implementing GLS. Then another problem that can be faced in implementing GLS in PPKN subjects at SMP Negeri 36 Bulukumba is the lack of support and understanding from the teacher. Teachers' understanding

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of literacy concepts, appropriate teaching methods, and integration of literacy material in the curriculum are critical elements that can influence the success of this program.

Adiputra & Poerwaningtias (2019), in their research approaching this problem, literacy theory becomes a relevant theoretical basis. The concept of literacy is not only limited to the ability to read and write, but also includes an understanding of values, ethics and civic norms. Literacy theory helps in understanding the complexity of implementing GLS in PPKN subjects, along with efforts to increase students' understanding of citizenship concepts. According to Tjilen, (2019), program implementation theory is an important study material for identifying factors that influence the success or failure of a program at the school level. Understanding this implementation theory will provide an in-depth perspective on the practical obstacles that teachers and students may face in implementing GLS in PPKN subjects. By investigating the problems that arise and utilizing relevant theories, this research aims to contribute new thinking in order to increase the effectiveness of the School Literacy Movement Program in PPKN subjects at SMP Negeri 36 Bulukumba.

In developing an understanding of the implementation of GLS in PPKN subjects at SMP Negeri 36 Bulukumba, this research will highlight several critical aspects. From teacher understanding and support of the program, to student participation in literacy activities, each element will be explored to understand the dynamics of implementation and evaluate its impact on students' civic understanding. The importance of this research lies not only in its efforts to solve concrete problems that arise, but also in its contribution to national educational thinking and practice. By understanding the obstacles and potential solutions, we can increase the effectiveness of the implementation of the School Literacy Movement Program in PPKN subjects, supporting the goals of character and citizenship education. Through a better understanding of these challenges, it is hoped that relevant and effective strategies can be found to support student literacy at SMP Negeri 36 Bulukumba.

LITERATURE REVIEW

Understanding Literacy

According to UNESCO in the Ministry of Education and Culture (2017) literacy is: "a series of skills using reading, writing and counting skills according to the context received and developed through learning and application in schools, families, communities and other related situations. Based on the World Economic Forum held in 2015, it was stated that there are six main types of

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literacy, namely: language, numeracy, science, digital, finance and culture and citizenship. The six types of legal literacy are related and all are necessary for skill development. Therefore, in accordance with this, citizens must master the six basic types of literacy, one of which can be achieved by implementing the School Literacy Movement (GLS).

Clay (2001) classifies the components of information literacy into early literacy, basic literacy, library literacy, media literacy, technological literacy and visual literacy. Literacy components can be described as follows: (1) Early Literacy, includes the ability to listen, understand spoken language, and communicate visually or verbally, which develops through interaction with the social environment around where the individual lives. (2) Basic Literacy, includes a person's ability to listen, speak, read, write and calculate, which is related to analytical skills in calculating, perception of information, communication and explanation of information based on the individual's personal understanding. (3) Library Literacy, includes a person's knowledge of how to differentiate between fiction and non-fiction reading, the use of reference and periodical collections, understanding of the use of cataloging and indexing, and the ability to acquire knowledge. (4) Media Literacy is a person's ability to recognize and use intelligently various types of existing media, including print media, electronic media and digital media. (5) Technology Literacy, is a person's ability to understand aspects related to technology, including hardware, software, as well as ethics and etiquette in using technology intelligently and wisely. (6) Visual Literacy, is a higher level of ability that combines an understanding of media literacy and technological literacy. Visual literacy develops individual skills in learning wisely using image-based or audio-visual materials.

Implementation Of The School Literacy Movement

The school literacy movement is a movement that aims to make schools a place of learning (reading and writing) so that citizens can remain literate throughout their lives by involving the community. The reading movement in schools must be encouraged because Indonesian people's interest in reading and writing is still relatively low. It is hoped that the existence of a literacy program at this school will be able to stimulate interest in reading and writing from an early age. The aim of the school literacy movement as a whole is to foster and develop students' character so that they become literate for life through the literacy system built in the school literacy movement.

Based on the guidebook for the school literacy movement in junior high schools published

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by (Kemendikbud. 2016) the stages of implementing the school literacy movement at the junior high school level are divided into three stages, namely the habituation stage, development stage, and learning stage.

Bruner's Constructivist Learning Theory

According to Bruner (1973) as quoted by Sugrah in 2019, learning can be understood as a social process where students actively build new concepts and knowledge based on the knowledge they currently have. In this constructivist perspective, students have a central role in the learning process, where they make choices, formulate hypotheses, and make informed decisions. The main goal of this activity is to integrate new experiences into the knowledge and experiences that students already have.

In this learning process, the teacher acts as a facilitator who helps students develop their potential. Students have an active role in building their own knowledge through their understanding. Teachers give students the freedom to be creative and put forward their own ideas, while consciously using the learning strategies they choose. Through this constructivist approach to learning, teachers provide opportunities for students to achieve higher understanding through notes they write using their own words.

METHODS

This research takes a qualitative approach with the aim of exploring the implementation of the School Literacy Movement Program (GLS) in Pancasila and Citizenship Education (PPKN) subjects at SMP Negeri 36 Bulukumba. The choice of a qualitative approach was taken so that researchers could detail the implementation context, identify problems, and understand the experiences of stakeholders in more depth. A research design in the form of a case study was used to provide an in-depth focus on the implementation of GLS in a specific school environment, namely SMP Negeri 36 Bulukumba.

Research participants involved teachers, students and school officials related to the implementation of GLS at SMP Negeri 36 Bulukumba. Participant selection was carried out purposively, ensuring the involvement of those who have experience and knowledge relevant to the literacy program. The data collection method involves in-depth interviews with teachers, students who are active in literacy activities, and school officials involved in program management. Direct observations were carried out in classes that carried out literacy activities

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and literacy extracurricular activities. In addition, analysis of documents related to the PPKN curriculum, literacy activity plans, and evaluation reports will be additional data sources for understanding the contextual and development of literacy programs.

The data collection process will be carried out continuously throughout the research period, ensuring an in-depth understanding of GLS implementation. Data analysis uses a thematic analysis approach to identify patterns, findings and challenges in GLS implementation. The validity of the data is obtained through triangulation, namely comparing results from various data sources such as interviews, observations and document analysis. Data reliability is strengthened by noting the clarity of research steps and ensuring uniformity in data collection.

Research ethical principles will be upheld, including obtaining permission from the school and participants, maintaining data confidentiality, and providing clear information to participants regarding the aims of the research. With this research method, it is hoped that concrete problems in the implementation of GLS in PPKN subjects at SMP Negeri 36 Bulukumba can be revealed, provide valuable insights, and encourage the development of more effective literacy programs.

RESULTS

The results of this research note a number of problems that emerged during the implementation of the School Literacy Movement Program in PPKN subjects at SMP Negeri 36 Bulukumba. Obstacles were found such as lack of resources, teachers' suboptimal understanding of the curriculum, and lack of support from the school. Apart from that, the level of student participation in literacy activities is also a major concern. The results of this in-depth analysis provide a comprehensive picture of the challenges faced by education stakeholders in implementing GLS in PPKN subjects. In exploring the implementation of the School Literacy Movement Program (GLS) in Pancasila and Citizenship Education (PPKN) subjects at SMP Negeri 36 Bulukumba, the results of this research reveal a number of crucial findings that reflect the complex dynamics in efforts to increase student literacy. The following are the results and discussion of the research which is the main focus:

Lack Of Resource Availability

The findings show that the lack of availability of resources, especially in terms of finance and infrastructure, is a serious obstacle in implementing literacy activities. Limited access to reading materials, multimedia devices, and other literacy resources affects schools' ability to

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organize diverse and interesting literacy activities for students. The lack of availability of resources is a central problem in the implementation of the School Literacy Movement (GLS) Program in Pancasila and Citizenship Education (PPKN) subjects at SMP Negeri 36 Bulukumba. The research results show that limited resources, especially in terms of finance and infrastructure, are detrimental to the smooth implementation of literacy activities in the school. Limited financial aspects hinder efforts to provide reading materials, multimedia devices and other literacy resources needed to support various literacy activities (Juliana & Hubner, 2021).

The impact of the lack of availability of these resources is significant in creating a learning environment that does not support students' literacy development. The availability of quality books, multimedia devices and other literacy tools plays an important role in motivating students to actively participate in literacy activities. Apart from that, according to (Ahmad & Eddy 2020), limited infrastructure such as inadequate libraries and minimal access to information technology can limit the variety of literacy activities that students can access. The challenges that arise due to the lack of availability of resources not only impact the quality of GLS implementation but also affect the level of student participation. Students may be less motivated to engage in literacy activities if supporting resources are inadequate or lacking in variety. Therefore, the solution to this problem needs to include efforts to increase the budget allocation for literacy, optimizing the use of existing resources, as well as exploring partnerships with external parties to enrich the literacy resources available at SMP Negeri 36 Bulukumba. Thus, policies and strategies that can increase the availability of resources are key to ensuring the success of GLS implementation and creating a more effective literacy environment (Perdana et al, 2023).

Low Student Interest And Lack Of Understanding Of The Relevance Of Literacy

The research results highlight students' low interest and their lack of understanding of the relevance of literacy to everyday life. This factor hampers the effectiveness of the School Literacy Movement Program, because students tend to be less involved in literacy activities if they do not see its connection to the context of their lives. Low student interest and lack of understanding of the relevance of literacy are serious obstacles in achieving the goals of the School Literacy Movement Program (GLS) in Pancasila and Citizenship Education (PPKN) subjects at SMP Negeri 36 Bulukumba.

The research results revealed that some students experienced a lack of interest in literacy activities and did not understand how important literacy is in their daily lives. The low level of

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student participation in literacy activities is a problem that needs attention. It was found that some students were not active in literacy activities and were less motivated to get involved. This factor can be detrimental to achieving the goals of the School Literacy Movement Program (GLS) in the Pancasila and Citizenship Education (PPKN) subjects at SMP Negeri 36 Bulukumba. The research results show that low student participation in literacy activities is a major concern in the implementation of GLS. Some students tend to be inactive or less motivated to participate in literacy activities, which can affect the overall effectiveness of the program. Low student participation can be caused by a number of factors, including low student interest or lack of understanding of the relevance of literacy to their daily lives. Students who do not see value or direct benefit from literacy activities may be reluctant to actively engage.

This problem is influenced by a number of factors, including the lack of attractiveness or connection of literacy material to students' lives. Students' understanding of the relevance of literacy to their personal, social and civic development still needs to be improved. Students may consider literacy activities as a routine school obligation without realizing the concrete benefits that can be obtained. The impact of low student interest can result in less active participation in literacy activities, hampering the achievement of GLS goals. Lack of student involvement can also affect the effectiveness of literacy learning, reduce the absorption of material, and hinder the development of students' literacy skills.

Srihartati & Nisa (2023), in their research found that to overcome this challenge, efforts are needed to increase students' interest in literacy, make literacy activities more relevant to everyday life, and increase students' understanding of the benefits of literacy in building character and citizenship. . Teachers and education stakeholders need to develop innovative and interesting strategies, develop a literacy curriculum that suits students' interests, and improve communication about the value and benefits of literacy in the school environment. In this way, the problem of low student interest and lack of understanding of the relevance of literacy can be overcome, and GLS can be more effective in achieving literacy goals at SMP Negeri 36 Bulukumba. Efforts to improve low student participation need to explore the underlying causes. Increasing students' interest in literacy and clarifying its connection to their daily lives is a key step.

Teachers and education stakeholders can develop innovative strategies, create a more interesting literacy curriculum, and establish direct links between literacy material and the context of students' lives. In addition, there is a need to better understand students' literacy preferences and needs to be able to provide literacy activities that are more appropriate to their interests.

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Literacy programs that reflect the diversity of student interests can be a solution to increase student participation. Increasing collaboration between teachers, students and the school in designing and implementing interesting literacy activities can increase students' motivation to be actively involved in literacy learning (RANI, 2022).

Challenges In Teacher Understanding And Alignment

One of the central problems is the lack of understanding and harmony in applying GLS in the context of PPKN subjects. Teachers have difficulty understanding literacy concepts and integrating them effectively in the PPKN curriculum. Optimal understanding on the part of the teacher is key in designing and implementing literacy activities that suit student needs. Challenges in teacher understanding and harmony are the main obstacles in implementing the School Literacy Movement Program (GLS) in Pancasila and Citizenship Education (PPKN) subjects at SMP Negeri 36 Bulukumba. The research results show that some teachers face obstacles in understanding the concept of literacy and the harmony between GLS material and the PPKN learning context.

Teachers' lack of understanding of the concept of literacy can hinder the effectiveness of teaching, along with less than optimal integration of literacy material in the PPKN curriculum. Teachers may not fully understand the essence of literacy as more than just reading and writing skills, including understanding values, ethics and civic norms. Alignment between literacy concepts and PPKN learning objectives is also a challenge, considering the complexity of the material and curriculum that must be integrated.

This challenge requires efforts to improve training and mentoring for teachers related to literacy concepts and GLS implementation. Satria (2023), training can strengthen teachers' understanding of the importance of literacy in the context of citizenship education, as well as improve their skills in presenting literacy material in an interesting and relevant way. Alignment between GLS and the PPKN curriculum can be strengthened through collaboration between PPKN teachers and literacy program managers. Apart from that, ongoing advocacy and coaching needs to be carried out to ensure teachers' understanding and alignment in implementing GLS. Administrative support and development of literacy modules that are integrated with the PPKN curriculum can be strategic steps to overcome this challenge. In this way, teachers can more effectively implement GLS in PPKN learning, creating a learning environment that supports the development of student literacy and citizenship at SMP Negeri 36 Bulukumba.

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The Important Role Of Literacy Theory

Literacy theory has proven its success as a relevant theoretical foundation. The concept of literacy, which is not only limited to the ability to read and write, but also includes an understanding of values, ethics and civic norms, is an important element in achieving the goals of GLS. Literacy theory plays an important role in detailing and understanding the challenges that arise in the implementation of the School Literacy Movement Program (GLS) in Pancasila and Citizenship Education (PPKN) subjects at SMP Negeri 36 Bulukumba. Literacy theory encompasses broader concepts than just reading and writing skills, involving understanding values, ethics, and civic norms.

In the context of this research, literacy theory helps construct a framework for understanding the complexity of GLS implementation. This theory describes literacy as an important tool for opening the door to a deeper understanding of various insights and values, especially in the context of citizenship education. Through this understanding, research can highlight how GLS can holistically improve student literacy, not only in terms of reading and writing, but also in understanding civic norms and Pancasila values. Literacy theory emphasizes that literacy is not limited to the ability to read and write only, but rather includes a deep understanding of values, ethics and civic norms. Therefore, the implementation of GLS is expected to create a learning environment that not only improves students' basic reading and writing skills, but also develops their understanding of the meaning of civic values. In detailing the complexities of GLS implementation, literacy theory helps research to identify and understand the extent to which this program can achieve its goals. By focusing on aspects such as ethics and norms of citizenship, research can assess the impact of GLS on students' overall understanding of citizenship (Fathani, 2016).

Wardhana et al (2022), stated that literacy theory also provides a basis for assessing the impact of GLS on students' understanding of citizenship concepts. By understanding literacy as a whole that includes various aspects, research can identify areas where GLS can be improved, both in terms of curriculum, teaching methods, and required resources. In addition, literacy theory can provide insight into how GLS can be integrated synergistically with the PPKN curriculum. This theory helps identify essential elements in civic literacy, guiding the development of modules or teaching methods that are relevant to the goals of character and citizenship education. Furthermore, literacy theory provides guidelines for evaluating the curriculum and teaching methods implemented in GLS. By understanding that literacy includes dimensions of values and

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ethics, research can recommend improvements or adjustments so that programs can more effectively convey civic messages. In the integration of GLS with the PPKN curriculum, literacy theory helps identify how civic literacy concepts can be integrated in a coherent and effective way. Thus, research can provide concrete recommendations for strengthening curriculum frameworks that support civic literacy. The importance of literacy theory in this research is not only limited to identifying concrete problems, but also in providing a basis for more effective solutions. By understanding and applying literacy theory, this research can make an important contribution to the development of the School Literacy Movement Program in PPKN subjects at SMP Negeri 36 Bulukumba.

By utilizing literacy theory, this research not only identifies concrete problems in the implementation of GLS in PPKN subjects at SMP Negeri 36 Bulukumba, but also provides an in-depth understanding of aspects of literacy that need to be strengthened. Therefore, literacy theory serves as a rich theoretical guide to explain and enhance the effectiveness of GLS in increasing students' civic literacy and understanding. Literacy theory forms the basis of a broad understanding of reading and writing skills and involves aspects of values, ethics and civic norms. In the context of implementing the School Literacy Movement Program (GLS) in the Pancasila and Citizenship Education (PPKN) subjects at SMP Negeri 36 Bulukumba, literacy theory plays a central role in guiding research to understand the dynamics of student literacy and the challenges of program implementation.

Lack Of Support And Understanding From Schools And Teachers

Lack of support and understanding from schools and teachers regarding the concept of literacy is a critical factor. Full involvement and support from the school, along with teachers' understanding of the concept of literacy, is a determining factor in the success of this program. Challenges in implementing the School Literacy Movement Program (GLS) in Pancasila and Citizenship Education (PPKN) subjects at SMP Negeri 36 Bulukumba include a lack of support and understanding from the school and teachers. This factor is critical in determining the success of literacy programs at the school level. Insufficient support from the school can be reflected in the limited availability of resources, both in terms of finance and infrastructure. These limitations can affect the school's ability to organize diverse and interesting literacy activities for students. Apart from that, a lack of understanding from schools regarding the importance of literacy in supporting character and citizenship education can also be a serious obstacle (Tarnoto, 2016).

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Meanwhile, a lack of support and understanding on the part of teachers can include limited understanding of literacy concepts, appropriate teaching methods, and integration of literacy material in the PPKN curriculum. Teachers who do not understand the purpose and benefits of GLS may experience difficulty in delivering literacy material effectively, so the impact can be detrimental to student participation in literacy activities. Improving support and understanding from schools and teachers needs to be the main focus in increasing the effectiveness of GLS. Involving schools and teachers in relevant training and in-depth understanding regarding the implementation of literacy programs can pave the way for positive change. Strengthening the school's commitment to providing resources and supporting literacy initiatives will also contribute to the long-term success of the program. Through an in-depth understanding of these challenges, this research can provide concrete recommendations to increase support and understanding from schools and teachers in implementing GLS. In this way, the literacy program can become more integrated and relevant to the character and citizenship education needs of students at SMP Negeri 36 Bulukumba.

Lack of support and understanding from schools and teachers regarding the concept of literacy is a critical factor influencing the successful implementation of the School Literacy Movement Program (GLS) in Pancasila and Citizenship Education (PPKN) subjects at SMP Negeri 36 Bulukumba. Full support and deep understanding from both parties is essential to ensure the sustainability and effectiveness of the literacy program. Lack of support from the school can result in limited resources, including financial resources and infrastructure. Limited availability of resources can limit a school's ability to organize diverse and interesting literacy activities for students. Full support from the school involves a commitment to providing sufficient resources to support literacy activities, such as books, multimedia devices, and access to literacy resources.

Apart from that, the lack of understanding from schools about the importance of literacy in supporting character and citizenship education is also a challenge. This understanding includes an appreciation of the values, ethics and norms of citizenship that can be instilled through literacy activities. Awareness of the relevance of literacy to the formation of student character is key in supporting the goals of GLS. On the teacher's side, the lack of support and understanding includes limited understanding of literacy concepts, appropriate teaching methods, and integration of literacy material in the PPKN curriculum. Relevant education and training for teachers can help improve their understanding of literacy concepts and how best to convey them to students. Strengthening teachers' commitment to organizing literacy activities and integrating literacy into

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daily learning is also the key to success. In overcoming this challenge, this research can provide concrete recommendations to increase support and understanding from schools and teachers. Increasing collaboration between schools, teachers and literacy program organizers can be a strategic step in optimizing the impact of GLS at SMP Negeri 36 Bulukumba.

CONCLUSION

From the results and discussions carried out, the conclusion of this research underlines the need for further action to improve the implementation of the School Literacy Movement Program in PPKN subjects at SMP Negeri 36 Bulukumba. Concrete recommendations such as teacher training, improving literacy infrastructure, and increasing support from schools can be taken as sustainable improvement steps. This conclusion reflects the importance of improving the literacy system at the school level as a first step to ensure that GLS goals can be achieved optimally.

In developing an understanding of the implementation of GLS in PPKN subjects at SMP Negeri 36 Bulukumba, this research highlights several critical aspects involving the lack of availability of resources, low student interest, challenges in teacher understanding and alignment, lack of support and understanding from the school and teachers. , as well as low student participation in literacy activities. Literacy theory proves successful as a relevant theoretical foundation, helps explain the complexities of GLS implementation, and provides an in-depth perspective on the challenges and potential solutions. By utilizing literacy theory, this research contributes new thinking in order to increase the effectiveness of the School Literacy Movement Program in PPKN subjects at SMP Negeri 36 Bulukumba. Qualitative research methods with a case study approach were used to explore the context of GLS implementation at SMP Negeri 36 Bulukumba. Research participants involved teachers, students and related school officials. Data was collected through in-depth interviews, direct observation, and analysis of documents related to the PPKN curriculum and literacy activities. The research results identified several main challenges that need to be addressed, including lack of availability of resources, low student interest, challenges in teacher understanding and alignment, lack of support and understanding from schools and teachers, and low student participation in literacy activities.

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