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IMPLEMENTATION OF LITERACY MANAGEMENT IN SMK NEGERI 3 SINGKAWANG

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Abstract

Efforts to make schools as learning organizations whose citizens have lifelong literature by utilizing their resources. The main supporter of the School Literacy Movement (GLS) has been owned, namely the SMK Negeri 3 Singkawang library that provides a variety of quality reading books, but in real interest in reading and intensity of borrowing books by students is still minimal. The information obtained is the existence of various things that are considered as obstacles, including (1) the availability of quality books in the neighbourhood, (2) the distance between classes to the library room that is not close, (3) the complexity of the procedure for borrowing books in the library, (4) the time limit for borrowing at the library, (5) there is reluctance towards library staff. The purpose of this study is (1) to describe literacy planning in SMK Negeri 3 Singkawang, (2) describe the implementation of literacy activities in SMK Negeri 3 Singkawang, (3) describe the literacy supervision activities in SMK Negeri 3 Singkawang. The Research Method used descriptive qualitative research. The study was conducted in SMK Negeri 3 Singkawang. The research subjects were students of class X in the academic year 2017/2018, data collection techniques used were interviews, observation and documentation study. As well as triangulation of sources and techniques to ensure the validity of the data. Evaluation results Implementation of the reading corner policy beginning in June 2018 in class X students in the academic year 2017/2018 was that all students (100%) have borrowed library books, all students (100%) have read books non-subjects, 100% of students have made a resume of the contents of at least 1 non-text reading book that they read, 69.6% of students felt that the presentation of the results of resume books can improve the ability to speak in front of the crowd. This study concluded that (1) The planning of the liberation movement in SMK Negeri 3 Singkawang was realized by the formation of the GLS team, Cadre Officers and library classes/reading corners. (2) The implementation of literacy activities in SMK Negeri 3 Singkawang has shown progress shown by the enthusiasm of students to read to increase. (3) The supervision of the literacy movement in SMK Negeri 3 Singkawang is jointly conducted between the GLS team and Indonesian language teachers.

Keywords: Implementation; Management; Literacy Movement

Introduction

RI Law Number. 20 of 2003 concerning the National Education System, Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation

and country. Minister of Education and Culture Regulation No. 23 of 2015 concerning the Development of Characteristics is manifested by compulsory reading, especially for elementary, junior high or high school students in the form of "15-minute activities reading non-learning books before learning time begins". This activity is carried out to foster students' interest in reading and improve reading skills so that knowledge can be better mastered. The reading material contains the values of character, in the form of local, national and global wisdom, which are delivered according to the stage of development of students, which must be implemented at every level of the school.

The policy in the field of education is implemented by the principal as a manager applying the concept of good management in carrying out the reading movement or better known as the School Literacy Movement (GLS). The opinion of George R. Terry (1877-1955) stated by Hariri (2016: 2) states that: "Management is a distinct process consisting of planning, organizing, acting and controlling; utilising in each both science and art, and followed to accomplish pre-determined objectives". This opinion is in line with Stoner as quoted by Handoko (2009: 8) argues that "management is the process of planning, organizing, directing, and supervising the efforts of the members of the organization and the use of other organizational resources to achieve the stated organizational goals". The most well-known management functions are those proposed by Luther Gullick and George R. Terry as stated by Maswardi and Yuliananingsih (2016: 15): "The well-known management functions are stated by Luther Gullick, known as the POSDCORB acronym, there are six management functions according to Gullick: (1) Planning, (2) Organizing, (3) Staffing, (4) Directing, (5) Coordinating, (6) Budgeting. This function was perfected by George Terry, known as the POAC acronym: (1) Planning, (2) Organizing, (3) Actuating, (4) Controlling". Next Usman (2013: 4) states that "Management in the broadest sense is planning, implementation and supervision (P3) of organizational resources to achieve goals effectively and efficiently". This definition of management, according to Usman, confirms 3 main functions of management. This can be understood when organizing activities such as personnel compilation, division of main tasks and functions, confirmation in the decree and others have been accommodated in the planning stage.

The School Literacy Movement is an operational policy of the Directorate of Primary and Secondary Education to implement Permendikbud Number 23 of 2015 concerning the Development of Character. The issuance of the Kepmendikbud outlines the policies of the President of Indonesia, Joko Widodo, known as Nawacita (9 priority agendas) in which four Nawacita items, numbers 5, 6, 8 and 9 are closely related to the literacy component as capital for the formation of quality, productive, and competitive human resources, character, and nationalist. Reading literacy test measures aspects of understanding, using, and reflecting on reading results in written form. Based on a survey conducted by the Program for International Student Assessment (PISA) specifically in reading skills, Indonesia, which originally at PISA 2009 was ranked 57th with a score of 396 (average score of OECD 493), it turns out that in PISA 2015 the ranking dropped, namely ranked 64th with a score of 397 (average score of OECD 496) (OECD, 2016). PISA data, especially in reading comprehension skills, shows that the reading culture of Indonesian students is relatively low.

The Ministry of Education and Culture of the Republic of Indonesia states that in the National Literacy Movement there are six basic types or types of literacy that are the focus of work, namely literacy, numeracy, science, digital, financial, and cultural and citizenship literacy. Among the six basic types of literacy, the existence, position, function, and role of literacy are very fundamental and strategic. It is said so because this literacy not only underlies the overall meaning of the current type of literacy, but also becomes a pillar or

pillar of other types of literacy, animates other types of literacy, and underpins mastery and other literacy abilities so that literacy reads into fibre or the deepest element in all types of literacy (Kemendikbud, 2017: 29).

Based on the results of the initial information gathering conducted by researchers through oral question and answer to class X students of the 2016/2017 academic year at the beginning of June 2017, it can be concluded that the reading interest of students of SMK Negeri 3 Singkawang towards non-subject reading books is still low. From the 232 students of class X not yet reached 10% of students who read or complete the reading of a non-subject reading book both at home and at school. This can be known from the recognition of the students of class X SMK Negeri 3 Singkawang. Based on the results of an initial survey of the reading habits of grade X students a total of 223 students showed 89% of students in these 6 months (January - June) how many times have you borrowed library books, 95% of students had never read non-subject or non-subject books, 99% had not understood the contents of reading books of general non-text subject matter that has ever been read, 85% do not have general knowledge reading books at home, 98% have never read a general knowledge book as a whole, 100% of students have not been able to tell the contents of reading books in order of general knowledge books I've ever read. Library of SMK Negeri 3 Singkawang has provided a variety of quality literature/reading books, but the intensity of borrowing books by students is still low. When asked further, information was obtained that was considered to be the cause of lack of interest in reading and rarely borrowed reading books in the library of SMK Negeri 3 Singkawang, including (1) not having quality books in the neighbourhood, (2) the distance between classes and library spaces that were not close, (3) the complexity of the procedure for borrowing books in a library room, (4) the time limit for borrowing in a library is short and must report an extension, (5) the queue in administrative affairs of borrowing library books is very time-consuming. Minister of Education and Culture Regulation No. 23 of 2015 concerning Growth of Character is manifested by compulsory reading, especially for elementary, junior high or high school students in the form of "15-minute activities to read non-learning books before learning time begins". This activity is carried out to foster students' interest in reading and improve reading skills so that knowledge can be better mastered. Reading material contains the values of character, in the form of local, national, and global wisdom delivered according to the stage of development of students, which must be carried out every school level.

Research Methods

The research method was used in this study is qualitative, in the form of a description that explains the expression of the conversation (results of interviews), one's behaviour (observations) and is supported by documents in the form of photos, videos, and notes (the results of documentation studies) to the principal's policy which begins with the KKPT analysis (Strengths, Weaknesses, Opportunities and Challenges) or known as SWOT (strength, Weakness, Opportunity and Treatment). The strengths identified include the existence of a school library that has enough books, a professional Indonesian teacher and the strong student will. The identified weakness is the number of borrowers and library visitors is still minimal. The opportunity is that there is the willingness of class administrators to manage their lending and returning library reading books. The challenge is to find a strategy for the success of GLS in SMK Negeri 3 Singkawang. Strategy that was taken is to carry out the following stages:

- A. The Planning Activities Phase, in July 2017 includes:
1. The establishment of the GLS TEAM which was confirmed by a decree from the Head of SMK Negeri 3 Singkawang.
 2. The socialization of the School Literacy Movement to teachers in meetings and students.
 3. Teacher and students create classroom library shelves in each classroom.
 4. Internal House Training (IHT) for students as prospective class library managers.
 5. The selection and placement of books from the school library to the class library.
 6. Motivation and mandatory literacy information and procedures for all students.

B. The GLS Implementation Stage starts from August 2017

The concrete forms of reading literacy activities for students of SMK Negeri 3 Singkawang are:

1. Loan administration services by students of class library staff (one student is required to borrow, read and resume the contents of reading books).
2. Reporting of borrower book data from class library administrators to Indonesian Language Teachers and homeroom teachers.
3. Must read 15 minutes every second hour of rest and or free time and make a resume.
4. Periodic checking by Indonesian teachers, results of resumes and literature.
5. Monitoring and motivation from the school principal about literacy obligations.
6. Presentation of book content for students who have completed a reading book in Indonesian language learning.
7. Collection of the results of the book reading contents to Indonesian Language teachers.
8. Displaying the best resume (portfolio) of each class in a wall magazine (Mading).
9. Reporting on the progress and development of literacy activities from Indonesian language teachers to school principals.
10. Awarding the best students in each class in literacy (end of the semester).
11. Presentation contest between Literacy results between classes accompanied by the giving of prizes, trophies and certificates.
12. Commemoration of World Book Day every May in the form of waqf books from students and teachers accompanied by a half-day program of reading non-subject books.

C. Regular and daily supervision of GLS activities.

The purpose of monitoring activities is that the literacy activities take place as planned, while the results of the evaluation program are used as input for the development of literacy activities in the future to improve the quality, productivity and effectiveness of activities. Supervision is carried out in two ways, namely:

1. Direct supervision and monitoring by the School Principal and SMK Negeri 3 Singkawang GLS Team to ensure its implementation.
2. Evaluate program achievements by using monitoring and evaluation sheets.

Results and Discussion

The stages that constitute the procedures for managing the school literacy movement as described in the previous chapter were carried out to facilitate the literacy movement in SMK Negeri 3 Singkawang where the aim was to increase students' interest in reading. Concrete results in research at each stage of literacy activities, according to the sources of the 2016 Vocational School Literacy Movement Guidebook, Directorate of Primary and

Secondary Education of the Ministry of Education and Culture 2016 and are explained in the explanation below.

1. Results of Planning Activities include:

Handoko (2009: 81) suggests nine benefits of planning that planning: (a) helps management to adjust to environmental changes; (b) helps in the crystallization of conformity with key issues; (c) allows managers to understand the whole picture; (d) help assign responsibilities more precisely; (e) provides a way to give orders to operate; (f) makes it easy to coordinate between various parts of the organization; (g) make goals more specific, detailed and easier to understand; (h) minimize uncertain work; and (i) save time, effort and funds. In its implementation, the planning of literacy movement activities in SMK Negeri 3 Singkawang was carried out in the form of:

- a. The formation of the GLS Team which was inaugurated with a decree from the Head of SMK Negeri 3 Singkawang.
- b. The implementation of the School Literacy Movement socialization to teachers in meetings and with students.
- c. Teachers and students have installed Class Library Shelves in each classroom.
- d. Organized Internal House Training (IHT) of selected students as prospective class library managers.
- e. The selection and placement of books from the school library to the class library.
- f. The compilation of a literacy program of SMK Negeri 3 Singkawang.
- g. Motivation and mandatory literacy information and procedures for all students.

2. Results The implementation of the GLS began in August 2017

Hariri (2016: 9) put forward the opinion of George R. Terry (1986) that "actuating is an effort to move group members in such a way that they wish and try to achieve the company's goals and the goals of the company members. it is because the members also want to achieve these goals". The implementation phase of the literacy movement activity in SMK Negeri 3 Singkawang was carried out in the form of literacy program implementation through the reading corner/class library which began in July 2017 has shown significant developments at the end of semester 2 of 2018. This is evidenced from the questionnaire recapitulation circulated to class X students with 10% respondents out of a total of 227 or 23 class X students regarding the reading/library corner policy in each class in the past year and student responses to the principal's policy in implementing literacy in SMK Negeri 3 Singkawang so far. The results of the poll based on the School Literacy Movement program as mentioned above showed the positive influence of all students of SMK Negeri 3 Singkawang with the following assumptions: 1) All students expressed satisfaction with the existence of class libraries/reading corners, 2) All students have made resume books borrowed, 3) All students support the appreciation of the school, 4) All students recognize the role of the Indonesian Language teacher and the Principal in literacy activities, 5) Almost all students feel the benefits of the class library/reading corner and the positive impact of the presentation of literacy results, 6) All students support the school's efforts to continue and improve the "repress" program (reading, resumes and presentations). The real proof was a literacy product in the form of a student's handwritten portfolio. It was recorded that 100% of class X students have carried out reading and resuming the contents of books, there is one book, two books and some even complete literacy of 3 books in one semester. The awarding of certificates and the implementation of literacy competitions accompanied by trophies and

money prizes can stimulate students' enthusiasm to increase the quantity and quality of litres activities from time to time.

3. The results of Oversight activities

Robert J. Mocker's as conveyed by Handoko (Hariri, 2016: 10-11) formulated the definition of supervision in which contains essential elements of supervision, that management supervision is a systematic effort to set standards of implementation with planning, designing objectives feedback information system, comparing real activities with predetermined standards, determining and measuring irregularities, and taking corrective actions needed to ensure that all company resources are used most effectively and efficiently in achieving company goals. Literacy movement activities in SMK Negeri 3 Singkawang were carried out in the form of:

- a. The results of routine monitoring by the Head of SMK Negeri 3 Singkawang and the school literacy movement team obtained a picture of high motivation from students towards the interest in reading books.
- b. The results of the monitoring and evaluation as part of the program evaluation identified several things that needed to be improved, including the need to add a student reading place in an open space, the provision of better class library bookshelves and the need to increase the motivation of teachers and students to donate books to the class library.

This simple step with very minimal cost, which was initiated by the Head of SMK Negeri 3 Singkawang is none other than the real effort to realize the "Nawaksara" program of Indonesian President Joko Widodo, which was elaborated through Minister of Education and Culture Decree No. 23 of 2015 concerning the growth of manners and is elaborated through operational policies by the Directorate of Primary and Secondary Education in the form of the School Literacy Movement (GLS). The various steps or stages are undertaken are ultimately aimed at elevating the SMK Negeri 3 Singkawang degrees, both the scientific degrees of school residents, the degree of quality of education services, the degree of quality of education and most importantly the degree of humanity as knowledgeable people before God Almighty.

4. Impact on the school community

Compare results of the survey before and after literacy management programmed by the head of SMK Negeri 3 Singkawang, where initially 89% of students had never borrowed library books, 95% of students had not read non-eye book activities, 99% of students had no understanding on the contents of the non-eye book, 100% or all students feel unable to tell the contents of the book they have read thoroughly. However, in the span of 10 months (August 2017 to June 2018) the situation changed significantly where all students (100%) had borrowed library books, all students (100%) had read non-subject books, 100% of students had made a resume of at least 1 content Non-reading textbooks they read, 69.6% of students felt that the presentation of the results of the book resume could improve the ability to speak in front of the crowd.

The management of literacy movements carried out in various activities has a positive effect on the reading enthusiasm of the students. Besides, it also adds to library management cadres who understand library management procedures even though they are still on a small scale. This policy has also moved the hearts of teachers who have stated that they will endow their reading books to class libraries on the coming world book day. Thus the positive impact on the school community is really real.

5. Literacy Movement in State Vocational School 3 Singkawang

The School Literacy Movement (GLS) activity that runs in SMK Negeri 3 Singkawang was carried out in various forms, namely:

a. Reading Group Reading Group

Activities are included in the language learning curriculum. The books that become references are books that are characterized by strong characters, good literature, and lively illustrations. After students finish reading, then students are asked to retell the contents of books that they have read. Every Indonesian teacher is required to implement a policy *reading group*. Seen that the reading group activity invites students to read and can take meaning from what they read.

b. School Recess replaces morning motivation

Morning motivation means that every morning for 15 minutes before students start their teaching and learning activities. But the fact that the distance of residence of students, mostly from outside the city/suburbs that generally come from the border of Bengkayang district with Singkawang City boundary so the morning motivation policy launched by the government is difficult to implement. The solution is to use the 15 minute break time to 2 (*school recess*) between 11.50 sd. 12.50 to carry out routine non-textbook literacy movements. We consider this policy to be more equitable according to the principle of local wisdom of border students who are mostly Dayak ethnic, namely the ka'talino fair principle which means we have to be fair in treating everyone. Nevertheless, there are still opportunities for evaluation from time to time.

c. Mini Library or Reading Corner in each Class

The form is the installation of shelves and the provision of books in class libraries in all study rooms to bring library books closer to students. General reading books provided in class libraries are selected from the inventory of books in the SMK Negeri 3 Singkawang library. The management of library classes/reading corners is done by students who are selected as a class library officer. Students are also allowed to bring books from home and place them in the reading corners of their classes. Class libraries/reading corners are expected to minimize the queue of loan registration and repayment, as well as to loosen the duration of borrowing books compared to the procedure for borrowing books at school places or library outside the school. Students are also tested for honesty and responsibility in maintaining, maintaining and caring for books in their classrooms.

d. Library Empowerment as a Source of Literacy

This library is inseparable from the school's mission to support the policy of the School Literacy Movement. All books owned by the school must be recorded in the master book library of SMK Negeri 3 Singkawang. Likewise, reading books will be distributed in every reading corner/class library.

e. World Book Day

This program is usually carried out on April 23 to commemorate world book day. This program contains waqf library activities in SMK Negeri 3 Singkawang to fulfil literacy sources in the library. This activity is a series of World Book Day programs. Other activities that will be carried out routinely are half-day reading with an understanding of non-lesson books, resumes and competitions to present the contents of the book.

f. Storytelling

This program is also a series of World Book Day programs. This Story Telling activity is divided into 3 forms, namely: Story Telling Class, Mading, Literacy Competition.

g. Reading Resumes and Presentations

This activity aims to foster a love of reading in students, accompanied by a hold of the contents of the book and improve the ability to express the contents of its implementation combined with the assignment of Indonesian subjects at each level/class.

h. Development through local wisdom

The motivation sharpening program going forward, instilling local wisdom in West Kalimantan which is famous for the slogan "Adil Ka'Talino, Bacuramin Ka'Saruga Basengat Ka'Jubata is related to the school literacy movement, Adil Ka'Talino is meant to provide equal opportunities to learn, lend a book, regardless of gender, SARA, or gender elements. Bacuramin Ka'Saruga interpreted that reading, adding knowledge is the act of heaven/noble and noble deeds. Basengat Ka'Jubata interpreted that with the provision of knowledge from various readings we hope that a happy life from God Almighty.

The sharpening plan by utilizing local wisdom will be carried out in the form of providing direct motivation in the classroom, installing slogans in strategic places and as well as in any socialization activities for new students and parents of students.

Conclusion

Conclusions of this study were that (1) Limitation movement planning activities in SMK Negeri 3 Singkawang realized the formation of the School Literacy Movement (GLS) team, Cadre Officers and library classes/reading corners. (2) The implementation of literacy activities in SMK Negeri 3 Singkawang has shown progress shown by the enthusiasm of students to read to increase. (3) Supervision of the Literacy Movement in SMK Negeri 3 Singkawang is jointly carried out between the School Literacy Movement (GLS) team and Indonesian language teachers. This has been realized and following the research objectives which can be run and applied in SMK Negeri 3 Singkawang and is expected to continue.

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