
Critical Analysis of Writing Skills through School Literacy Movement in Grade IV Students of SD Negeri 2 Pamijen

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ABSTRACT

Literacy is an essential basic ability in the process of education and individual development. In today's information age, literacy skills, especially writing skills, play a crucial role in shaping learners' critical thinking and creativity. Writing is not merely the act of composing words into sentences but a process that involves thinking, understanding, analysis, and structured expression of ideas. Therefore, the development of writing skills is a primary focus of education. The School Literacy Movement (Gerakan Literasi Sekolah, GLS) aims to enhance literacy culture among learners by fostering a supportive learning environment through various reading and writing activities. This study was conducted at SD Negeri 2 Pamijen, Baturraden District, Banyumas Regency, involving 22 grade IV students. The research aimed to critically analyze the impact of GLS on students' writing skills using a qualitative research method. Data were collected through interviews with principals, teachers, and students, observations, and questionnaires. The study found that school literacy activities significantly improved students' writing skills. This improvement was measured by analyzing pre- and post-intervention writing samples, showing a notable enhancement in students' ability to structure their thoughts, use appropriate vocabulary, and engage in critical thinking. The results indicated a significant improvement, with a marked increase in the average writing scores of students post-intervention, demonstrating the effectiveness of GLS in fostering better writing skills.

Keywords: School Literacy Movement, Writing Skills, Learners, Primary School.

INTRODUCTION

In the 21st century, students need basic literacy, competence, and character skills. One of the three skills that is often of concern to the Indonesian government is basic literacy, which is related to the ability of students to use their literacy skills in everyday life (Mäkipää, 2024). The types of literacy that focus on improving students' multiliteracy skills include science literacy, numeracy, reading, writing, digital literacy, and culture and citizenship. Students are expected to be ready to face the challenges of the 21st century (Wiratsiwi, 2020).

The Organisation for Economic Cooperation and Development runs a programme called the Program for International Student Assessment (PISA). Based on the results of PISA 2022,

Indonesia's reading literacy score has decreased by 12 points compared to the results of PISA 2018. The results also explain the lagging behind Indonesian students by 117 points from the global average literacy score (Boman, 2024; Enchikova et al., 2024). Unfortunately, only 25.46% of Indonesian students achieve the minimum competency standard for reading and around 74.54% of Indonesian students have a literacy level below the minimum standard set by PISA (Yusmar & Fadilah, 2023). This suggests that many learners face difficulties in understanding, analyzing, and using information effectively, which can affect their ability to learn independently.

Low literacy skills cause students to be less responsive to the dynamics that occur, less able to apply knowledge to everyday life, difficult to solve problems, and slow to make decisions (Yusmar & Fadilah, 2023). The types of literacy that are the focus are science literacy, numeracy, reading and writing, integrate 21st-century competencies in the form of creativity, communication, critical thinking, and collaboration, as well as five character values in strengthening character education; it is hoped that students will be ready to face the challenges of the 21st century (Kartikasari & Nuryasana, 2022; Wijayadikusumah, 2023; Wiratsiwi, 2020).

Writing skills are one of the basic competencies that students must possess in order to support overall literacy skills. In today's digital age, writing involves technical skills in constructing sentences and the ability to think critically, organize ideas, and convey information clearly and effectively (Karlsson et al., 2023; Wu et al., 2024). One of the efforts made to improve writing skills is through the School Literacy Movement (GLS), which aims to foster a culture of literacy among students through various literacy activities, such as reading, writing, and discussing (De la Calle Cabrera et al., 2024; Marmoah & Poerwanti, Suharno, 2022).

The School Literacy Movement (GLS) was introduced as a national initiative to address the low literacy rate in Indonesia in 2016 (Ekayani & Suwedawati, 2023; Sudraja, 2023). The School Literacy Movement (GLS) is a comprehensive effort involving all school residents (teachers, students, parents/guardians) and the community as part of the education ecosystem (Vidergor, 2023). The School Literacy Movement (GLS) strengthens the movement to grow ethics as outlined in the Minister of Education and Culture Regulation Number 23 of 2015 (Nuryana et al., 2020; Prasetyo, 2023). One of the activities in the movement is "the activity of 15 minutes reading non-lesson books before study time begins" (Seban, 2022). This activity is carried out to foster students' interest in reading and improve reading skills in order to increase vocabulary and knowledge in students. Literacy is the proficiency in reading, seeing, listening, writing, and/or speaking to understand information analytically, critically, and reflectively (Numertayasa, 2021).

However, although the School Literacy Movement (GLS) has been implemented in many schools, its effectiveness in improving students' writing skills still needs further research. Various factors affect the results of this program, ranging from the quality of implementation to support from teachers as educators to students' active participation (Komariah et al., 2023; Lestari &

Purbani, 2022; Priyanti et al., 2022a, 2022b). Therefore, it is important to conduct a critical analysis of learners' writing skills through the implementation of the School Literacy Movement (GLS).

This study aims to critically evaluate and analyze how the School Literacy Movement (GLS) contributes to the writing skills of grade IV students in SD Negeri 2 Pamijen, Baturraden District, Banyumas Regency, as well as identify challenges and opportunities that exist in its implementation. The results of this study are expected to provide deeper insights for educators and policymakers in developing more effective strategies to improve literacy skills in schools.

RESEARCH METHODS

This research uses qualitative methods with a descriptive approach. This method collects facts in depth and presents them in narratives or written words. The research was carried out at SD Negeri 2 Pamijen, Baturraden District, Banyumas Regency in 2023/2024, involving teachers and grade IV students. Data were collected based on the results of interviews, questionnaires, observations, and documentation related to the implementation of the School Literacy Movement (GLS).

Observation is to make direct observations to the school environment by observing the state of the environment and students in the school. The questionnaire sheet consists of 20 statement items ready to be filled out by students to obtain data on the response of duduj participants in participating in the School Literacy Movement (GLS). Interviews are used to support the acquisition of data obtained from observation data; interview sources are addressed to teachers and principals to find out the answers to the problems to be studied. Documentation is carried out to support two interrelated techniques by collecting a number of information or data through sources. The source of this documentation is in the form of photos during the activities carried out.

The collected data results are then analyzed using qualitative data analysis techniques, which include data collection, data reduction, data presentation, and conclusions. According to Miles and Huberman, the data analysis model has 3 stages, where these activities are interrelated before, during, and after data collection, so it can be called analysis (Holý, 2023).

1) Data Reduction means summarising, choosing the main things, and focusing on the things that need to be obtained from the field are quite a lot. For this reason, it is necessary to note carefully and in detail. At this stage, researchers group the types of data found during the research process and focus on the problem formulation that has been set. The data collected by researchers in this study was divided into several groups, namely the process of organizing the School Literacy Movement (GLS), the response of students in organizing the School Literacy Movement (GLS), and the level of writing skills of students. 2) After the data is reduced, the next step is the presentation of data in the form of brief descriptions, charts, and inter-categorical and narrative

relationships so that the presentation of data will also be attached to the theory used in the study of research theory. The presentation of the data will produce grounded theories, which are theories found in the field and then tested through continuous data collection. 3) Conclusion drawing and verification where the initial conclusions stated are still provisional and will change if no strong supporting evidence is found at the next data collection stage. Thus, the conclusions in this study can answer the formulated problem formulation.

RESULTS OF RESEARCH AND DISCUSSION

The School Literacy Movement (GLS) has been implemented in SD Negeri 2 Pamijen, Baturraden District, Banyumas Regency, since 2019. The implementation of the School Literacy Movement (GLS) in grade IV has been going well, starting from reading activities 15 minutes before learning begins, providing a comfortable literacy place in the reading corner and supporting facilities for implementing the School Literacy Movement (GLS). This can be seen in the table below:

Table 1. Observation of School Literacy Movement at SD Negeri 2 Pamijen

No	Indicator	Not yet	Already
1	There is a 15-minute reading activity: a. Read aloud b. Silently read		Already implemented
2	A 15-minute reading activity is done every day (at the beginning, middle, or near the end of the lesson).	It has been implemented at the beginning of learning	
3	Books read to or read by learners are recorded as the title and author's name in the diary.	Already exists	
4	Teachers, principals, and other education personnel engage in 15-minute activities by reading books or reading silently.	Already exists	
5	Write a journal of daily activities	It has been done before school	
6	Write down a dream class at the beginning of the learning year	Held at the beginning of the new school year displayed on the Class Beliefs board	
7	Create a work in the form of a collection of rhymes	Conducted using Canva media at the end of semester 1	
8	There is a school library or a special room for storing non-lesson books	There is a library	

9	There is a Class Reading Corner with a collection of non-lesson books	There is a reading corner at the back of the classroom with non-lesson books replaced every two weeks through the Librarian
10	There are reading campaign posters in classrooms, corridors, and other areas of the school.	Already exists
11	There is text-rich material inside class IV	Exist
12	School gardens, canteens, and UKS are literacy-rich environments. There are posters about healthy living habits, cleanliness, and beauty in school gardens, canteens, and UKS. The food in the school cafeteria is processed cleanly and healthily	Already exists
13	The school strives to involve the public (parents, alumni, community or publisher)	Already involving parents and guardians to decorate the reading corner and complete the reading book.

The study at SD Negeri 2 Pamijen used primary data and secondary data. Primary data were obtained from interviews with school principals, grade IV teachers and students. According to the head of SD Negeri 2 Pamijen, Mr T said that literacy activities have been carried out since three years ago by making policies in order to grow students' writing literacy skills, namely holding reading habits for 15 minutes every morning before the lesson starts, creating a reading corner in each class and borrowing books every 2 weeks from the Library. The results of the interview with Mrs. R as a grade IV teacher said that literacy activities had been carried out since the emergence of the literacy program by the government. However, for its development it has only intensively started this year. The activities carried out by Mrs. R are students writing down dream classes in the form of descriptions and then writing down the efforts that will be made to realize these dreams.

Other activities that have been implemented are students reading non-lesson books borrowed from the library, reading corners or bringing their own books from home that they like. After the reading activity, students write down the contents of the book. Mrs. R has also carried out daily journal writing activities and kindness story writing activities every week. At the end of semester 1 yesterday, in December 2023, students were introduced to digital literacy, where students learned to write rhymes through Canva media using school laptops.

The results of interviews with students showed that they preferred to read books about picture stories even though most of the students carried out literacy activities still on the basis of teacher orders. After reading, grade IV students write down the title of the book, the author and also the contents of the book that has been read. Once a week the teacher checks the extent of the progress of students in reading and writing the contents of the book.

Literacy activities begin at the beginning of the new school year, which is to write stories about dream classes. Bu R invites grade IV students to imagine their dream class by closing their eyes and imagining the ideal class and how to make it happen. After, the learners will imagine how the dream class is according to each learner. After imagining the dream class, they then wrote down the dream class with how to make it happen using descriptive paragraphs on a piece of paper that would later be affixed to the Class Beliefs board. The Class Confidence Board will be displayed for other students to read in front of the class. From this activity, students get two benefits, namely, paragraph writing skills and also encouragement of motivation and commitment to build good character.

The next literacy movement is to write the activities and events experienced from morning to before school in a daily journal. Initially, students have difficulty in constructing sentences, such as the frequent use of the words "then", "then", and "next", so that writing does not follow standard rules. What is often seen is that students run out of ideas to write activities that have been experienced so that the resulting story has not been coherent. This is where Mrs. R's task as a teacher will be to provide lighter questions to bring up ideas written by students. Results begin to show after 1 month of implementation. Students begin to get used to writing coherent and quite good paragraphs.

Digital literacy project activities are carried out once a semester, namely after SAS 1 (Summative End of Semester) to fill the time in the break after SAS 1 activities are completed while increasing digital writing literacy skills and creativity in using technology. Digital literacy is carried out in groups to type rhymes with Canva media alternately. The results of reflections through Canva media by these students will then be printed and recorded, and displayed in the school library so that their works can be read by other students in the library. This digital literacy activity actually experiences several obstacles, one of which is the inadequate school laptop for one student's laptop, so this activity can only be carried out in groups and alternately. Even so, writing, creativity, working together and communication skills can grow from this digital literacy activity. This digital literacy activity will be carried out in December 2023 with printed-out products from rhymes through Canva media, which are recorded and displayed in the classroom reading corner.

Based on the results of interviews and observations, it can be seen that school literacy activities can support the writing skills of grade IV students of SD Negeri 2 Pamijen, Baturraden district, Banyumas regency.

CONCLUSION

The School Literacy Movement (GLS) is an initiative aimed at enhancing students' abilities to critically and intelligently access, understand, process, and utilize information through reading, writing, and speaking activities. This movement is designed to cultivate a resilient, strong, and kind character in students, facilitated through planned and strategic programs. At SD Negeri 2 Pamijen, the GLS activities include morning reading sessions, daily journal writing, dream class compositions, and digital literacy, all of which have significantly improved students' writing skills. This research highlights the effectiveness of the GLS in meeting elementary students' learning needs in an enjoyable and impactful manner. Future researchers are encouraged to explore the GLS in other schools and to employ both qualitative and quantitative methods to evaluate the program's effectiveness in enhancing students' interests and skills in reading, writing, listening, and speaking.

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