Policy Evaluation Of School's Literacy Movement On Improving Discipline Of State High School Students

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Abstract: This study aimed at evaluating the Regulation Minister of Education and Culture Number 23 of 2015 in the State High School Penukal Abab Lematang Ilir (PALI). This research was a qualitative descriptive. The data were collected by using interview and observation. The results showed that the School Literacy Movement Policy should be continued in State High Schools PALI and it was supported by 1) communication related to socialization, such as work meetings, management, notification letters to parents, and school websites; 2) human resources involved to support the policy both principals, teachers, employees, students, and parents of students; 3) adequate school managerial ability; 4) the bureaucratic structure of policies related to school literacy was approved by the principal; 5) discipline in intensifying the School Literacy Movement was conducted to respond to the Regulation Minister of Education and Culture No. 23 of 2015 concerning the Growth of Characteristics through reading groups, morning motivation, reading corners, and Library Procurement as a Source of Literacy.

Keywords: Policy Evaluation, School Literacy Movement, Improving Discipline

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1 INTRODUCTION

In the globalization era, people are required to master sophisticated technology, especially teenagers. This will have an unfavorable impact on decreasing quality of character in Indonesia, especially in State High Schools Penukal Abab Lematang Ilir (South Sumatera, Indonesia). They tend to use cellphones to play than to find more useful information such as searching material from the internet. There will be opportunities for abuse, violates norms that should not be done such as pornography, gambling, fraud and so on (kompasiana.com, 2015). The low reading literacy of our nation today will make the nation's competitiveness low in the global world (Darma, 2014). School Literacy Movement strengthens the movement of character building. One of the activities in the movement is "doing 15 (fifteen) minutes of activities to read non-lesson books before the learning time begins".

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The Regulation Minister of Education and Culture Number 23 of 2015 explained that this activity is carried out to foster students' interest in reading and improve reading skills. According to Kern (2000), literacy is the use of social, historical and cultural situations in creating and interpreting meaning through text. Clay (2001) states the information literacy component consists of early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy. Literacy is very important because most educational process depend on literacy abilities and awareness. Literacy is a means for students to know, understand, and apply the knowledge they get in school. Literacy is also related to the lives of students, both at home and in the surrounding environment (Wiedarti, 2016). Reading, writing and counting are one of the most important activities in life to develop skills and can be used effectively to meet basic needs. Activating the School Literacy Movement was conducted to respond to the Regulation Minister of Education and Culture Number 23 of 2015 concerning the Growth of Characteristics. Discipline is not good due to lack of manners. The School Literacy Movement will make school citizens able to access, understand and use various information intelligently. Thus, it is expected to develop students' character. The levels of literacy are distinguished on early literacy and basic literacy. Early literacy is considered as the initial literacy that occurs in each person. Early literacy describes

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personal ability to listen, understand spoken language, and communication through images and speech formed by the experience of interacting with the social environment at home. Good early literacy is a forerunner to the growth of literacy culture. Literacy is the ability to access, understand, and use information intelligently. The Prague Declaration in 2003 stated that literacy also includes how others communicate with the community. The literacy skills of students in Indonesia are closely related to continuous reading skills in the ability to understand information analytically, critically, and reflective. Literacy activities have been synonymous with reading and writing activities. The School Literacy Movement has general and specific objectives. The general purpose of the School Literacy Movement is to foster students' character through the cultivation of school literacy ecosystems embodied in the School Literacy Movement so that they become lifelong learners (Kemendikbud, 2016). The specific objectives are, (a) increasing the capacity of citizens and the school environment; (b) develop a culture of literacy in schools; (c) making the school fun and child-friendly learning park so the school residents can manage knowledge; and (d) maintaining the sustainability of learning by presenting various reading books and accommodating various reading strategies (Kemendikbud, 2016). Literacy means social practices and relationships related to knowledge, language, and culture (UNESCO, 2003). Dirjen Dikdasmen (2016) states literacy is also related to the ability to identify, determine, find, evaluate, create, use, and communicate information to overcome various problems. The character of appreciating achievement is a character that is manifested in the form of attitudes and actions that encourage him to produce something useful for the community, acknowledge, and respect the success of others. Character love reading is the habit of providing time to read various readings. Character education is first and foremost, not implemented in formal education but in families, extends in the community and nation. Character education is always related to integrity, example and behavior issues. A friendly or communicative character means an attitude and action that encourages him to produce something useful for the community recognizes, and respects the

success of others. Character education through the School Literacy Movement is not a trend when only used as a commodity, promotion in education. Education has an important role for Indonesian citizens to be intellectually educated. The education is the key to answer the demand of Asean Economic Community. The educational quality is influenced by headmasters' supervision, teachers' motivation, good quality management (Renata, et al. 2018; Irmayani, et al. 2018; Andriani, et al. 2018; Tobari, et al. 2018). One indicator of the success of education in Indonesia is the increasing literacy rate of Indonesians. During the educational process, students get provision for various scientific disciplines and functional skills. It is packaged through the school curriculum as a reference to all students thoroughly. Indonesia is listed as one of the countries that have succeeded in reducing illiteracy. The UNDP 2014 data noted that the literacy rate of the Indonesian people reached 92.8% for the adult group, and 98.8% for the youth category. This data showed that Indonesia has passed the crisis stage of literacy. Reading activities, observe various phenomena. Education is essentially an effort to humanize humans. This means that it is expected that with the transformation process of education, humans can improve all their cognitive, affective and psychomotor potentials. Even, the challenge currently faced is the low interest in reading. In addition to the lack of availability of books throughout Indonesia, the government also faces low reading motivation among students (Kompasiana.com, 2017). Students in the current information technology era are required to have critical, analytical and reflective reading skills. The general problem is the low emotional attachment to information sources in the world of literacy in Indonesia, one of which is reading books and the activity of using these information sources. Low interest and passion for reading are partly rooted in strong oral tradition in the social life and thinking patterns of the Indonesian people. Technology that offers easy access to information has become a shortcut to avoid reading in the form of printed reading. As a result, technology users often experience "stutter reading media information" which is characterized by a lack of critical attitude in sorting and evaluating the accuracy of information, lack of understanding of information, or misusing

information incorrectly (for example in the case of plagiarism). This transition from oral tradition to literacy culture has faced the challenges of technological onslaught in the form of popularity of media and communication tools (gadgets) that present texts with unique and different ways of reading that require a complete approach to strengthening basic literacy in elementary schools. The culture of Indonesian literacy is still very low. Chairperson of the Indonesian Literacy Culture Development Forum Satria Darma said, based on a survey of many international institutions, the literacy culture of the Indonesian people was far behind other countries in the world (Kemendikbud, 2016). The results of the PIRLS (Progress in International Reading Literacy Study) stated that the average score of reading literacy achievement of fourth grade Indonesian students (405) was significantly below the international average (500). Indonesia is in the 41st position of 45 participating countries. He also launched UNESCO 2003 statistical data which stated that the reading interest index in Indonesia had only reached 0.001. That is, every 1,000 people, only one person has an interest in reading. The UNDP figures are also surprising that adult literacy rates in Indonesia are only 65.5%, while Malaysia has 86.4%. The low culture of literacy in Indonesia makes education in Indonesia lag behind neighboring countries. The ability to read children aged 15 years only 37.6% and they read without being able to capture meaning (Kemendikbud, 2016). The global community is required to be able to adapt to technological progress and renewal. The Prague Declaration (UNESCO, 2003) proclaims information literacy, such the importance of information literacy (seeking, understanding, critically evaluating, and managing information into useful knowledge for the development of personal and social life). In this global era, information literacy is important. In accordance with Article 31 of the 1945 Constitution, the current literacy paragraph requires the government to continue to provide and facilitate education systems and services. The literacy program includes efforts to develop humanitarian potential that includes intellectual, language, aesthetic, emotional, social, spiritual intelligence, with adaptation to the development of technology and information flows.

This effort is in line with the philosophy stated by Ki Hadjar Dewantara, that education must involve all components of society (family, professional educators, government in fostering, inspiring or giving examples, and encouraging child development. The Ministry of Education and Culture seeks to increase public interest in reading, especially students. One of the breakthroughs carried out by Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Characteristics. The Ministry of Education and Culture was realized by compulsory reading, especially for elementary, middle or high school students. The Ministry of Education and Culture also developed the School Literacy Movement as an effort to overcome low reading interest in students in Indonesia. School Literacy Movement is an effort that can be done to make schools a learning organization whose citizens are literate through public involvement. The four points of *Nawacita* are closely related to the literacy component as a capital for the formation of quality, productive, and competitive human resources, as well as nationalist human resources (Kemendikbud, 2016). The School Literacy Movement is developed based on 9 priority agendas (*Nawacita*) which are related to the tasks and functions of the Ministry of Education and Culture, especially *Nawacita* number 5, 6, 8 and 9. One of the activities in the School Literacy Movement is a 15 minute activity reading non-lesson books before study time begins. This activity is carried out to foster students' interest in reading and improve reading skills to be better. Reading material contains the values of manners, in the form of local, national and global wisdom which are delivered according to the stages of development of students. The involvement of parents of students and the community is also an important component in the success of the School Literacy Movement. This research is supported by the opinion of Wahyuni (2017) School Literacy Movement is a compulsory program that must be carried out by each educational unit, especially primary and secondary education. However, in the practice of implementing the program there are still many obstacles. These constraints stem from internal factors and external factors. Teachers as the spearhead of the School Literacy Movement are required to be able to carry out their roles well. Schools have an important

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role as a forum for organizing learning. According to Nopilda and Kristiawan (2018) the students were able to make simple papers such as fairy tales, inspirational stories, scientific papers and appropriate technology which displayed on major events such provincial-level student expo and competition; the movement has enhanced the culture of literacy and fostered the character of students to be creative and innovative. While Wandasari (2017) state the implementation of the school literacy movement in SMK Negeri 1 Tanah Abang run well by involving the school community (learners, teachers, principals, education personnel, school supervisors. Many assumptions about the School Literacy Movement cannot fully help improve the culture of student literacy. This is also due to the availability of different facilities and infrastructure in each school, but this was not found in state high schools in the District Penukal Abab Lematang Ilir. State High Schools in District Penukal Abab Lematang Ilir is a school that has learning activities that support the formation of students who have broad insight and have an international perspective. One of them is by cultivating literacy activities in schools. State High Schools in District Penukal Abab Lematang Ilir has familiarized literacy culture in schools with reading corners in each class so students can easily access literacy sources that support the needs of each student for broad-mindedness. There is a "Reading Group" activity that supports students to improve the culture of literacy. Reading groups enter the school curriculum so reading activities are supported by curriculum. The technical implementation of Reading Group is to ask students to read the book chosen by the student then the student tells the results of his reading. In addition, the library as a source of fulfillment of information needs also holds many activities that support the policy of the School Literacy Movement. This shows that State High Schools in District Penukal Abab Lematang Ilir have implemented the School Literacy Movement as an effort to improve the culture of literacy in students. Therefore, the researchers evaluated more deeply the Policy of School Literacy Programs in Improving the Discipline of State High School Students in District Penukal Abab Lematang Ilir (South Sumatera, Indonesia).

RESEARCH METHODS

This was descriptive research and intended to collect information about the status or symptoms that exist, the symptoms means what they were at the time the research was conducted (Arikunto, 2005). According to Sugiyono (2011) it used to examine the condition of natural objects (as opposed to experiments). It aimed at describing and interpreting phenomena that occur in the field. It can be concluded that this study seeks to describe a phenomenon where researchers conduct research on the School Literacy Program in Improving Discipline of State High School Students in the District Penukal Abab Lematang Ilir (South Sumatera, Indonesia). The subjects were school residents are school principals, heads of school libraries, several high school students in District Penukal Abab Lematang Ilir. While the object was a social situation and social interaction that described the implementation of the School Literacy Movement. This research was conducted from April 2018 to June 2018. In collecting data, we used interview, observation and documentation. For data analysis, we applied Miles and Hubberman's theory (Sugiyono, 2007) such data validity, data reduction, data display, and conclusion or verification.

RESULTS AND DISCUSSION

The School Literacy Movement was conducted to respond the Regulation Minister of Education and Culture Number 23 of 2015 concerning the Growth of Characteristics. The School Literacy Movement will make school citizens able to access, understand and use various information intelligently. The School Literacy Movement is carried out thoroughly to make schools whose citizens are literate through public involvement. Beers, et al. (2009) state several strategies for creating a positive culture of literacy in schools 1) conditioning a literacy-friendly physical environment; and 2) seek social and affective environment as a literate model of communication and interaction. Thus, it is expected to develop students' character. The research is supported by Aimmah (2017) that planning in literacy programs is carried out by determining goals, making short-term plans within 1 year and long-term plans as the main objectives of the literacy program. In literacy program establishes the organizational structure, formulates

tasks and sets operational standard procedures and shows lines of authority and responsibility according to position. The Policy of School Literacy Movement in State High Schools in the District Penukal Abab Lematang Ilir was later revealed with various programs as follows 1) reading group, the student activity hone reading skills. Good reading and writing skills, as well as high academic interests, will bring students to a higher level of achievement than just the high grades gained in school (Hernowo, 2003). The activity carried out is each student is asked to read the book he has chosen. Books that are references are books that are characterized by strong characters, good literature, and vivid illustrations. Reading Group is done in class by dividing students into groups. 1 group consists of 5-6 students. It is seen that reading group activities invite students to read and can take meaning from what they read. Through this program, students are expected to be able to have high-level reading skills. On May 21, 2018, Mr. Yusmir as the Principal of Tanah Abang 1 State High School also said "the formation of the Reading Group in the classroom to support language learning in the classroom". From the observations even students look very happy and enthusiastic when listening to stories from other friends' reading; 2) morning motivation, is an activity carried out every morning for 10 minutes before students begin learning activities. Interviews conducted on May 30, 2018 with Mr. Irwansyah as Principal of SMA Negeri 2 Talang Ubi Unggulan stated that this activity was an inspirational story to give positive motivation to students every morning; 3) mini library or reading corner, is an effort to meet the needs of literacy sources in schools. The program aims to get students close to books as a source of literacy. This is also similar to what was conveyed by Mr. Zainul on May 25, 2018 as the Principal of Talang Ubi 1 State Senior High School is "the children bring books from home and then put them on the bookshelf, then others can also read. That includes the mini library as well as literacy support programs for children are close to books"; and 4) procurement of libraries as a source of literacy, libraries in state high schools in the District Penukal Abab Lematang Ilir are very adequate for the School Literacy Movement program. One of them is Talang Ubi 1 State High School with the library motto "Today read, Tomorrow

Leads". The existence of this library is inseparable from the school's mission to support the policy of the School Literacy Movement. The types of activities can be said as an activity in the School Literacy Movement if it meets five criteria, 1) there must be people who take part in the activities; 2) what method is given in the activity; 3) place of activities; and 4) implementation time given, and 5) what material is given in the activity (Kamil, 2010). According to Anderson (1984) policy is developed by government agencies and officials. This understanding implies 1) that policy always has a specific purpose; (2) the policy is what is really done by the government; (3) the policy contains actions; (4) policy can be positive in the sense of government action on a particular problem; and (5) policies, in a positive sense are based on legislation and are compelling. Besides having a purpose, the library has several functions, 1) as an educational facility; 2) as a place of learning; 3) a simple research function; 4) as a place to use information technology; 5) as an alternative class; and 6) as a recreational function. A policy can be successfully implemented if it has factors that support the implementation of the policy. From the results of research in the field, the following are the supporting factors for the implementation of the policy of School Literacy Movement in State High Schools in District Penukal Abab Lematang Ilir, 1) the development of media is also very helpful; 2) there are facilities to socialize policies from schools. The facilities are in the form of teachers' work meetings, management meetings, parent meetings, and many other means to convey policies that have been designed; 3) schools also allocate time and funds to support students' literacy skills; 4) Teachers have good learning spirit; 5) There is an allocation of funds to make posters for activities to be carried out; and 6) All school residents are actively involved in programs made by the library. Beers (2009) in the School Literacy Movement main book emphasizes the following principles a) the development of literacy goes according to predictable stages of development. State High Schools in the District Penukal Abab Lematang Ilir apply this principle by determining programs that are tailored to the level of students. For the habituation stage, students carry out activities that can make literacy habitual; b) a good literacy program is balanced. In

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State High Schools in the District Penukal Abab Lematang Ilir apply this principle through the reading group program. Reading together, retelling guided reading. This is a strategy to foster a varied reading culture. In addition, the leveling of books in the library is also an effort to implement a good and balanced literacy program; and c) reading and writing activities are carried out anytime and anywhere. In order the schools are able to be at the forefront in the development of literacy culture, Beers et al. (2009) convey several strategies for creating a positive culture of literacy in schools, 1) conditioning literacy-friendly physical environment; 2) seek social and affective environment as a literate model of communication and interaction; and 3) seeking school as a literate academic environment. This can be seen from the planning and implementation of literacy movements in schools. Schools should provide a considerable amount of time for literacy learning. There are four main issues for the implementation of the policy becomes effective according to Sudiyono (2007), 1) communication related to the dissemination of policies to organizations or the public and the implementers involved. In State High Schools in the District Penukal Abab Lematang Ilir, program socialization was carried out through (a) work meetings attended by all elements of the school both teachers, principals and all employees; (b) school management meetings consists of principals, academics and curricula, student affairs, administration, and several staff related to school management; (c) notification letter to parents. This is an effort made by the school so that parents are actively involved in achieving the goals of the school, parents are also required to support programs held by the school; (d) socialization is also carried out through the school's website; (e) distribution of posters specifically for activities from the library so all elements of the school know what programs will be held; and (f) socialization was also carried out through poster posts via social media in the form of Whatsapp. The research was supported by Annisa (2017) that the implementation of school literacy movements in rural schools and city schools was seen based on aspects of socialization and implementation. The policy socialization has been going well enough even though it was not fully carried out by the

government. 2) resources, the school in this case the principal does not only look at the candidate's educational background, but also sees how his views on the world of education, creativity, and of course what motivation makes a prospective teacher or employee to be part of the teachers in state high schools in the District Penukal Abab Lematang Ilir. Rohman (2014) states that there are 3 factors that can determine the successes and failures in policy implementation, a) factors that lie in the formulation of policies that have been made by decision makers, regarding the sentence is clear or not, the target is right or not, easy to understand or not, easy to interpret or not, and too difficult to implement or not; b) factors that lie in the executing personnel, those relating to the level of education, experience, motivation, commitment, loyalty, performance, self-confidence, habits, and the ability of collaboration of policy implementers. Included in the implementing personnel are the cultural background, language, and party ideology respectively. All will greatly affect the way they work collectively in carrying out the policy implementation mission; and c) factors that lie in the implementing organization system, concerning the system network, the hierarchy of authority for each role, the distribution model of work, the leadership style of the organizational leader, the organizational rules of play, the target of each set stage, the commonly used monitoring model, and selected evaluations. Therefore, it is expected to be able to capture teachers and employees who have a shared commitment to achieve the vision and mission of the school; 3) implementing policies, policy actors must have managerial skills, and commitment to the goals to be achieved (Sudiyono, 2007). In supporting the managerial ability of implementing agents, the school provides facilities in the form of involving teachers to attend seminars, training organized by certain agencies so the agents implementing policies in schools have skill related policies that have been set. In order to have a good commitment, the employee and teacher should have selection process; the school makes a standardized test. The school, in this case the principal does not only look at the educational background of the candidate, but also sees how his views on the world of education, creativity, and of course what motivation makes a prospective teacher

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or employee to be part of one of the state high school teachers in the District Penukal Abab Lematang Ilir; 4) bureaucratic structure, the implementing organization involves the system network, the hierarchy of authority of each role, and the rules of the game organization (Rohman 2014). The line of the bureaucratic structure of the policy related to school literacy is the management which will submit the proposed program for later approval by the principal. From the description above, it can be concluded that the policy of school literacy movements in state high schools in the District Penukal Abab Lematang Ilir has been supported by human resources in the form of teachers and staff involved to implement policies, allocation of funds from various sources of income, and time allocation to implement the policy. In relation to the hierarchy of authority, the implementation of the School Literacy Movement policy is in the hands of the principal directly. The leadership style of the headmaster of State High School in the District Penukal Abab Lematang Ilir is opened with all input. This means that all elements of the school have the right to provide advice regarding the policy.

CONCLUSION

In the Research Evaluation of School Literacy Program in Improving the discipline of State High School Students in District Penukal Abab Lematang Ilir can be concluded that the policy has been supported by human resources in the form of teachers and staff involved to implement policies, allocation of funds from various sources of income, and time allocation to implement the policy or program. Activating the School Literacy Movement was conducted to respond to the Regulation Minister of Education and Culture Decree Number 23 of 2015 concerning the Growth of Characteristics. Discipline is not good due to lack of manners. The policy of School Literacy Movement in State High Schools in District Penukal Abab Lematang Ilir which is promoted is reading group, morning motivation, reading corner, and library procurement as a source of literacy. From the observations, students looked very happy and enthusiastic when listening to stories from other friends' reading. Students also convey the contents of the book in their respective styles which

are easily understood by their peers. By reading, someone will have a habit, and make it as a need that must always be fulfilled. In addition to disciplining and making his life more regularly, reading habits will also make someone discipline in reading. The purpose of reading discipline is that someone will have time each day to read. Reading is very good when applied to students, besides having time to always read every day student are also more disciplined in managing their lives both at school and outside of school.

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