

Profile of SIKARYA Program Implementation to Improve Literacy of Senior High School Students

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Abstract

Literacy is one of the fundamental skills students must have to face the challenges of the 21st century. Literacy skills are limited to reading, writing, and creating work. One of the School Literacy Movement programs conducted at senior high school is through the implementation of the SIKARYA program. The purpose of this study was to determine how the profile of the implementation of the SIKARYA program at senior high school improved literacy and fostered students' interest in writing literary works. This study used a descriptive qualitative method to describe the SIKARYA program implemented at senior high school in depth. The results of this study obtained various information about the profile of the SIKARYA program. The SIKARYA program begins with socialization activities on Friday. Literacy activities: After socialization, students will be given material about the literary works they create. The implementation of the SIKARYA program this year is only focused on making poetry and short stories. The existence of this SIKARYA program motivates students to create literary works and fosters enthusiasm and new experiences. However, many students need more interest in making this literary work. Therefore, this program should be held again, with other strategies to attract students' interest.

Keywords: Literacy, SIKARYA, Senior High School Students

INTRODUCTION

One of the fundamental skills that learners must have to face the challenges of the 21st century is literacy skills (Rusydiyah et al., 2020). Basic literacy skills are fundamental abilities that must be possessed before developing competency and character skills. Good literacy skills enable individuals to carry out daily activities more effectively, especially in identifying and evaluating various types of information. Therefore, improving literacy skills is crucial, as it contributes to the success of individuals in their education and professional lives (Sihaloho et al., 2019). Literacy skills are limited to reading, writing, and creating work. Currently, students in Indonesia need more interest in reading, and UNESCO mentions that Indonesia is second from the bottom regarding world literacy (Joko, 2019). Likewise, the argument presented by Rahmadinata (2022) is that there are only 0.001%, which means that out of 1000 Indonesians, only one person is diligent in reading.

Based on the latest PISA (Program for International Student Assessment) survey results in 2022, Indonesia ranks 69th out of 80 participating countries (OECD, 2023). Although the survey results still place Indonesia at the bottom among other countries, this position has

increased by five positions from the previous survey year conducted in 2018. This improvement is starting to improve. Therefore, improving students' literacy is a big challenge for Indonesia.

Based on the low results of the PISA survey, the Ministry of Education and Culture issued Ministerial Regulation No 23 of 2015 on the cultivation of character. The regulation developed the habituation of the literacy movement, thus creating the School Literacy Movement (GLS) program (Jarlah & Marjani, 2019). This comprehensive and sustainable program involves community members creating a lifelong literate society through school organizations (Yusuf & Wibowo, 2023). The School Literacy Movement will equip learners to access, understand, and use various information wisely. The School Literacy Movement includes reading non-lesson books for 15 minutes before lessons to increase student's interest and reading skills. Readings are selected based on ethical values (Wandasari et al., 2019).

Many previous researchers have conducted research related to the School Literacy Movement. For example, the research conducted by Mardiani and Wahyuni (2022) analyzed the implementation of the School Literacy Movement at SMAN 3 Batusangkar, which implemented many programs ranging from reading and writing to speaking. However, the study mentioned that there were inhibiting factors in the implementation of GLS, among others: consistency of the organizers, the condition of books that began to be damaged, not all students having the same interest and love for literacy, time allocation, and socialization of the GLS program.

Research conducted by Taufik et al. (2024) found that the school literacy movement (GLS) in several senior high schools in the West Bangka district could have been more optimal. Only one school, SMAN 1 Kelapa, had established a School Literacy Team, which is important for coordinating literacy activities. Although there are coordination meetings and literacy socialization, parent and community involvement is minimal. The 15-minute reading habit before lessons is implemented inconsistently, and not all schools are involved in developmental activities such as writing exercises and literacy competitions. Diverse literacy strategies are also rarely applied in the learning process. Challenges include students' low interest in reading, limited reading materials, inconsistent program implementation, and lack of parental involvement. The effectiveness of GLS is hampered by a lack of preparation and commitment from schools and a lack of community involvement, so improvements are needed in socialization and reading environments to improve student literacy outcomes.

The School Literacy Movement (GLS) is also being intensified at one of the senior high schools in Serang, Banten by implementing the *Siswa Berkarya* or SIKARYA program. This program was originally an idea from one of the driving teachers at one of the senior high schools

in Serang, Banten Batch 10, which aims to improve students' literacy in writing and create and foster students' interest in writing a literary work. According to Ahyar (2019), literary works reflect one's heart. So this program is ultimately designed as a forum for students to express their feelings while fostering their interest and talent in making literary works, in line with one of the achievement targets in the Literacy Movement Program, namely increasing students' interest in reading and writing (Faizah et al., 2016).

This program will ask students to create different literary works according to their grade level. Therefore, this study aims to determine how the SIKARYA program's implementation profile at one of the senior high schools in Serang, Banten improves students' literacy and fosters their interest in writing literary works. The results of this study are expected to be an input in the development of other literacy school movements and a reference for other schools to create similar programs.

METHOD

This study used a descriptive qualitative method to describe the SIKARYA program implemented at one of the senior high schools in Serang, Banten, in-depth. Descriptive research explores a symptom, phenomenon, or social reality; the research describes variables related to the problem under study (Syahrizal & Jailani, 2023). Observation, interviews, and student questionnaires were carried out for data collection. Observations were made by directly observing students when doing literary works and seeing and assessing literary works made. Interviews were conducted with one of the school literacy program team teachers. Meanwhile, the students' questionnaires were distributed randomly to grades 10 and 11 at one of the senior high schools in Serang, Banten.

RESULTS AND DISCUSSION

Increasing students' interest in literacy can be done by habituating them. This can be done by giving learners direction through a work assignment (Siregar et al., 2022). The SIKARYA program is one of the programs that seeks to improve students' literacy and foster students' interest in writing literary works. Therefore, to learn more about this program, we interviewed one of the teachers who is a member of the literacy team, made observations about the implementation of the SIKARYA program, and distributed questionnaires to students in grades 10 and 11 at one of the senior high schools in Serang, Banten.

The SIKARYA program began with socialization activities during Friday Literacy activities on August 09, 2024. In this socialization activity, the literacy team teachers at one of the senior high schools in Serang, Banten, conveyed the program and the tasks that students in grades 10 to 11 must carry out. This socialization also directed the process of making literary

works and the deadline for collecting literary works. After the socialization, students will be given materials about the literary works they create. The material provided by the school to students is by inviting a resource person from a children's book publisher, namely Sahabat Literasi. The resource person was invited to provide material explanations and training to students, especially grade 10 students, regarding poetry making. Meanwhile, for grade 11, the material is given in the classroom by the Indonesian language subject teacher.

After the socialization, students began creating their respective works with a time limit determined by the Literacy Team. Observations were made during students' creation of literary works, and questionnaires were distributed about implementing the SIKARYA program. Based on the results of the questionnaire distributed to students, it was found that most students preferred to read rather than write a literary work. According to Peuuma et al. (2022), in their research, a similar thing was stated: students seemed to prefer reading people's literary works rather than learning to pour ideas into their writing or their literary works. As shown in Figure 1, as many as 62% of the 71 students who filled out the questionnaire preferred reading over writing. This is one of the motivations for the SIKARYA program to continue to accustom students to practice writing, especially writing literary works.

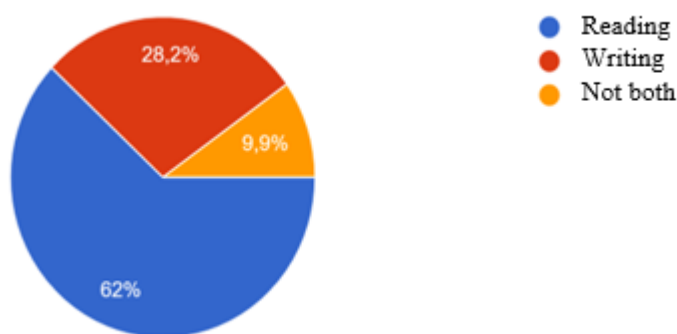


Figure 1. Diagram of Students' Questionnaire Results regarding Favorability in Reading or Writing

Literary works express a person's personal feelings in various forms, such as experiences, thoughts, feelings, ideas, enthusiasm, and beliefs, in the form of a picture of life that can arouse self-enchancement with language tools and depicted in writing (Lafamane, 2020). Many literary works include poetry, short stories, comics, prose, rhymes, dramas, fairy tales, and novels (Arnisyah, 2023). Some of the types of literary works known by students were obtained from the distributed questionnaire. The students' interest in literary works can also be categorized as high in line with the results obtained from the questionnaire distributed; as many as 71.8% of students like literary works, as seen in Figure 2.

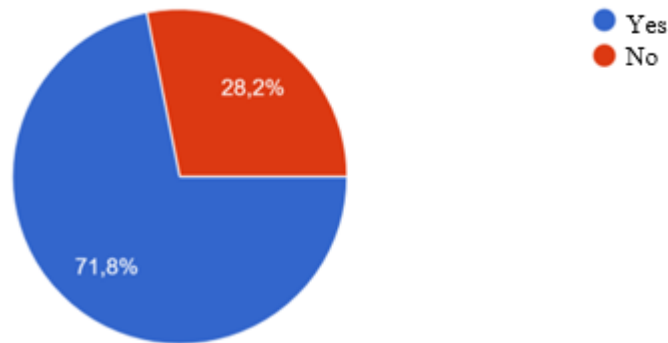


Figure 2. Students' Interest in Literary Works

According to the interview results of the program committee, the implementation of the SIKARYA program this year only focused on the creation of poetry and short stories by the school's decision because these literary works can be developed by students at this time and are already known by students. Creating literary works for students at that school is new, so making it also requires a reasonably varied time for students. From the results of the questionnaire, the average student did the literary work within one week. This initial achievement is good enough for the SIKARYA program to make this activity a form of growing enthusiasm in students to improve literacy.

The creation of literary works requires a draft idea before creating the work. Based on the questionnaire results, 90% of the learners needed to learn how to formulate a draft idea to create a literary work. Some learners mentioned the complete design of the literary work from the story's beginning to the end. In contrast, some other learners only mentioned ideas such as "family" and "broken home" without explaining how the idea was designed from beginning to end until it became a short story. Based on the questionnaire, it can also be seen that students get ideas from their real lives. This is in line with research conducted by Umamy (2021) that the creation of literary works carried out by the author consciously or unconsciously will submit the results of imagination from his senses, meaning that the story idea comes from a reality that has been experienced by himself or even witnessed directly.

In the questionnaire, students also said that the SIKARYA program increased their motivation to create other literary works. This program helps students express their feelings through short stories and poetry. Some learners stated that they had never made literary works before. According to them, the existence of this program is fun and allows them to learn a lot about literary works.

The output product of the SIKARYA program is an anthology book of short stories and poems published and stored in the school library (See Figure 3). This book has yet to be disseminated on a large scale, but it is an extraordinary achievement. The students' poems and short stories will be collected and printed per class.



Figure 3. Documentation of Anthology Book of poems and short stories of students

The SIKARYA program provides students with many new experiences and meaningful learning. This program should be continued and improved to foster students' motivation and enthusiasm for creating literary works and improve their literacy skills.

CONCLUSION

SIKARYA is one of the programs that seeks to improve students' literacy and foster students' interest in writing literary works. The activity begins with the socialization of the program, direction for making works, collecting works, and bookkeeping and publishing works by the literacy team. The existence of the SIKARYA program motivates students to create literary works and fosters enthusiasm and new experiences. However, many students were interested in making this literary work. Therefore, this program should be held again, with other strategies to attract students' interest.

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