BUILDING A CULTURE OF SCHOOL LITERACY: CASE STUDY AT AL IRSYAD AL ISLAMIYYAH ELEMENTARY SCHOOL 01 PURWOKERTO

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ABSTRACT:

This article seeks to analyze and explain the building a culture of school literacy at Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto. The main focus of this article is to answer the question of how the strategies are carried out by Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto in building a culture of school literacy. The research method used was descriptive to describe the school literacy associated with its implementation in school development. Analysis of the data used to assess the data and information obtained is qualitative. Data collection techniques in this study are interviews, documentation, and library research. In this study, it was found that the strategies carried out by Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto in building a culture of school literacy have shown excellent results by involving all school members, ranging from school principal, teachers, employees, students, school committees and student guardians.
KEYWORDS: School Literacy, Strategies, School Development

INTRODUCTION:

Literacy-based education is one important aspect that needs to be implemented in schools in order to improve the competencies of teachers and foster students' interests and talents. The importance of literacy skills will encourage schools to grow. The effort to build this literacy culture is supported by the regulation of the Minister of Education and Culture 23, 2015 which has a superior program called the "Nation Literacy Movement" which aims to foster interest in reading and improve reading skills of students in order to be a better understanding of knowledge, and to develop character values (Oktavianti et al., 2013).

Ironically, literacy culture among schools is still very minimal in attention (Munawwaroh & Arifin, 2018). Teachers and students spend more time in class routines that are sometimes more monotonous. Even more alarming is their habit at home playing more cellphones and watching television than reading or writing. Under these conditions, the school as a formal educational institution has an obligation to foster a culture of literacy in schools which hopes become a habit when at home. Of course, literacy culture in this school needs support from various parties, especially in this case the principal is the school policy maker. Basically, education in primary schools has a distinctive character that distinguishes it from secondary level education. Secondary education places more emphasis on academic mastery, while primary school education emphasizes character / personality education, and literacy. Thus, the culture of school literacy in primary school education becomes important and must be a major concern (Anindya, Suneki, & Purnamasari, 2019).

For this reason, this article will discuss the efforts and strategies of school in building a culture of school literacy. The object taken in this article is Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto, which is a favorite school in Banyumas district, Central Java, Indonesia.

REVIEW OF LITERATURE:

Literacy is an ability related to reading, thinking and writing activities that aims to improve the ability to understand information critically, creatively, and reflectively. Literacy as a basis for developing effective and productive learning enables students to find and process information that is highly needed in 21st century science-based life (Munawwaroh & Arifin, 2018). Literacy can be interpreted by the ability to access, understand and use information intelligently. In other words, literacy is being transformed from the ability to decode alphabetic text, comprehend unfamiliar passages and answer evaluative questions to the ability to orchestrate multiple sign systems in public arenas for collaborative and communicative functions (Baker, 2007).

In the view of Kellner and Share, as quoted by Yosa Iriantara, literacy is also referred to as relating to the acquisition of skills and knowledge to read, interpret and arrange certain types of texts and artifacts and to obtain intellectual devices and capacities so that they can participate fully in society and its culture. This means that with literacy people can increase their dignity and role in society. Thus, it is natural that later between literacy and education become interrelated. Education, among others, teaches the ability to read, write and count so that students increase their intellectual capacity and have adequate thinking tools to carry out their role in society and culture (Yosa Iriantara, 2009). Whereas the culture of school literacy is defined as and effort that is carried out thoroughly and continuously to make schools a learning organization where all citizens have lifelong literacy abilities through public engagement. In subsequent developments, the term literacy is not only related to the ability to read and write alone, but includes the terms information literacy and media literacy (Munawwaroh & Arifin, 2018).

In line with this, the scope of the literacy culture movement includes three things: first, the physical environment of the school (literacy facilities and infrastructure); second, the social and affective environment (support and active participation of all school members); and third, the academic environment (literacy programs that foster interest in reading and support learning activities in school (Abidin, dkk., 2016). Besides that, in the literacy perspective acknowledges that what children have learned in social interaction with their parents, and more knowledgeable peers is a legitimate part of the process of learning literacy (Korkeamäki & Dreher, 2000). As for what is meant by strategies, according to De Certeau as quoted by Carolyn S. Hunt and Lara J. Handsfield in their article entitled The Emotional Landscapes of Literacy Coaching: Issues of Identity, Power, and Positioning, as the calculations of institutions in power used to define a "proper" place from which to manage and control subjects. Furthermore according to them, strategies create places in conformity with abstract models (Hunt & Handsfield, 2013). Thus, the strategies referred to in this article are interpreted as ways or steps to manage and control school in building a literacy culture. The culture of school literacy referred to here is all activities, facilities and environment that are formed by schools in building a culture of school literacy, in this case is Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto.

METHODOLOGY:

The research method of this study was descriptive, to describe the social phenomena associated with its implementation in school development. Analysis of the data used to assess the data and information obtained is qualitative. Descriptive qualitative research is research that intends to understand what phenomena are experienced by research subjects. Data collection techniques in this study are interviews, documentation, and library research (Rakhmat, 2005). Researcher interviewed informants to get information regarding the strategies are carried out by Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto in building a culture of school literacy. The results of interviews obtained from informants were collected and data reduction was conducted. Documentation was used as supporting data collection techniques. Researcher took several existing images related to strategies that have been conducted by Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto. The subjects in this study were the principal and some teachers. Meanwhile, the object of research is the strategies of Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto in building a culture of school literacy.

For data analysis techniques that researcher used are the interactive model analysis techniques of Miles and Huberman which consist of 3 steps that are data reduction, data presentation and drawing conclusion (Miles, Huberman, Huberman, & Huberman, 1994). In the process of reducing the interview data that the researcher got, the researcher chooses and focuses on the needed data at Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto so that it produces simple data. In the process of presenting data, it has gone through the process of data reduction. The researcher develop the compiled information to draw conclusions and take action. In the process of drawing conclusions the author tries to draw conclusions and verify by finding the meaning of each symptom obtained from the field.

RESULTS AND FINDINGS:

The school literacy movement is a participatory effort or activity that involves school members (principal, teachers, students, education personnel, school committees and student guardians). Literacy can be used as a basis for learning in school. The culture of school literacy, especially in elementary school, has the goal of creating an educational ecosystem in a school that is fun and friendly to students so as to foster student enthusiasm, be able to show empathy, care and respect for others, foster a spirit of curiosity and love of knowledge, enable students to be able to communicate and can contribute to their social environment, and accommodate the participation of all school residents and the external environment of elementary school. To achieve this target, there are seven elements of the educational ecosystem which include; conducive school, teachers as encouragement, parents who are actively involved, communities who are very caring, industries that play an important role, professional organizations that contribute greatly, and governments that play an active role (Oktavianti et al., 2013).

In building a culture of school literacy, the principal has a very important role. That is because the principal has the authority and policy in making every decision in the school (Asmawan, 2018). The leadership of a school principal is his ability to manage existing resources and influence, guide, direct all school residents to be able to actively participate, contribute and support all school programs and activities that are the mission and vision of the school (Alifiyah, 2019). For this reason, to build a culture of school literacy at Al Irsyad Al

Islamiyyah Elementary School 01 Purwokerto, the school principal is the first figure in mobilizing all school members by planning, implementing, monitoring and evaluating the school literacy program.

In addition to the principal, teachers also have roles to improve children's literacy competence at school (Powell, Diamond, Bojczyk, & Gerde, 2008). Among the roles of the teachers in building a literacy culture at Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto is to link each subject matter with literacy activities such as making short stories, poems, rhymes, training students to make speeches in front of the class and obtaining student work in wall magazines in the classroom. According to Allison Skerrett, the curricular freedom offered by the class provided a space for the teacher to design and implement a reading and writing curriculum that connected to her students' out-of-school experiences and language and literacy practices (Skerrett, 2012). Literacy in classroom is not just about the field placements with opportunities for observation and teaching. It is also about the opportunity to engage in face-to-face interactions with student as a part of their learning about literacy methods and approaches what often manifests as tutoring in elementary classrooms (Bomer & Maloch, 2019).

Among the goals of developing a literacy culture at Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto:

1. In order to support the national literacy movement and succeed the government program.
2. Improving the quality of schools through literacy culture.
3. Encouraging the intellectual, emotional and spiritual improvement of all school residents.
4. Exploring the potential of teachers and students who have talents related to literacy.
5. Overcoming the problem of dependence on the negative side of technological progress.
6. As a tool or way to overcome problems that arise in schools.
7. Strengthen the personality and character of parents, teachers and students.

To achieve these goals, Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto created a literacy program in school. These programs include the following six stages: observing, creating, communicating, appreciating, posting and exhibiting. The six programs are implemented at school in order to create a culture of literacy in school. In these programs, all teachers and students are accustomed to being sensitive to the environment by making a work. The principles established from this program aim to awaken and accommodate all potential teachers and students by learning directly through literacy culture (Triatma, 2016). The program launched by the school is a program that basically activates students in the development of their skills. Students consciously conduct activities to observe the surrounding environment, make a work to be presented in front of the class and students are also expected to be able to appreciate the work made by their friends. The activities carried out at Al Irsyad Al Islamiyyah Elementary School 01 are as follows:

1. Visiting the school library.
2. Outdoor study to the regional library and bookstore.
3. Performing art performances (Actualization of Self Potential).
4. Conducting seminars and workshops by inviting prominent writers/journalists/public speakers.
5. Participating in literacy and writing competitions.

6. Sending delegates about the literacy program.
7. Writing wall magazines in the classroom and school environment.
8. Holding a day to write the work.
9. Writing articles and papers to be published in local and national newspapers, magazines and journals.
10. Publishing works into an ISBN book.

The activities mentioned above are made in four stages of the school program which includes planning, implementing, monitoring and evaluating. The school principal designs these stages by involving all school members. The four stages are as follows:

1. Planning
a. School literacy team formation meeting.
b. Making a decision letter for the school literacy team.
c. Making a schedule according to the program which includes a time schedule for implementation.

2. Implementation
a. Program socialization to all school members (teachers, students, employees, committees and student guardians).
b. Selecting and categorizing books that are already in the school library.
c. Procurement of additional books through 10 criteria:
1) Books that support 2013 curriculum learning.
2) Non fiction and fiction reading books.
3) Strengthening learning books.
4) Interesting educational books.
5) Character enhancement books.
6) Story books about the story of struggle in Islam and National Heroes.
7) Active, innovative, creative and fun learning books.
8) Scientific research books (classroom action research).
9) The latest published books in general education and Islamic education.
10) Parenting books (specifically for committee wall magazines)
d. Holding an internal school competition.
e. Participating in competitions held outside school, such as classroom action research for teachers and students' scientific work.
f. Providing and facilitating reading, writing and discussion spaces.
g. Giving awards to teachers, students and student guardians who are actively involved in the school literacy program.

3. Mentoring
a. Direct supervision, monitoring and control of the school principal.
b. Program implementation assistance from the school literacy team
c. Identifying factors that inhibit school literacy and find solutions.
d. Documentation of each school literacy activity.

4. Evaluation
a. The principal conducts a weekly evaluation of the school literacy team program.
b. The school literacy team conducts an internal evaluation which is then submitted to the relevant parties
c. The preparation of activity reports by the school literacy team and submitted to the school principal.

As for its application, the school program also emphasizes the development of several aspects, including: spiritual attitude, social attitude, knowledge, and skills and in the process of implementing the program in school are as follows:

1. Observing:
Observing means the process of finding and forming information about the existence of objects in the surrounding environment based on the observation of the five senses (Akbar, 2017). This activity can be done in the school environment or outside the school. By observing students are trained to learn clearly

to be aware of the events around them. Students directly experience an event or situation in learning, so that it will arouse curiosity, challenge and enjoy learning. This process requires the sensitivity of students in the formation of personal experiences that will eventually be outlined in a work. Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto carries out a routine program in the form of out-of-school visits in order to train students to conduct environmental observations. All students make observations accompanied by notebooks of the surrounding environment with teacher's assistance.

Picture 1. Outdoor study activities for students

2. Communicating:

Informing is an important stage. This stage trains students to learn how to speak and to dare to appear before other students (Akbar, 2017). Students present their work in front of the class. Students are given time to express their ideas in front of other students by alternating with each other.

Picture 2. Student performance in front of the other students

3. Appreciating

Students appreciate the work of other students. This stage gives students the opportunity to practice how to respond politely to a work. Teacher guidance is needed to create a harmonious and conducive atmosphere (Akbar, 2017). The students' work that has been made is shown to other students then commented on by their fellow students. Usually, the teacher gives direction before students mutually appreciate one another.

Picture 3. Appreciation between students

4. Creating

After obtaining and processing information on the results of the observation activities, students pour their knowledge into the form of work. This work is in accordance with the information students get based on observation (Akbar, 2017). Students are free to express their work either in writing, drawing, or other works. This work is adapted to the subjects given by the teacher, for example: students make poetry based on students' observations of the surrounding environment in Indonesian subjects, or students can draw the condition of their area of residence on art subjects.

Picture 4. The work of students after observation

5. Posting

Students record each of their work in a student's folder or book. The work books are placed in the classroom which other students are expected to be able to open and study their work (Akbar, 2017). However, if student work cannot be recorded, the teacher can post it on the classroom wall or other media. Neatly posting student work also helps the teacher in assessing student portfolio that will be reported to parents.

Picture 5. Student work in a wall magazine

6. Exhibiting

This activity is the final stage of the school literacy program (Akbar, 2017). In this stage, the school held an exhibition aimed at showing the work of students to parents. Parents can participate in appreciating their children's work. It is expected that parents know the potential of their children. So that parents will continue to support the development of their child's potential. This exhibition activity can be done when taking report cards or grade promotion.

Picture 6. Student art performances

The six activities that support the school literacy program carried out in Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto in its implementation have the following principles; freeing students to find out through observation activities, students learn from various school environments and outside of school, students learn from diverse learning sources, responsibility-based learning and independence, program materials are integrated with learning materials, learning based on applicative skills, train hard skills and student soft skills, utilization of student experience, respect for students' different thoughts, and learning atmosphere feels more fun. These principles are also in line with the principles of learning activities in the scientific approach in the 2013 curriculum; in the form of student-centered learning; learning forms students' self concept; learning avoids verbalism; learning provides opportunities for students to assimilate and accommodate concepts, laws, and principles; learning encourages an increase in students' thinking skills; learning increases student motivation and teacher motivation to teach; provide opportunities for students to practice their abilities in communication; and the validation process of the concepts, laws, and principles constructed by students in their cognitive structures (Sari, 2015). In addition, the principles implemented by Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto are also in accordance with the principles of school literacy initiated by Carol S. Beers, James W. Beers and Jeffrey O. Smith in their book A Principal's Guide to Literacy Instruction as follows: literacy development runs according to predictable stages of development, good literacy programs are balanced, literacy programs are integrated with the curriculum, reading and writing activities are carried out at any time, literacy activities develop oral culture, and literacy activities need to develop

awareness of diversity (Beers, Beers, & Smith, 2009).

CONCLUSION:

The development of information technology demands student awareness of the importance of ability in literacy. Good literacy skills will pave the way for other language skills, such as listening, speaking and writing. In addition, good literacy will also hone students' abilities such as critical thinking, creative innovation and foster student character. School literacy programs also actively enable students to learn from the surrounding environment so that learning becomes more fun and meaningful. This program will also develop student characters, including courage, criticism, and creativity. In order to build the culture of school literacy, school involvement is very important. Therefore, school has strategies in order to build a culture of literacy. Based on the research and discussion above, Al Irsyad Al Islamiyyah Elementary School 01 Purwokerto through the school principal make specific strategies to build a culture of school literacy by designing 4 stages (planning, implementation, mentoring and evaluation) by involving all school members. To realize the four stages, the principal arranges activities through 6 aspects (observing, communicating, appreciating, creating, posting and exhibiting). Through these six aspects, the literacy program at school can be implemented well and provides positive benefits for all school members, especially students.

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