Role of Teacher as Facilitator in School Literacy Movement at SD Al-Khodijah Merauke

Sri Winarsih

Department of English Literature, Faculty of Teacher Training and Education, Universitas Musamus, Merauke, Indonesia;

*Corresponding Author:
Sri Winarsih, Department of English Literature, Faculty of Teacher Training and Education, Merauke, Indonesia;
Email:
sriwinarsih@unmus.ac.id

Abstract: SD Al-Khodijah Merauke is an Elementary School which is pioneering school literacy movement in Merauke. This study aims to describe the role of teacher as facilitator in the program of school literacy movement implemented at SD Al-Khodijah Merauke. There were eight teachers including the headmaster of SD Al-Khodijah Merauke as the object of this study. By overt observation and structured interviews the data were collected and then analyzed using Miles and Huberman's three steps; reducing, displaying and verifying which were presented descriptive qualitatively. The result shows that there are two big roles of the teacher as facilitator in implementing school literacy movement at SD Al-Khodijah Merauke; 1) Creating reading materials due to the lack of them based on three consideration; literary works, animated picture, local wisdom; 2) Creating *JuMaDi (Jumat Majalah dinding)* a weekly wall magazine event due to the lack of students' participation on the event. In other words, role of teacher as facilitator in the implementation of school literacy movement at SD Al-Khodijah Merauke can be called teacher as problem solver.

Keywords: literacy; school literacy movement; role of teacher.

Introduction

The deterioration of Indonesia in the world competition and quality of human resources in the international arena as illustrated by the results of some researches either national or international level led to be the background of a program called the National Literacy Movement (NLM) which has been echoed in recent years. The general goal of NLM is to foster a culture of literacy in the education ecosystem from families, schools, and communities in the context of lifelong learning in an effort to improve the quality of life (Atzamaki et al., 2017). In the 2016 NLM Guidebook published by the Ministry of Education and Culture in 2016, it was explained that one of the realms of the NLM is the School Literacy Movement (SLM). The SLM is an overall effort to make schools as learning organizations whose citizens are literate throughout life through public involvement. The problem underlying the launching of the School Literacy Movement (SLM) at the moment is the low interest of students in reading. Government effort to overcome the problem of low student interest in reading is to encourage SLM. SLM is a compulsory program that must be carried out by every education unit, especially elementary and secondary education.

Literacy culture since the age of early classes is the basis for determining success in subsequent student learning activities. The importance of literacy skills in primary school children will provide information related to reading and writing difficulties. Efforts to build a culture of literacy are supported by the government in Permendikbud No. 23 of 2015 which contains that Growth of Character.

One of the specific objectives is to develop literacy culture in schools (Faizah et al., 2018). The program steps proposed by the Ministry of Education and Culture are as follows; 1) Read 15 minutes before the lesson begins; Reading aloud, Reading in the heart, 2) Arranging facilities and environments rich in literacy; Elementary Library, Class Reading Corner, Reading Area, UKS, Canteen, and School Gardens, 3) Creating a text-rich environment, 4) Choosing reading books in elementary schools, and 5) Public Engagement. While the activities are through 3 stages, namely habituation, development and learning stages. Unavoidable, children need fun and creative learning method to gain comprehension.

Those programs for students at elementary school absolutely need guidance and support from the people around them, it is called facilitator. Literacy facilitators are the spearhead of the literacy movement that helps and encourages Indonesian people in developing a literacy culture in the education ecosystem. In the family domain, literacy facilitators consist of parents and or family members. In the realm of schools, literacy facilitators consist of school principals, teachers, education staff, supervisors, and school committees (Atzamaki et al., 2017). Based on the condition of the literacy culture of elementary students who are still low, schools as a formal educational institution are required to foster a culture of literacy systematically since the early grades. That is because students spend most of their time in school. Literacy culture in schools requires support from various parties, especially teachers, because teachers interact more with students in the learning process. Hence, teachers hold important role in SLM.

Many factors greatly affect the implementation of SLM, both of which are supporting factors and inhibiting factors of the program. However, in practice the implementation of the program still encountered many obstacles. These constraints come from internal factors and external factors. Teachers as the spearhead in SLM are required to be able to carry out their roles properly. Need the right approach to overcome these problems. One solution that can be used is the teacher in carrying out his role as a facilitator by overcoming as much as possible obstacles and deficiencies that prevent the implementation of SLM.

The obstacles in implementation of SLM above can be seen in the study conducted by Lastiningsih, Mutohir, Riyanto, & Siswono (2017). The limitations in managing the programs and deficiencies are in the availability of text resources, as well as in the promotion of literacy. As a consequence of the study, it was found there is a need for professional development to overcome the difficulties and obstacles of school management. While, Yulianto, Jannah, & Nurhidayah (2017). conducted a study in two schools with different background. The first school is SD Laboratorium Unesa Surabaya and SD Ampenan 21 in West Nusa Tenggara. Eventhough the schools have implemented SLM in the different stage, both of them experience the same obstacles, support and motivation. First, SD Laboratorium Unesa Surabaya is in development stage but there is no School Literacy Team so that no one carries on the role of School Literacy Team., while SD Ampenan 21 West Nusa Tenggara is at the learning stage but the support from students' parents becomes the obstacles in the implementation of the School Literacy Movement.

Dealing with the implementation of SLM, the Elementary School in Merauke which is pioneering the program is Al Khodijah Merauke. There are 9 educators, 2 educational staff, and a principal, with the total number of students is 76 which consists of 23 3rd graders, 25 2nd graders and 28 1st graders. The initial observation showed that the school is applying three programs of SLM such as reading five minutes before class, reading corner, and wall magazine program called *JuMaDi* standing for *Jumat Majalah Dinding*. Based on the program, it is important to find the role of the teachers in supporting the implementation of the program.

Methods

This this research is included into descriptive qualitative as supported by Sugiyono (2015) that is a study that guides researcher to explore or photograph situations thoroughly and deeply including in descriptive type. It was conducted at Elementary School of Al Khodijah Merauke which is located at Jalan L. B. Murdani, Yasa Mulya Village, Tanah Miring SP II Merauke in a month in July 2019 with the subjects of research are the teachers. Technical triangulation for data collection techniques, it is by using several data collection techniques for the same data sources. The researcher became continuous and disguised observer. This means that the researcher first tells the subjects to be researched without being involved in data source activities. The semi-structured interviews to teachers were taken with the consideration that researcher feel more freedom to conduct interviews. The last is documentation recorded events either in the form of writing or monumental works from someone. The researcher used a data analysis model that was initiated by Miles and Hubermen. The model includes three activities, namely data reduction, data display, and verification.

Result and Discussion

The role of teacher in the implementation of SLM at SD Al-Khodijah Merauke is concluded in two big roles of the teacher as facilitator in implementing SLM at SD Al-Khodijah Merauke; 1) Creating reading materials due to the lack of them based on three consideration; literary works, picture, local wisdom; 2) Creating *JuMaDi (Jumat*

Majalah dinding) a weekly wall magazine event due to the lack of students' participation on the event.

Creating Reading Materials
Problem

The implementation of SLM at SD Al-Khodijah Merauke holds three programs, one of them is 15 minutes reading before class. The program can run successfully by students' active participation only if the reading materials are available. In fact, the obstacles happen in the initial implementation, that the number of reading materials does not support students' activeness in reading. The limitation of book collection includes the number of printed book, the number of reading materials that fits students' age, and the number of interesting reading materials.

Solution

Due to the problem above, then the teachers at SD Al-Khodijah Merauke as facilitator of SLM find the solution. They created reading materials in the form of "Pictorial Papuan Folklore" book. The materials are formulated based on the result of teachers' observation to students about their interest in reading materials. Then, three considerations were stated; 1) literary works, 2) animated picture, and 3) local wisdom.

1. Literary work-based

Developing reading materials needs some consideration dealing with the appropriateness of the readers and the quality. This is in line with Andriani, Saepulrohman, & Apriliya (2015) statement that good children book is book that delivers and derives from children's views.

Determination of literary works as the basic idea of reading materials is on the consideration that children love stories. Literary works such as fiction, fairy tales, fable, legend are most chosen by the students. Besides that, literary works can give more than pleasure in reading but also give moral lesson to students. As Afrinda (2018) stated that "Literary works as the products of literature are not only dealing with words and ability to create narratives but more that, dealing with society, reality, and the truth."

The statement supports the teachers at SD Al-Khodijah Merauke in developing reading materials. The study conducted by Silvia & Djuanda (2017) is supporting SLM in class V students of SD Cikancung in Bandung. She

took one model to overcome the problem of students' lack of reading interest that is by applying a Literature Based model. The model comes from a whole language approach that prioritizes authenticity, variations in teaching materials and seeks to integrate language skills (listening, speaking, reading, and writing).

Therefore, developing literary work-based reading materials as created by teachers at SD Al-Khodijah is absolutely a good way.

2. Animated-based

The second consideration taken based on teachers' observation on students' reading interest is that pictures are preferred by students to words. So combining pictures and words is the best way to solve the problem which leads to the result of pictorial literary works, while the kind of pictures determined by the teachers is animation. As (Bawawa, 2017) convinced that the good visual can attract more interest.

The animated pictures were created using application of Sketchbook that can be operated via android.

3. Local wisdom-based

The concept of pictorial literary works is completed by determining the theme. Local wisdom is determined by the teachers with the reason that it is supporting Cultural and Membership Literacy Movement as a part of SLM. Local wisdom can be developed by folklore, traditional dance, customs, etc.

There are a lot of folklores in Papua. One of them developed by the teachers is the story of *Asal Mula Munculnya Cesar Pak, Penghuni Muara Sungai Ayip*.

Figure 1. Pictorial Papuan Folklore Book

Those three basic considerations eventually lead the teachers to create a Pictorial Papuan Folklore book which is recently read by the students at SD Al-Khodijah merauke.

Creating JuMaDi
Problem

One of SLM programs implemented at SD Al-Khodijah Merauke is the wall magazine. But, in its initial implementation, the students' participation is cause of concern. There were only one or two students who wrote or read on the wall magazine. Even the content is only about the school announcement, not the students' creativity.

Solution

The condition brings the teachers to find idea to encourage students' participation on creating works on the wall magazine to read by others. The solution then is named as JuMaDi. JuMaDi stands for *Jumat Majalah Dinding.*

There are two points can be underlined from the program; 1) The Form is Thematic. It means every week students should write different topic as the theme given by the teachers such as recount, retold narrative, poem, and letter. 2) The Procedure is like a project cycle that is orderly as theme announcement, deadline submission, selection, and publication.

The role of teachers in this program is as committee. One has a job to determine the theme and announce it, the other one is responsible for the judging the students' works and selecting ten best works to post on the wall magazine. The students of the ten best works will get the rewards given by head masters every Monday in the flag ceremony.

JuMaDi does not only encourage the spirit of literacy but also accustom students to be positively competitive. As Dewi (2013) and Santoso (2007) confirmed the same result after conducting their study that wall magazine is advantageous. It has a number of functions, namely: (1) informative, (2) communicative (3) creative, (4) creative.

Conclusion

The implementation of School Literacy Movement at SD Al-Khodijah Merauke runs successfully eventhough experiencing some problems especially in the beginning. However, the problems were handled by the teachers as facilitator of SLM. As facilitator, teachers are responsible for the implementation of the programs included overcoming the problems by finding the solution. As the first problem is the lack of reading materials. So, the teacher creates a pictorial Papuan Folklore book as fulfilling the needs of students reading materials. The second is the lack of students' participation on the wall magazine program. So, the teachers create JuMaDi as the weekly wall magazine event.

By those description of implemention of SLM at SD Al-Khodijah Merauke, it can be concluded that the role of the teachers is beyond facilitator, but problem solver.

Acknowledgment

References

Afrinda, P. D. (2018). Turn Taking Strategy to Maintain Women ` s Self Image in Peri Kopi Novel Written by Yetti A . K . A. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, *148*(Icla 2017), 169–174. https://doi.org/http://dx.doi.org/10.2991/icla-17.2018.29

Andriani, E. N., Saepulrohman, A., & Apriliya, S. (2015). Pengembangan Buku Cerita Anak Tentang Sastrawan Acep Zamzam Noor Untuk Menunjang Pembelajaran Bahasa Indonesia Di Sekolah Dasar. Retrieved from Researchgate website: https://www.researchgate.net/publication/306379269

Atzamaki, Nur Berlian Venus, A., Muldian, W., Miftahussururi, Hanifah, N., Noorthertya Nento, M., & Syahriana Akbari, Q. (2017). *Panduan Gerakan Literasi Nasional*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Bawawa, M. (2017). Using Wall Chart As A Medium For Developing Students Vocabulary Mastery. *Proceeding Seminar Nasional Kependidikan Inovasi Pendidikan Dan Pembelajaran Dalam Rangka Percepatan Pembangunan Di Daerah Pinggiran,*. Fakultas Keguruan dan Ilmu Pendidikan Universitas Musamus. 279–284

Dewi, A. M. S. (2013). *Majalah Dinding Sebagai Implementasi Kemampuan Menulis Cerpen Siswa Yang Mengikuti Ektrakurikuler*

Jurnalistik Di Smp N 4 Singaraja. (Unpublished muster thesis). Universitas Pendidikan Ganesha.

Faizah, D. U., Sufyadi, S., Anggraini, L., Waluyo, Dewayani, S., Muldian, W., & Renya Roosaria, D. (2018). *Panduan Gerakan Literasi Sekolah di Sekolah Dasar*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.

Lastiningsih, N., Mutohir, T. C., Riyanto, Y., & Siswono, T. Y. E. (2017). Management of the School Literacy Movement (SLM) Programme in Indonesian Junior Secondary Schools. *World Transactions on Engineering and Technology Education*, *15*(4), 384–383.

Santoso, H. (2007). *Majalah Dinding Sebagai Media Untuk Meningkatkan Kemampuan Menulis Dan Budaya Baca Siswa*. (Unpublished master thesis). Universitas Negeri Malang.

Silvia, O. W., & Djuanda, D. (2017). Model Literature Based Dalam Program Gerakan Literasi Sekolah. *Mimbar Sekolah Dasar*, *4*(2), 160–171.

Sugiyono. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Yulianto, B., Jannah, F., & Nurhidayah. (2017). The Implementation of School Literacy Movement in Elementary School. *Advances in Social Science, Education and Humanities Research, Volume 173. 1st*, 43–46.