

## Literacy Alley: Efforts to Enhance Literacy Passion Among Students at Kanisius Demangan Baru Yogyakarta Elementary School

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### KEYWORDS

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Primary School Students,  
Kanisius Demangan Baru  
Elementary School,  
Yogyakarta

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### ABSTRACT

This study aims to explore and evaluate the efforts made in increasing literacy love in students of Kanisius Demangan Baru Elementary School (SD) in Yogyakarta. Literacy plays a crucial role in students' intellectual and social development, and an understanding and appreciation of literacy can enrich their educational experience. This research method involves collecting qualitative data through classroom observation, interviews with teachers and students, as well as analyzing documents related to literacy programs that have been implemented, and finally drawing conclusions. The results showed that efforts to increase love for literacy involve innovative teaching strategies and integrating literacy into the curriculum. Teachers actively promote students' interest in reading through activities such as book discussion groups, story and storytelling performances, library visits, promoting literacy corner projects in classrooms, and enlivening school walls and hallways with student literacy works. In addition, science literacy programs can also improve students' knowledge of nature, and storytelling teacher programs can improve teachers' and students' abilities with literary appreciation. The evaluation results showed a positive increase in students' reading interest and literacy understanding. The findings may provide insight for other schools looking to increase the love of literacy at the primary level, emphasizing the importance of collaboration between teachers, students, and parents in creating an educational environment that supports children's literacy development.

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### 1. Introduction

The National Institutes of Children and Human Development suggests that children's literacy is the ability to read and write before children are able to read and write, to become humans with a high interest in reading, it is necessary to develop children's literacy well Indonesia itself still has many

problems related to reading interest, namely the low interest in reading in Indonesia (Transformasi et al., 2022). Based on the results of research from the United Nations Educational, Scientific and Cultural Organization (UNESCO) which states that the reading interest index in Indonesia is only around 0.001, that means there is only one person who is interested in reading in a thousand Indonesian people (Wahyuni & Darsinah, 2023). A survey on literacy conducted by Central Connecticut State University in 2016 in New Britain, Conn, United States, placed Indonesia in a quite concerning position, which is ranked 60th out of 61 countries (Agoestyowati, 2017: 61; Inten, 2017: 24). Therefore, increasing the love of literacy at the basic education level becomes an inevitable aspect in forming a knowledgeable and critical next generation (Justice et al., 2003).

It should be underlined that the meaning of literacy, not only in terms of reading, but in terms of writing is also the case. Because reading habits in people who are still low will have an impact on their low writing habits (Pratiwi & Pritanova, 2017). Remembering people who like to read will be directly proportional to their writing ability. The more often you read, the more vocabulary will increase (Sayekti, 2015). In addition, reading habits will also help them compile ideas and developing ideas into structured and meaningful writing (Affandy, 2019). There are several solutions that can be done to improve literacy culture in Indonesian society. One of them is to invite children to love reading and writing (Sénéchal et al., 2001). Meanwhile, Nurdiyanti (2017: 243) stated that the element causing low literacy ability is a lazy tradition to read and understanding reading rooted in society. This is in line with the results of our observations in the field, namely SD Kanisius Demangan Baru Yogyakarta, there are several issues related to the application of children's literacy in schools, including: 1) The inactivity of class making as a vehicle for children's literacy, 2) Reading books in the literacy corner are still not varied, 3) Based on the results of interviews with teachers the lack of literacy programs in schools other than reading 10-15 before learning, 4) Based on the results of interviews with school principals, the lack of knowledge of educators related to the implementation of literacy programs in schools.

For this reason, it is interesting to conduct research entitled "Development of Creative Literacy (Creative and Contribution): Efforts to Increase Love for Literacy in Students of SD Kanisius Demangan Baru Yogyakarta". This article explores the efforts made at Kanisius Demangan Baru Elementary School in Yogyakarta to increase literacy love among students. Through an innovative approach and focusing on extracting interest in reading, this study details concrete steps taken by schools and teachers in creating a learning environment that stimulates and supports children's literacy development (Wahyuni & Darsinah, 2023). Through a deep understanding of the challenges and successes in implementing literacy programs, it is hoped that this article can provide valuable insights for educators, researchers, and education practitioners who are interested in developing literacy skills at the basic education level.

## **2. Materials and Methods**

This research is descriptive qualitative research, by telling in a study or a series of studies to understand the problems in the research. This study aims to gain an in-depth understanding of efforts to increase literacy love at SD Kanisius Demangan Baru Yogyakarta.

The population in this study was grade V students of SD Kanisius Demangan Baru. The sample was selected using purposive sampling techniques, taking into account variations in grade levels and student participation in literacy programs. The data collection instrument in this study used: Classroom Observation such as direct observation of learning activities, including teaching strategies, teacher-student interaction, and student participation in literacy activities. Interviews such as Interviews with teachers and students to get their views regarding the effectiveness of literacy programs and factors that influence students' reading interest. Final Data Collection such as Observation, interviews, and document analysis after program implementation to evaluate its impact and Withdrawal/Verification of Conclusions.

Research Procedure in this study is as follows: Initial Data Collection: Initial observation to understand existing conditions and identify literacy needs. Program implementation: Introduction and implementation of programs to increase literacy love by involving creative and collaborative activities. Final Data Collection: Observation, interviews, and document analysis after program implementation to evaluate its impact. Data analysis in this study uses qualitative data that will be analyzed with a thematic analysis approach, identifying patterns and themes that arise from observation, interviews, and document analysis and finally concluding.

### 3. Result and Discussion

Literacy is a fundamental human right to be able to improve one's life to achieve personal, social, work, educational, open social opportunities, and economic and political integration (Rahanu et al., 2016) (Pinto, Boler, & Norris, 2007). UNESCO (Indriyani et al., 2019) states that literacy is essential for human beings for social development and changing lives to improve one's health, one's income, and one's relationship with the world. Teeuw (Suryaman, 2015) states that a nation whose community literacy is still low will experience a bleak civilization. For this reason, building a literate society must be a top priority among other top priorities. Making literacy a national priority is a form of forming a literate society (Pinto et al., 2007). Literacy has various benefits including being able to train students to be more accustomed to reading correctly, familiarize students to be able to absorb information or knowledge that is read and summarized using the language they understand, improve the ability to analyze reading in students, foster the character of reading in students, and increase student competence in reviewing a material or reading (Sari et al., 2021). Vygotsky's theory emphasizes the role of the social environment in learning. Vygotsky (1896-1934) argued that human cognitive and language development are not separate from the social context. For him, man is active in building his knowledge, but mental functions have a close relationship with the social environment. Vygotsky emphasized that humans develop systematic, logical, and rational concepts through interaction with experienced helpers, usually through conversation. In theory, social interaction and language use play a crucial role in the formation of human cognitive abilities (Chandra & Yana, 2022). Increased literacy can be obtained through social interaction, both with teachers, and peers, and through learning environments that facilitate exploration and discussion. Literacy Fitness Theory states that interest in reading plays an important role in the development of literacy. Creating a positive and motivating reading experience can improve students' reading skills and comprehension. People who like to read and write gain new knowledge and insights that will further increase their intelligence so that they are better able to answer the challenges of life in the future (Rahim 2005: 1).

As for parental involvement in literacy education, Epstein's model of parental involvement states that collaboration between schools and parents can increase student achievement and interest in learning. Parents also feel that students have a high curiosity about various things of interest which is characterized by the desire to read (Robiah et al., 2023). In the context of literacy, parental support can include reading with children, providing books at home, and participating in school literacy activities. As well as other factors that affect the child's situation, according to research (Daulay et al., 2023) the environment around students affects students' reading and writing literacy skills, one of which is the school environment. The results showed that the school environment at SD Negeri 0117 Sibuhuan did not support students' reading and writing literacy skills, this is known from the reading culture in the school environment that is still low, literacy programs that have not run optimally, lack of reading slogans in the school environment, school making that is rarely updated, and schools that do not have a special place other than in the library.

In Indonesia, in line with the curriculum changes in 2013, the government launched the School Literacy Movement (GLS) program to improve student literacy (Indriyani et al., 2019). Integrating Literacy in the Curriculum is also very important, curriculum theory states that literacy should not only be a separate part of the curriculum but should be integrated into all subjects. Thus, students see

literacy as a necessary tool to understand every aspect of learning. After the introduction of the School Literacy Movement (GLS) and the National Literacy Movement (GLN), several schools implemented reading activities for 15 minutes before learning began as carried out by SD Kanisius Demangan Baru 1, with students reading various materials which were then reviewed in diaries; However, even though these literacy activities are carried out, the learning curriculum and literacy are considered separate entities and should be integrated so that they can be carried out together as a whole. Placing a literacy curriculum in students' lives becomes more useful and relevant for life at this time (Petrone, 2013). As for some of the solutions we provide in the form of programs that researchers can provide as alternative solutions:

### **Implementation of the Literacy Hallway Program at SD Kanisius Demangan**

From the observations and interviews, several facts were found, namely about the strategies applied by the school in implementing the school literacy hallway program, including;

1. Provide facilities or reading materials in the literacy hallway.
2. Increase the collection of reading books Classroom literacy hallway.
3. Make writing such as motivational words and poems and paste them on the classroom wall magazine.
4. Decorate the literacy hallway to be beautiful according to the School Theme

This is also part of the literacy culture that has long been implemented in the school. In classroom teaching activities, teachers also use the literacy hallway as students are asked to find information related to their subject matter available in the literacy hallway. From the explanation above, the implementation of the Lorong literacy program at SD Kanisius Demangan has been supported by human resources, equipment resources, and budget. School residents have a good and professional commitment to developing a culture of literacy in schools (Zachariah, 2019).

### **Literacy Alley**

Purpose: increase children's enthusiasm for literacy.

Venue: the hallway between the west building and the east building

Goal: everyone who passes through the hallway

Implementation: 20 - 28 November 2023

### **Conditions before**



**Personal Documentation: November 08, 2023**

## After Conditions



Supporting and Inhibiting Factors of the Literacy Movement Program at SD Kanisius Demangan Baru cannot be separated from several supporting and inhibiting factors. The factors above can be described as follows:

### 1. Supporting Factors

Supporting factors for the implementation of literacy, science literacy and Let's tell stories programs at SDN Kanisius Demangan include:

- a) Visible active participation of school residents and parents in supporting the implementation of the program,
- b) Quite complete facilities,
- c) The strategies teachers use in teaching are in line with literacy programs.

### 2. Inhibiting Factors or Upanya for The Realization of Literacy Programs

- a) The Importance of Integrating Literacy in the Curriculum: The integration of literacy into the curriculum as a whole can create a learning environment that supports the development of student literacy. It is not only the responsibility of the language teacher but also involves all subjects.
- b) Role of Teachers as Literacy Facilitators: Teachers play a crucial role as literacy facilitators. The use of innovative teaching strategies, such as book discussion groups and story shows, creates a fun and motivating learning experience.
- c) Parental Involvement as Literacy Supporters: Parental involvement in supporting literacy activities at home contributes positively to increasing students' interest in reading. Literacy programs involving parents create a bond between learning at school and at home.
- d) Giving students an active role in the learning process, such as through discussion groups or library visits, increases student engagement and builds a sense of responsibility for their own learning.

### 4. Conclusion

From the results of this study, it can be concluded that efforts to increase literacy love for students of SD Kanisius Demangan Baru Yogyakarta through innovative and collaborative programs have a positive impact. Some of the key findings include: The Importance of Integrating Literacy in the Curriculum: The integration of literacy into the curriculum as a whole can create a learning environment that supports the development of student literacy. It is not only the responsibility of the language teacher, but also involves all subjects. Role of Teachers as Literacy Facilitators: Teachers play a crucial role as literacy facilitators. The use of innovative teaching strategies, such as book

discussion groups and story shows, creates a fun and motivating learning experience. Parental Involvement as Literacy Supporters: Parental involvement in supporting literacy activities at home contributes positively to increasing students' interest in reading. Literacy programs involving parents create a bond between learning at school and at home. Giving students an active role in the learning process, such as through discussion groups or library visits, increases student engagement and builds a sense of responsibility for their own learning.

Thus, these measures help create an educational environment that stimulates and supports the development of a love of literacy in students. The implications of this research can be used as a foundation for the development of similar literacy programs in other schools and be a positive contribution to improving literacy at the basic education level. However, keep in mind that this study has certain limitations, such as focusing on one school and qualitative methods. Therefore, further research with a quantitative approach and involving more schools can provide a deeper understanding of efforts to increase love of literacy at the primary education level.



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