

Glitter (Guided Literation Movement) Model Development In Junior High School

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Abstract.

This research aims to describe and develop GLS SMP management at this time, its strengths and weaknesses, and the development of an effective GLS management model in SMP. This type of research is development research. Data collection methods use data triangulation (questionnaire, interview, documentation). Data were analyzed using qualitative descriptive techniques. The results of the research show: Model validation was carried out by experts with the results of the validation showing the Glitter SMP model was considered very feasible with an average score of 81.51. The model was tested on the GLS implementers of SMP Negeri 1 Bawen, Semarang Regency, Central Java with the average results of eligibility 84.09. The conclusion is that the Glitter SMP model can be applied effectively in the implementation of GLS in SMP.

Keywords: Model; Management; School Literacy Movement

1. Introduction

Literacy is important from an early age. This is supported by research which concludes that getting used to reading from an early age will produce culture (Hidayah, 2019; Indriyani, et al., 2018). If it has become a culture, the human resources of the Indonesian nation will increase. Human resources are increasing, the Indonesian nation will also be more advanced (Aisyah, et al., 2017; Khotimah & Sa'dijah, 2018). To improve the quality of education in formal schools by encouraging the love of reading and this is also done in Junior High Schools (SMP). The government issued a regulation on the School Literacy Movement (GLS) (Fakar & Khair, 2018). GLS is an effort to make schools as learning organizations whose citizens are educated for life through public involvement (Dirjendikdamen, 2016). The regulation on the School Literacy Movement is regulated through the Regulation of the Minister of Education and Culture Number 23 of 2015 about School Literacy Movement strengthens the character building movement (Kurniawan, et al., 2019).

In fact, the School Literacy Movement (GLS) has been implemented in junior high schools at this time but it is explained in the results of the research that literacy in Indonesia has not been implemented properly. Research shows that the level of reading literacy in Indonesia is in the low category. This data states that at the high school level, reading comprehension of Indonesian students is tested by the OECD - Organization for Economic Cooperation and Development, namely the Organization for Economic Cooperation and Development in the Program for International Student Assessment (PISA). The results of the PISA score, Indonesia's reading or literacy ranking decreased and was ranked 72nd out of 78 countries with 371 points in 2018 (OECD, 2018; Yanti & Yusnaini, 2018). This is also evident in the research of (Khotimah et al, 2018) entitled Implementation of GLS which states that students' reading interest in Indonesia is still low. The Most Littered Nation in the World study in March 2016 also showed that the reading interest of the Indonesian people from 61 countries was ranked 60th (Setyaningsih, 2017; Wanelly, 2019).

Research results through a questionnaire survey were also carried out by researchers at SMP Negeri 1 Bawen in the current implementation of GLS and the results were still ineffective. The results of GLS activities in junior high schools are still at the habituation

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stage, namely the reading stage alone has not yet reached the development stage and the learning stage, students are less interested in GLS and there are limited reading books. This is evident based on a survey of 5 teachers and 63 students at SMP Negeri 1 Bawen on 4 - 9 February 2019 with the result that almost 80% of literacy activities in this school only reached the reading stage by summarizing reading only and monotonous activities. But in reality schools are not easy to implement varied programs in implementing GLS. This is also proven in one study which states that there are difficulties faced by teachers and schools in implementing the literacy movement in schools ([Putriani & Wahyuni, 2017](#); [Suyono, et al., 2017](#)).

According to the survey in the study, students' reading interest in Indonesia is declared to have decreased. As in a study entitled *Increasing the Habit of Reading Information Books for Elementary School Children*, it shows that in the last 20 years of research, it is stated that Indonesia has experienced a decline in book reading habits ([Mustofa & Budiwati, 2019](#); [Rahmasiwi, et al., 2018](#)). There are several things that are thought to be a factor in the decline in reading habits in Indonesia, namely GLS management, such as poorly organized planning at school. This is also supported in a study entitled *Analysis of the implementation program of the school literacy movement with a Goal-based Evaluation approach* which aims to determine the implementation of the GLS program in schools, constraints, and input related to improving the implementation of the GLS program ([Fakar & Khair, 2018](#); [Kianto, et al., 2019](#)). This research shows many obstacles in GLS. There are other research results that show that the implementation of the GLS program in schools has been going well, but it needs some improvements at the time of its implementation. The improvements suggested by the respondents to stakeholders included disciplining implementation, additional time allocation, and the need to add the latest collection of books to support the GLS program. This is also supported in research entitled *developing literacy models through fake media (hoaxes) in social media* which diversity must be analyzed ([Aswat & Nurmaya, 2017](#)). Media is important so it must be followed up in further research.

According to the researcher, the GLS model he uses in schools is not quite right because the GLS management is not well prepared and applied, such as in the planning stage, for example analyzing less than optimal needs; organization, such as coordination of the School Literacy Team and its main duties and functions and unclear schedules; implementation of GLS regarding unplanned preparation; and monitoring or evaluation is rarely or never done. That is what GLS implementing schools are doing, especially at the junior high school level at this time, who as long as carry out GLS activities without thinking about the proper GLS management model ([Fitriana, 2019](#)). This is an obstacle or problem for implementing GLS and has an impact in determining and implementing the GLS management model used. The right model needs to be planned and implemented. The model is a real picture of the structure and order displayed in the form of a verbal or conceptual description, in which there are steps for activities or procedures, in the form of physical or visual replicas, equations or formulas or concepts ([Suparman, 2014: 9](#)). So determining a model requires a process.

Seeing this, the researcher raised the theme of GLS in this study because literacy is very important and urgent for education today. Referring to the survey as well, researchers are trying to develop a GLS management model in junior high schools called the Development of the Glitter Model (Guided Literacy Movement) SMP. Model development in SMP is practical, interesting and uses electronic technology by providing examples of GLS management (POAC) along with independent GLS guides, and there are guidelines for implementing GLS from school stakeholders in charge of handling GLS implementation in SMP. Researchers are trying to develop the development of a GLS management model in junior high schools to facilitate the implementation of the School Literacy Movement (GLS) activities in SMP. This development is also supported by information literacy, such as in a study entitled *the study of information literacy skills among junior high school students*, which states that information literacy is needed to improve self-quality in order to learn for life ([Hanin & Islamy, 2020](#); [Kurnianingsih, et al., 2017](#)).

The development of the GLS management model in SMP is structured to assist teachers in preparing the School Literacy Movement program in SMP by looking at the formulation of detailed research problems including: a) how is the management of the School Literacy Movement (GLS) in SMP at this time; b) what are the strengths and weaknesses of the current GLS SMP management; and c) how to develop an effective School Literacy Movement (GLS) management model in SMP. The theoretical benefits are that it can contribute to knowledge in the field of developing the GLS management model for SMP, while the practical benefits are expected: a) the model can help in implementing the conceptual and programmed School Literacy Movement activities, and b) the model can be used as a guide in implementing GLS activities in SMP.

The limitations in this study are found in the model trial subjects. The trial of this model was only carried out in one junior high school in Bawen District, so it does not guarantee that this model will solve all the problems that exist in all GLS activities in SMP. In the Guide to the School Literacy Movement in Junior High Schools, it is written that the meaning of School Literacy in the context of GLS is the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, writing, and / or speaking. There are 3 stages of the GLS for SMP, namely: the habituation, development and learning stages along with the operational steps for the implementation and some practical examples of the accompanying instruments (Dirjendikdasmen; 2016).

Realizing the importance of literacy for society, the government, through the Ministry of Education and Culture is trying to improve literacy in reading and writing for the community, especially students, as expressed by Jaka Warsihna in 2016. The government also implements literacy at the junior high school level, hereinafter abbreviated as SMP, which is a form of formal education unit that organizes general education at the primary education level as a continuation of SD, MI, or other forms that are equivalent or advanced from learning outcomes that are recognized to be the same or equivalent to SD or MI.

The framework for developing the GLS management model in junior high schools is GLS activities from the habituation stage to the development stage which makes students less interested in literacy become interested in literacy and limited reading books equipped with reading source downloads so that the book's facilities are fulfilled by the appearance of students being videotaped resulting in literacy products which can be published and student character can be developed too. Then the SMP *Glitter* model can be applied in this framework.

This research aims to describe and develop the current GLS management of SMP, the strengths and weaknesses of the current GLS SMP management and develop a management model for the School Literacy Movement (GLS) in SMP that can be used by teachers as a guide to help develop effective GLS management in SMP.

2. Methods

This type of research is research and development or R & D (Research & Development) with qualitative descriptive research. Research and development methods aim to produce certain products as stated by (Borg & Gall, 1983) which are integrated with the ADDIE model. Research time with a preliminary study from February 2019. Expert validation was carried out in early February 2020. Followed by validation by the Principal in mid-February 2020. Then continued with product use trials by SMP Negeri 1 Bawen students at the end of February 2020. Sources of research data were obtained from the principal, the School Literacy Team (TLS), teachers or students at the research site which were then combined with expert tests and adjusted to literature studies on literacy. The research instrument at the preliminary survey stage used a questionnaire and the field survey was conducted by interviewing the research subjects. After that, a documentation study was conducted.

This type of development research data is qualitative data. Data collection was carried out by collecting data sources (questionnaires, interviews and documentation studies). The data validity test used technical triangulation and source triangulation. The data analysis was conducted in a descriptive qualitative manner. Researchers are currently using

the research design model (Tegeh, et al., 2015). But researchers limit it to only seven stages of research and development from ten stages because of limited circumstances and time. Research starts from potential and problem analysis, data collection, product design, design validation, design revision and product testing and product revision. The development model used as a reference in this study is the ADDIE model. The ADDIE model is carried out in 5 stages. Of the seven stages of the procedure above, the researcher tries to break down the stages of the ADDIE model which are integrated into research procedures in GLS management. The subjects of the trial of the GLS SMP model were the Principal of SMP Negeri 1 Bawen and the School Literacy Team (TLS) and the teacher, who were tested on students of SMP Negeri 1 Bawen. The purpose of this limited trial is to obtain information on the feasibility or effectiveness of GLS SMP products and input for further product improvement.

3. Result and Discussion

Description and Analysis of Management of GLS SMP

GLS activities at SMP Negeri 1 Bawen have been running for the last three years, but the results have not been effective. Researchers prove this by conducting research in this junior high school with a preliminary study with a questionnaire technique.

Furthermore, researchers also conducted interviews on December 17, 18 and 23 2019 using interview sheets from 3 sources, namely one (1) school principal, one (1) School Literacy Team Coordinator (TLS) and one (1) person The teacher guiding or implementing GLS about the obstacles and problems that have occurred in implementing GLS in SMP so far are ineffective. The final step is a documentation study by looking at the monthly or annual reporting of GLS activities at SMP Negeri 1 Bawen in 2019.

he management of GLS at SMP Negeri 1 Bawen currently includes: a) GLS planning, namely GLS activities at SMP Negeri 1 Bawen that have carried out GLS planning. In implementing the GLS program, planning was carried out, namely a needs analysis, but planning for this SMP GLS was only with oral questions and answers and did not have detailed planning in terms of schedule, place of implementation, and GLS material. So the planning for GLS in SMP is not yet effective; b) Organizing GLS, namely GLS activities at SMP Negeri 1 Bawen preceded by the immediate issuance of SK TLS (School Literacy Team) SMP Negeri 1 Bawen and completed with the main tasks and functions of the school principal. In this school there is no clear socialization of GLS. In addition, the organization of facilities and infrastructure is less clear. The main duties and functions (tupoksi) of TLS are not implemented properly. So that it needs to be evaluated and followed up; c) Implementation of GLS, namely in the implementation of GLS at SMP Negeri 1 Bawen, TLS makes a manual for the GLS of SMP Negeri 1 Bawen. But in reality, the implementation of GLS at SMP Negeri 1 Bawen is slightly different from what was originally planned, as the planning of needs carried out by this school was less than optimal. This is evidenced by the lack of reading books as a reading source for all students so that this planning is not suitable in the planned management. The GLS stage at SMP Negeri 1 Bawen is still at the habituation stage, namely reading habituation and has not yet reached the development and learning stages. So that students are less interested in literacy because the activities are monotonous; and in the GLS monitoring and evaluation stage, namely in the GLS activities in the implementation of monitoring and evaluation, there should indeed be a special money team, but in the meantime, the implementation of GLS monitoring and evaluation in SMP is still being carried out by TLS assisted by GLS guiding teachers.

Table 1. Description of Strengths and Weaknesses of Management of GLS SMP

Strengths	Weaknesses
1) At the planning stage, namely there is clarity of objectives, goals, materials, time for GLS and has made an independent SMP GLS guidebook;	1) In the planning stage, determining the need for reading books is not quite right because there are still limited reading books for all students;

Strengths	Weaknesses
2) The organizing stage, namely the principal has compiled the School Literacy Team (TLS) and its main tasks and functions;	2) The organizing stage, namely the School Literacy Team has not carried out its duties optimally;
3) The implementation stage of GLS in this SMP with the advantage that students and teachers in implementing GLS get instructions from the GLS manual for SMP compiled by TLS;	3) The implementation stage, namely the lack of interest of students and teachers in implementing GLS and monotonous activities such as the results of the questionnaire in the preliminary study survey results as above and GLS is still in the habituation stage;
4) The monitoring and evaluation stage, where each student carries out daily GLS activities carried out by monitoring and evaluation such as books or students' GLS results or the activities are always monitored by the teacher by signing or commenting on them.	4) In the monitoring and evaluation stage, there is no special team for monitoring and evaluation of GLS at SMP Negeri 1 Bawen and the teacher only signs or comments on the student summary book and there has been no interesting performance and the work has not been published.

From the research results, there are many weaknesses of the GLS activities in this SMP. TLS has not yet compiled GLS management with a clear GLS management model for SMP. Schools in preparing GLS management are still in the original stage of making GLS activities still carried out.

Model Design Validation

Model validation that was carried out at the trial phase involved three (3) experts or experts including one (1) literacy expert and one (1) model expert represented by two (2) SWCU Salatiga Education Management Lecturers and one (1) curriculum expert. SMP represented by the Head of the Basic and Secondary Education Curriculum Section of the Salatiga City Education Office. Validation of this model was carried out through a questionnaire that was included with the model product and the GLS SMP guidelines prepared. Based on the results of calculations from the analysis and validation of the experts as a whole, the average feasibility is 81.51 or 82 so it can be said that the development of the School Literacy Movement (GLS) management model in Junior High Schools (SMP) with the name of the *Glitter* model (Guided Literacy Movement) SMP compiled along with the guidelines is very worthy of testing.

After it is stated by the experts that this model is very feasible to be tested, it is necessary to conduct a field test. Field tests by researchers have been carried out by two (2) SMP GLS implementers, namely one (1) person in charge for the GLS SMP and also on the SMP School Literacy Team (TLS), namely the Principal of SMP Negeri 1 Bawen and one (1) Teacher Guide or Implementing GLS SMP, namely Junior High School Subject Teachers at SMP Negeri 1 Bawen. Based on the results of calculations from the analysis and validation of field tests / trials as a whole, it is obtained that the average feasibility is 84.09 or 84 so it can be said that the development of the School Literacy Movement (GLS) management model in Junior High Schools (SMP) with the name of the *Glitter* model (Movement Guided Literacy) SMP which is compiled along with the guidelines is very worthy to be tested.

The next stage if there is input, suggestions of deficiencies from the model design can be revised and used as a revision of the product model to be used.

Discussion

The implementation of GLS in general literacy is still ineffective, especially in SMP Negeri 1 Bawen, which is still in the low category because the implementation of the GLS in the curriculum field program in the GLS activities is not good and requires improvement or evaluation and must make a concept or plan first. This opinion is also supported in a study which states that the implementation of the GLS program in schools has been going well, but

it needs some improvements at the time of its implementation because implementation discipline is needed, time allocation is added, the need for adding the latest collection of books to support the GLS program and need to provide solutions to add to the collection of book sources ([Mashur, 2012](#); [Maphosa & Bhebhe, 2019](#); [Onde, 2020](#)).

Based on the results of previous research, the results of the researchers' study suggest that there are differences and similarities from previous studies. In this study, there is a research equation, namely this study both examines the GLS management model where many studies have examined only the program implementation and stages of the literacy movement carried out by several schools and only a few researchers tried to emphasize model research. The difference from this previous research is that there are still many studies that only evaluate the GLS program which is carried out in the habituation stage and its obstacles.

The planning stage in the GLS activities of SMP Negeri 1 Bawen is currently ineffective at SMP TLS because it does not have clear objectives. But after using the *Glitter* model, TLS planning has a clear goal and mastery of the concept. Planning like this was also carried out in research by ([Tegeh, et al, 2015](#)) and described in the management function, namely planning can be defined as determining the means of achieving them (determining how to achieve goals. organization). Planning for mastery of literacy concepts is also supported in research which states that mastery of the concept affects students' literacy skills ([Rahayuningtyas & Yuliani, 2020](#)).

The organizing stage of the GLS activities of SMP Negeri 1 Bawen is currently not effective because the TLS at SMP Negeri 1 Bawen has not worked optimally. Whereas good organizational management must optimize the resources in an organization. But after using the *Glitter* model, TLS is well organized. This is according to what was explained in research conducted by ([Tryanasari, et al., 2017](#)) and the same as explained by James Stoner ([Setyawan & Ismayoeng, 2020](#)) in the management function, namely organizing is the process of compiling an organizational structure in accordance with organizational goals, sources resources - the resources at its disposal

The implementation stage of the GLS activities at SMP Negeri 1 Bawen is currently not effective in motivating GLS in terms of the constraints or shortcomings and advantages of implementing GLS in this SMP. This has happened in several schools. This is like the results in the abstract of a study which shows that the implementation of GLS in two schools has not been carried out optimally because it still has several inhibiting factors that are still not resolved so that it does not have a positive impact on students' reading passion. But in this *Glitter* model, everything is planned as revealed in Muhammad Hilal Hiidayat's 2018 research.

The implementation stage of the GLS SMP model that researchers used resulted in effective GLS activities. With this model students are interested in literacy again because the availability of reading sources is fulfilled by downloading through the internet reading sources that they bring themselves so that students become active because of the means such as limited reading books are resolved. The final result of this stage is the publication or documentation of the results or work of students in GLS in the form of pictures or videos and the character building of students is built. This is the same thing that was carried out in ([Wahyuni, 2018](#)) research from the faculty of education, Western university, London, Ontario, Canada to understand and create the concept of constituents, movements, and the effects of institutions, programs and curriculum in literacy classes in this program.

Evaluation can also be monitored from the achievement indicators at the GLS stage. The evaluation and monitoring stages at the GLS SMP activities are currently not effective because there is no GLS money team. But after TLS applies the *Glitter* model, at the evaluation stage this model results in objective, effective monitoring or supervision activities, efficiency in the implementation of GLS and organizational and management objectives are achieved in the use of resources. This achievement was similarly carried out in research by Kaharuddin in 2017 and in accordance with what was described by James Stoner ([Yuhayati, 2016](#)) in the management function, namely controlling (controlling) is a process to ensure that organizational and management goals are achieved.

4. Conclusion

According to the researcher, the first conclusion is that the current TLS of SMP Negeri 1 Bawen in compiling GLS management and implementing GLS of origin and road origin is only to fulfill mandatory GLS from the government. Second, the current management of the School Literacy Movement (GLS) at SMP Negeri 1 Bawen has more weaknesses than strengths. Third, this research is the development of the GLS management model in junior high schools which was developed by researchers with the name of the *Glitter Model* (Guided Literacy Movement) in SMP which includes the four management functions which include planning, organizing, implementing and evaluating effectively. So that this model can be used in implementing GLS in SMP. This *Glitter Model* is also equipped with three (3) guided SMP GLS manuals, namely 1 GLS manual for TLS, 1 GLS manual for teachers or employees and 1 GLS guidebook for students. The manual is useful for guiding, giving instructions, providing worksheets and evaluation tools during the GLS SMP.

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