

Evaluation of the Implementation Literacy Program (LP) at KB TKIT Asy Syaffa' Magelang City In 2018

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Abstract

This study aims to evaluate the school literacy movement program at KB TKIT ASY SYAFFA', which includes: (1) context: LP goals and suitable with student needs; (2) Input: student activities and infrastructure; (3) Process; supporting and inhibiting factors; (4) Product: reading interest and student activity. This research is an evaluative research with CIPP model and uses a qualitative descriptive approach. The subjects of this study were principals, teachers, and students. The object in this study is the implementation of PL at KB TKIT ASY SYAFFA'. Data collection methods used are observation, interviews, and documentation. Data analysis used is qualitative which consists of data reduction, data presentation, and conclusion drawing. The results of the study show: (1) the results of the context, the objectives of the GLS that are applied in accordance with the needs of students; (2) input results, some student activities starred classes, KBM, and infrastructure facilities are quite complete and in good condition; (3) the results of the process, supporting factors include students, teachers, employees, parents, and the Ministry of Education and Culture. The inhibiting factor of human resources in schools is not maximized; (4) Changes in students since the presence of GLS is increasing students' reading motivation, more enthusiastic when visiting the library.

Keywords: *school literacy movement, reading, evaluation, CIPP.*

Background

The school literacy program in the city of Magelang has been launched since 2015. This is based on the Ministry of Education and Culture program that develops the School Literacy Movement through the 2015 Minister of Education and Culture Regulation No. 21 concerning Cultivation. School Literacy Movement is the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, writing, and or speaking.

The general purpose of the literacy movement is to develop students' character through the acculturation of the school literacy ecosystem embodied in the School Literacy Movement. It is expected to produce children who have high literacy skills and so that they become lifelong learners (Directorate General of Basic Education and Intermediate Ministry of Education and Culture, 2016: 2).

Literacy rates in Indonesia are very low. Based on the literacy test conducted by the IEA in 2011 (PIRLS data), Indonesia was ranked 45th out of 48 countries that were participants with a score of 428 (average score of all 500 participants) (Directorate General of Primary and Secondary Education Ministry of Education and Culture 2016 p. 1). Based on the 2015 PISA data literacy rates in Indonesia have not shown a significant increase of 1 point from a score of 396 in 2012 to 397 in 2015.

Based on PIRLS and PISA data above, the Library and Archives Office of Magelang City Holds various activities in order to support the School Literacy Movement including, Fesbuk (Book Festival), School library management competition, and others.

The literacy program at KB TKIT Asy Syaffa' Magelang is a program designed so that educators and students when reading are not only adept at reading, but educators and students can understand the contents of the reading. The literacy program at KB TKIT Asy Syaffa 'Magelang was decided and carried out starting in the 2014/2015 school year. Literacy programs in schools are programs that are expected to make teachers and all educators and students increase the intensity of reading, so that the knowledge of educators and students can increase. Educators and students are expected to play an active role in monitoring and implementing this literacy program.

In this case the KB TKIT Asy Syaffa' Magelang requires educators every day for 15 minutes to read story books to students and once a week summarize one of the books they read to prove the educator's understanding in reading. The summary results must be collected at school through the person in charge of the school library. After educators can understand and understand the contents of the reading, it is expected that knowledge from educators will increase, so that they have broad insight and can better equip students when the process of teaching and learning activities, school performance and quality can improve.

Data collected from the summary of the last three months are as follows:

Table 1 List of collection of summary results in February-April 2018

No	Class	Amount Teacher and Staff	Summary Collected			Summary Not Collected		
			Febrl	Mart	April	Febr	Maret	April
1.	Class KB	6 people	20	16	10	4	8	14
2.	Class A	7 people	19	16	12	8	12	16
3.	Class B	7 people	19	15	10	9	13	18
4.	Class TU	4 people	10	8	4	6	8	12
	Sum	24 people	68	55	36	27	41	60
	Total Sum		159			128		

Source: data on "Syaffa Ash Educators' Literacy Summary Results"

It can be seen from the data above during February, March, April 2018 in the KB group that there are 4 summaries that are not collected, group A there are 8

summaries that are not collected, group B there are 9 summaries that are not collected, TU group there are 6 summaries that are not collected,

Of the last three months there have been 128 summaries that were not collected. This can lead to a smooth literacy program so that the objectives of literacy programs are very difficult to achieve. The second problem is the lack of supervision of the program to read story books to students. The last problem that arises is the lack of a number of new story books. The large number of educators, the intensity of rapid reading resulted in the rapid circulation of children's story books from educators to other educators, so that they would become bored in reading if the books that were read were just that.

The problem faced by Heather Thomas (2013) entitled *An evaluation of the literacy program at Garibaldi Grade School* states that since 2006 Neah-Kah-Nie's school has developed a literacy reading program. The teacher utilizes a literacy model that is balanced between theory and practice in five main areas of reading: phonemic awareness, phonics, fluency, vocabulary, and understanding. Fifth grade students are assessed three times a year using *Dynamic Indicators of Basic Early Literacy Skills*, developed by the University of Oregon

Based on the description, the authors are interested in conducting research on the evaluation of literacy programs at KB TKIT Asy Syaffa Magelang. Understanding of evaluation is an activity of collecting, analyzing, and presenting information by comparing the planned activities of the activities carried out and comparing the objectives of the program to the results achieved, then the information is used to determine the effectiveness and efficiency of projects, policies and programs that used to determine the right alternative in making a decision (Sukardi, 2008: 1); Arikunto, 2010: 2; Wirawan, 2011: 7).

While the understanding of program evaluation is a systematic method for collecting, analyzing, and using information with the aim of knowing the effectiveness and efficiency of projects, policies and programs (Wirawan, 2011: 17; Weiss (Sugiyono, 2014: 741); Sugiyono, 2014: 742).

The model that will be used in evaluating this program is CIPP developed by Stufflebeam. CIPP stands for context, input, process and product. The main objective of this research is to provide input for improving the implementation of literacy programs, so that an analysis and evaluation of literacy programs is conducted at KB TKIT Asy Syaffa' to find out: 1) Context of literacy programs at KB TKIT Asy Syaffa Magelang; 2) Input of literacy program at KB TKIT Asy Syaffa Magelang; 3) Process of literacy program at KB TKIT Asy Syaffa Magelang 3) Product literacy program at KB TKIT Asy Syaffa Magelang.

According to Wirawan (2011: 92-94) the CIPP evaluation model in analyzing the program is carried out based on its components which can be explained as follows:

1. Context evaluation is an effort to identify and assess the needs that underlie the preparation of a program. Evaluate the context to answer the question: What needs to be done? (What needs to be done?).

2. Evaluation of Inputs (input) to find answers to questions: What should be done? (What should be done?).
3. Process Evaluation seeks to find answers to questions from: Is the program being implemented? (Is it being done?). This evaluation seeks to access the implementation of the plan to help program staff carry out activities and then help user groups more broadly assess the program and interpret benefits.
4. Product evaluation is directed at finding answers to questions: Did it succeed? This evaluation seeks to identify and access outputs and benefits, both planned and unplanned, both short and long term. Product evaluation is the final stage of a series of program evaluations. So after the product evaluation is complete, the results of the current program can be recommended to formulate the next policy.

Research Methodology

In this study the type is evaluative research using a qualitative descriptive approach. His research location was at KB TKIT Asy Syaffa, Tulung Kp 48/90, Central Magelang District, Magelang City, Central Java Province. The subjects in this study were educators, education staff and KB TKIT Ash Syaffa' students. The technique of collecting data uses interviews, observation and document study. The instruments of data collection are in the form of interviews, observation sheets and documentation sheets. While to test the validity of the data in this study used source triangulation techniques and tringulation techniques. The data analysis technique used is qualitative data analysis. Data analysis in this qualitative research is based on program evaluation methods with the CIPP model.

Findings and Discussion

The Context of the Literacy Program at KB TKIT Asy Syaffa' Magelang.

The components of context evaluation are: 1) whether the literacy program is a school need 2) what is the purpose of the literacy program and; 3) who is the target of the literacy program.

The background of the designation of the literacy program at KB TKIT Asy Syaffa is that the Principal sees that even though he has won first place in the School library competition in the City of Magelang PAUD level 4 times in a row, educator's literacy ability is still lacking and students' interest in visiting the library is still lacking. This can be seen when the child gets a schedule of visits to the school library and looks less happy and less enthusiastic.

Through the literacy program, reading activities are expected to become a habit for all school members and the ability to read all school members. This is in accordance with the understanding of the program according to Widoyoko (2009: 8), which is a series of carefully planned activities in continuous processes, and occur within an organization that involves many people.

Based on these problems, it can be seen that literacy programs are a necessity of educators and students of KB TKIT Asy Syaffa. This is in line with the understanding of needs according to Wirawan (2011: 19), namely the inequality between current conditions and conditions or what happened to the desired situation or condition that should be. The purpose of the literacy program in TKIT Asy Syaffa is to practice reading and writing skills, especially increase literacy for educators and students. The literacy program itself is very important for educators and students of KB TKIT Asy Syaffa because with the existence of literacy programs, educators of students will have broader insights.

Input of the Literacy Program at KB TKIT Asy Syaffa '

Literacy program is the answer to the problems of the low ability to read and write educators and students of KB TKIT Asy Syaffa. This is in accordance with the opinion of Wirawan (2011: 19) which states that needs assessment needs to be done before planning a policy, program or project. This is done to identify and define needs and collect a number of alternatives to meet those needs. From the chosen alternative is the core of the program plan to meet needs.

The literacy program at KB TKIT Asy Syaffa is in accordance with the operational guidelines and technical guidelines as evidenced by 4 program activities, namely the teacher reads the story book to the child for 15 minutes at the beginning of the PBM, mass reading, the competition to make storybooks for educators, and summarizes the reading for educators. Three routine activities (reading a story book, mass reading, and one activity carried out at the end of the odd semester (storybook competition)

The program can only run the supporting components to function properly, while the supporting components include: 1) Human resources; 2) Supporting infrastructure facilities; 3) Funds / budget; 4) Various procedures and rules needed. Therefore, it can be seen that the supporting resources of the literacy program in this school are from the vision and mission and objectives of the school. Characteristics of leaders, teachers and school people must cover the vision and mission and goals of the school.

The policies and decisions taken by the Principal in overcoming the obstacles that arise during the process of implementing literacy programs largely determine the success of the program. In addition to the credibility of the manager, the implementation of a literacy program at KB TKIT Asy Syaffa must be supported by school finance. The facilities provided include reading books, reading corners (inside and outside the classroom), and other equipment that supports the implementation of the program. Rules are also made for the success of literacy program activities. Besides that a good schedule makes borrowing books take place regularly.

The Process of Literacy Program at KB TKIT Asy Syaffa Magelang

In the 2014/2015 school year the literacy program began. In the initial stages of the literacy program in KB TKIT Asy Syaffa Magelang formed a literacy committee, which then prepared a literacy program plan, then discussed it with all teachers in the annual work meeting, and finally socialized to all school members including parents of students. A budget plan for the collection of books and facilities for reading must be provided. In the budget plan described the types of facilities, namely reading books, reading angles (inside and outside the classroom).

Basically the process evaluation is to find out to what extent the plan has been implemented and what components need to be improved. Starting from the teacher's role in carrying out literacy program activities at school.

However, the obstacle faced by KB TKIT Asy Syaffa Magelang was the lack of commitment of the teacher in carrying out literacy program activities, especially in routine activities, namely the activity of reading story books to children at the beginning of PBM and summarizing activities. In the activity of reading story books the problem faced is that some children are often fussy so the teacher must handle fussy children first. To overcome this problem, the school has made various solutions including fielding TU's part to help the class with fussy children. The activities summarize in addition to the consistency of weak teachers.

Based on the findings in the field and document studies, information was obtained that in the aspects of the literacy program implementation process at KB TKIT, Asy Syaffa Magelang had not been fully implemented properly. But the obstacles that arise at the process stage are resolved well. This is because there is good cooperation with various parties involved in the process of implementing literacy programs.

Product of Literacy Program at KB TKIT Asy Syaffa Magelang

Product evaluation is an assessment carried out in order to see the achievement / success of a program in achieving predetermined goals. The results obtained from product evaluation are the benefits of implementing a literacy program at KB TKIT Asy Syaffa Magelang. Educators are more skilled in writing because they are used to it, students are very fond of reading (although sometimes they just read the picture), the enthusiasm of children to visit the library increases.

Of the four literacy program activities there are 3 activities with successful measures but the quality measure has not been included, namely 15 minutes reading the story book at the beginning PBM 90% done and mass reading 80% of the group students B are able to read two syllables, 80 % of educators take part in children's storytelling competitions. As for other activities, namely making a summary has not been successful.

Products in the form of teacher's work in the form of a collection of children's stories can be recorded. The success of the literacy program can be seen also from the increasing awareness of parents on the program to read story books, namely with the increasing number of guardians who donate story books to the school library. So that the collection of books increases in the reading corner.

Conclusion and Suggestion

In the context aspect, literacy programs are very much needed by educators and students at the KB TKIT Asy Syaffa Magelang. The target of the literacy program is all school members, especially educators and students. The purpose of the literacy program is to practice reading and writing skills, especially increasing literacy for educators and students. In the input aspect, literacy programs at KB TKIT Asy Syaffa Magelang have answered school needs with sustained activities, human resources, facilities and infrastructure, funds and adequate working mechanisms. In the aspect of the process of implementation the literacy program ran smoothly despite several obstacles. And the product aspect of the literacy program has been achieved in accordance with the original plan, although the success rate in one activity has not been successful.

Suggestions that can be given based on the above conclusions are:

1. For the person in charge of the literacy program
should add training related to literacy programs, so that teacher motivation increases so that literacy programs can proceed and go according to plan.
2. For the KB TKIT Asy Syaffa Magelang Literacy Team
 - a. The school literacy team should improve product quality from each activity by setting clear assessment criteria.
 - b. The literacy team should add new activities that are appropriate, to develop literacy programs.
3. For KB TKIT Asy Syaffa Magelang Teachers
Teachers should always work with parents to take the time to communicate about child development and motivate and monitor children's reading interest early on when studying at school or at home.
4. For other schools
Schools that carry out similar programs should always evaluate the program in depth at least once or every two years so that the programs that are already running can be continued according to the plan

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