

PRIMARY SCHOOL EDUCATION LEVEL EVALUATION OF THE WEDNESDAY READING MOVEMENT (GERABA) PROGRAMME

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Abstract

This study aims to analyze the implementation of the GERABA (Wednesday Reading Movement) program, supporting factors as well as inhibiting factors and input as improvements to the program. This type of research uses descriptive qualitative by applying the Context, Input, Process and Product (CIPP) evaluation model. The subjects in this study were school principals and teachers who were involved in implementing the Wednesday Reading Movement (GERABA) program at Sarakan 2 Public Elementary School. Data were collected by means of observation, interviews, and document study. The results of the context research analysis show that the implementation of the GERABA program at SD Negeri Sarakan 2 which is carried out routinely every Wednesday has not been able to increase students' interest in reading, while the input by the facilities and infrastructure is considered inadequate. In the process component which includes retelling up to the library visit it is still difficult to do, and in the product component the expected output has not been optimally achieved.

Keywords: Evaluation, Literacy Movement, Elementary School Education.

Abstrak

Penelitian ini bertujuan untuk menganalisis keterlaksanaan program GERABA (Gerakan Rabu Membaca), faktor pendukung serta faktor penghambat dan masukan sebagai perbaikan program tersebut. Jenis penelitian ini menggunakan deskriptif kualitatif dengan mengaplikasikan model evaluasi *Context, Input, Process* dan *Product* (CIPP). Subjek dalam penelitian ini yaitu kepala sekolah dan guru yang terlibat dalam pelaksanaan program Gerakan Rabu Membaca (GERABA) di SD Negeri Sarakan 2. Data dikumpulkan dengan cara observasi, wawancara, serta studi dokumen. Hasil analisis penelitian *context* menunjukkan bahwa implementasi program GERABA di SD Negeri Sarakan 2 yang dilakukan secara rutin setiap hari Rabu belum dapat meningkatkan minat baca peserta didiknya, sedangkan *input* oleh sarana dan prasarana yang terbilang belum cukup memadai. Pada komponen *process* yang meliputi menceritakan kembali sampai kunjungan perpustakaan masih sulit untuk dilakukan, dan pada komponen *product* luaran/output yang diharapkan belum tercapai secara maksimal.

Kata Kunci: Evaluasi, Gerakan Literasi, Pendidikan Sekolah Dasar.

INTRODUCTION

Currently, reading is essential, as it provides numerous benefits, most notably an increase in knowledge. However, in this advanced age, reading interest is beginning to decline, particularly among students. The media are a contributor to students' declining interest in literature. This is due to the fact that children prefer to observe and listen over reading. (Oktaviani et al., 2023) Factors contributing to low interest in reading in the community include: 1) an unsupportive family and community context, 2) a lack of interest in purchasing books, 3) a lack of suitable libraries, 4) unfavorable developments from gadgets, 5) repetitious techniques, and 6) an ineffective reading system. (Gustinawati et al., 2022)

The government established the School Literacy Movement (GLS) programme, through Minister of Education and Culture Regulation No. 23 of 2015 on the obligation to read literature for fifteen minutes before teaching and learning activities begin, to improve the quality of education through a reading culture. Literacy is defined as the ability to listen, talk, read, and write, as well as the ability to think. Many schools have not yet maximized their efforts to develop literacy in their schools. One of the reasons is a lack of understanding about the value of literacy skills in life, as well as a lack of use of literature other than textbooks. (Rafida et al., 2022)

The school literacy movement has been largely adopted in schools through various reading literacy activities, however many still face problems or face several barriers to successfully implementing the school literacy movement. The literacy movement is in keeping with the national curriculum's (Curriculum 2013) objectives, which require students to contribute to the growth of education in Indonesia. Each school must be able to implement the school literacy movement optimally in order for it to be realized. The school literacy movement is a long-term and comprehensive initiative to transform schools into fun and child-friendly literacy learning institutions where all students and staff members demonstrate empathy, caring, curiosity, love of learning, skilled communicators, and can have a positive impact on the student's social environment.(Khusna et al., 2022)

The general form of implementation of the school literacy movement in elementary schools comprises 15 minutes of reading books, referred to as habituation. It can happen in the classroom by reading literature 15 minutes before class starts. The activity's goal is to inspire children to love reading, to give a fun reading experience, to promote students' reading habits, and to make teachers role models in reading (Mujahidah, N., & Alpin Hascan, M. . (2023). The teacher will give students reading guidance and assign students to rephrase the text they have read using sentences that correspond to the student's knowledge. Books that students can read vary and are not limited to subject matter such as fiction and non-fiction books (J Nugraha, 2022).

The literacy program GERABA (Wednesday Reading program) has been established at SD Negeri Sarakan 2. Every Wednesday, all students from grade 1 to grade 6 participate in reading activities both in the classroom and in the library, which is organized by class teachers and school library staff, and the books read vary in addition to textbooks. Based on the literacy program, this research focuses on a study to determine the implementation of the GERABA (Wednesday Reading Movement) program, supporting and inhibiting variables, and input for program improvement.

METHOD

The Context, Input, Process, and Product (CIPP) evaluation model is used in this descriptive qualitative research. Descriptive research is used to determine independent variables or many variables (free) without comparison, or to link one variable to another.(Ine Rahayu Purnamaningsih, 2021). The CIPP evaluation model is also employed in this research, which is an evaluation methodology used to completely evaluate a program. Not only that, but using this CIPP model provides useful information when deciding on a program. So that the findings of this evaluation study can be used to make recommendations for the development and implementation of the Wednesday Reading Movement program at SD Negeri Sarakan 2.(Destrianto & Dwikurnaningsih, 2021).

The participants in this study were administrators and teachers working in the Wednesday Reading Movement (GERABA) program at SD Negeri Sarakan 2. A purposive sample strategy was utilized to select the research subjects. Purposive sampling is a random

sampling strategy that meets the conditions of the research being done. The researchers employed interviews, observations, and document studies to acquire data for this study. Interviews were conducted with the research subjects during the interview process, followed by an observation method on the implementation of the ongoing program and literacy support facilities in the school environment, and finally a documentation study was carried out by identifying the administrative documents of the GERABA program. Observation sheets, interview sheets, and documentation sheets were used to collect data. The researchers then employed qualitative data analysis techniques to process the data. In this qualitative study, data analysis is based on the program assessment approach using the CIPP model.

RESULT AND DISCUSSION

Every Wednesday, GERABA (Wednesday Reading Movement) is held to extend students' horizons and to encourage students' enthusiasm in reading. According to UNESCO, literacy in Indonesia ranks second to last among all countries in the world. According to the findings of a UNESCO investigation, only one in every 1000 Indonesians is a voracious reader. According to this rating, the literacy rate of Indonesian citizens is very low. How unfortunate that our country has achieved this position. As a result, the government runs literacy programs for children while they are in school. It is intended that if they have been exposed to literacy activities since childhood, their interest in reading will grow as they get older.

According to the situational evaluation of this educational program, children's interest in reading books remains low. The once-weekly reading movement has not increased pupils' interest in reading, as expected by teachers at SD Negeri Sarakan 2. From seven days a week for a very little time of only 15 minutes. Consider how much time kids squander in their lives on things that aren't as important. With globalisation and sophisticated technology, it is apparent that students prefer to carry mobile phones rather than books.

This program's input evaluation is aided by facilities and infrastructure that are insufficient. The school has a library, although textbooks dominate the collection. Teachers and parents should work together to ensure that reading is done not only at school but also at home, as pupils spend more time at home than at school. Parents should manage their children's mobile phones, for example, by purchasing or downloading e-books, so that students' mobile phone activities include more than just playing games. However, due to a lack of socialization between instructors and parents about the value of reading, it is still difficult to cooperate with parents at this school.

When reading a book, the situation should be enjoyable so that the reader understands how fascinating this activity is. Reading books with plenty of colors and graphics, for example, or reading books together, not just with friends, but also with family. Students also read anything that can pique their interest in reading, such as novels, comic books, short stories, poetry, and so on. In some circumstances, parents exclusively buy textbooks for their children and tell them to read textbooks all the time, even if the youngster is not interested in textbooks. Textbooks contain volumes with dense content, and even if the youngster reads the book, he may not grasp what he reads. That is why children dread reading books. Because they are

compelled to read books in genres they do not particularly enjoy or comprehend. Adults, such as instructors and parents, are undoubtedly required to aid students in reading textbooks. Adults can use books like these by reading them and then explaining the significance of the book. Many parents are unaware of this disorder, which causes children's interest in reading to dwindle.

As a result of this situation, not only parents and teachers, but also the government, must collaborate. Not many parents have the money to buy their children's favorite books. As a result, it is intended that the government's responsibility will be to buy fascinating publications that are distributed in all Indonesian schools. As previously said, these books are not just textbooks, but also books of numerous types and genres.

Children in primary school do not devote much time to reading. As a result, reading time that is appropriate for the child's capacity but nevertheless of excellent quality is required. The literacy movement in schools is supposed to encompass more than just reading. This is because children may not comprehend what they read. This is where the teacher comes in. Following the reading of the book by the students, the teacher must repeat and clarify what they have just read so that the pupils fully comprehend and do not misunderstand what they have read.

In addition to discussing what the pupils read, the teacher must be aware of the outcomes of the reading. For example, the teacher may request that pupils refrain from describing what they read in front of their peers. Alternatively, the teacher can pose some questions relevant to the book read, and the students must respond based on what they have read. Reading is no longer a passive pastime, but rather an engaged one.

The procedure of evaluating the process that is being evaluated must be repeated until the start of the process is completed. From greater ahli tenaga yang dapat mengurus perpustakaan administration to guru keterlibatan yang masih minim untuk mendukung proses evaluasi ini berupa menceritakan kembali apa yang mereka baca.

To make it more fun, reading books can be used as a race; every race includes a reward, and so does this reading competition. This program can be designed so that students compete to win by reading books. Students who finish the most books in a month can be awarded trophies, stationery, and other incentives that encourage them to read more books. Of course, whatever can be done to produce the best results for students, who are the nation's future generation.

Additionally, It is hoped that through the involvement of many parties, including teachers, parents, and the government, pupils' interest in reading will improve, but not by compulsion. Students grow to appreciate books as though they were daily meals that could not be ignored. Reading can begin with books with light themes, such as novels and comic books. Reading these books is not a waste of time for parents or teachers. Reading these novels is really beneficial, especially in explaining to children why reading in these books is thrilling and enjoyable. Teachers and parents can enhance the level of children's reading after they have

enjoyed reading books with light subjects, for example, by offering reading in the form of biographical books, reading in the news, and even reaching the level of reading self-development books.

This literacy program's product evaluation findings have not enhanced pupils' enthusiasm in reading. Due to a lack of cooperation from multiple stakeholders, mainly parents, teachers, and the government, as well as a lack of specialists who can handle library administration, the existing library is not being used to its full potential.

Based on the findings of the evaluation of Context, Input, Process, and Product, it is possible to conclude that there are several supportive and inhibiting elements for this literacy program that prevent pupils from becoming interested in reading. The engagement of multiple homeroom teachers in monitoring students in carrying out this program, from guiding students to read to evaluating student reading by asking questions and allowing select students to share their reading outcomes, is a supporting component. This practice also tries to instill confidence in pupils to perform in public. Furthermore, some impediments include books that are less diversified, which reduces children's interest in reading, teachers who have not participated in this activity concurrently, and the coordination of parents and teachers understanding the value of reading, which is still quite limited. To improve this program, multiple stakeholders, including teachers, parents, and government organizations, must work together to increase pupils' enthusiasm in reading. From teacher seminars to parents about the significance of reading books to government-funded book subsidies, there is something for everyone. Teachers should frequently urge kids to be interested in reading literature. Because books are a portal to knowledge.

CONCLUSION

The Wednesday Reading Movement (GERABA) program at SD Negeri Sarakan 2 is routinely carried out once a week because there are supporting factors in implementing the program, such as the involvement of several homeroom teachers to monitor students in carrying out this program, from guiding students to read to evaluating student reading by asking questions and inviting some students to present their reading results. However, despite being carried out once a week, the program has failed to enhance pupils' enthusiasm in reading. This is due to a number of impediments that keep pupils at SD Negeri Sarakan 2 from becoming more interested in reading. The impediments include books that are less diversified, which reduces children's interest in reading, teachers who have not participated in this activity concurrently, and the coordination of parents and teachers understanding the value of reading, which is still extremely little.

As a result, the program needs to be improved so that pupils' enthusiasm in reading grows. In order to boost pupils' enthusiasm in reading, multiple parties, including teachers, parents, and government organizations, should work together. From teacher seminars to parents about the significance of reading books to government-funded book subsidies, there is something for everyone. Teachers should frequently urge kids to be interested in reading literature.

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