



## GLS ROLE AS A PROCESS OF LEARNING MOTIVATION IN PAI LESSONS IN KEDANYANG SDN GRESIK

Asrori

Faculty of Islamic Studies University of

Muhammadiyah Surabaya

*e-mail: pakasrori23@gmail.com*

### Abstract:

The school literacy movement that began to be echoed by the government was able to form a literate small community, therefore research was very important. The formulation of the problem was about the school literacy movement (GLS) at Kedanyang State Elementary School in Gresik and GLS motivated the learning of third grade students at Sekolah Dasar Negeri Kedanyang Gresik and the role of school literacy movement (GLS) in increasing student learning motivation in educational subjects third class Islamic religion at Sekolah Dasar Negeri Kedanyang Gresik. This research method can be described. This type of field research was qualitative; the objects were the principal, leaders and library staff, PAI teachers and students. The data collection methods: observation, interview, and documentation as well as library studies that were analyzing the data using qualitative descriptive. The findings could be concluded: (1) In the beginning Sekolah Dasar Negeri Kedanyang Gresik only used reading activities just to read, over time by getting used to reading 15 minutes before the lesson they felt the benefits. (2) GLS also provided learning motivation for third grade students at Sekolah Dasar Negeri Kedanyang Gresik on Islamic religious education subjects through reading the story of the prophet, the companions of the prophet and the guardian of song or relating to Islamic religious education. Because by reading they learnt to tell stories, summarizing

and even portraying characters in the stories they read. Automatically they were increasingly fond of reading. (3) Thus GLS had a very large role for its readers so that they were able to form literate humans by conditioning the environment, completing infrastructure and adding a collection of books.

**Keyword:** Role, GLS, Learning Motivation

### INTRODUCTION

The low level of human resources is caused by the quality of education that a person owns make an impact on the level of drop-out, ignorance and poverty and unemployment. Meanwhile, the existing education is always related to the knowledge that originates in the texts in a book. As a term, books are windows of the world. The more reading a book, the more knowledge a person has. Through reading, we will know all the contents of the world without having to go to it. Books also store many meanings that can inspire someone to be better.

Though reading is the initial foundation of a science. Without being able to read, it is impossible for us to absorb a knowledge that is in a text. When a child is able to read, then the child is automatically able to write and count. Thus the child can not experience difficulties in learning in any form and in the future. Since basically science comes from Iqro 'which means reading. As explained in the word of Allah Surah Al-laAlaq verse 1-5.

"Read in the name of your Lord who created. He has created humans from a lump of blood. Read, and your Lord is the Most High. Who teaches man with a pen. He teaches people what he doesn't know. "<sup>1</sup>

<sup>1</sup> At-Thayyib, Kementerian Agama RI, *Al-Qur'an Transliterasi Per Kata dan Terjemah Per Kata* (Bekasi : Cipta Bagus Segara, 2012), 197.

Meanwhile in 2002 based on the findings of UNESCO that the Indonesian people who had made interest in reading there were only 1 in 1000 people.<sup>2</sup> Based on conditions with very low literate levels, it is impossible for us as the nation's generation to continue the ideals of our ancestors so that it is not underestimated by other countries, because the ability and reading skills are the basis for us to acquire knowledge.

Whereas in the reality of the present era, the challenge of being able and mastering the *calistung* (reading, writing and counting) has been put into effect at the elementary level school as a form of improving the quality of society through education. The problems mentioned above, it can be shown that the lack of human resources is indicated by the lack of interest in reading for children with a reading level below the average level. This is certainly very worrying for the government for the survival of the nation's life. As stated in the national education system law number 20 of 2003 article 4 (5) which states that to educate the public must go through the development of a culture of reading, writing and counting.

Literacy tests for reading activities can measure aspects of understanding, using, and reflecting the results of the reading in writing. In PIRLS 2011 International Results in Reading, the Indonesian nation was ranked 45th out of the 48 existing participating countries with a score of 428, from the average score of 500 IEA, 2012. Meanwhile, literacy testing in reading in PISA 2009 showed that Indonesian students were ranked 57th with a score of 396, because the average score at that time was 493 OECD, meanwhile PISA 2012 had shown that Indonesian students had been ranked 64th with a score of 396 of the scores an average of 496 OECD. A total of 65 countries participated in the 2009 and

2012 PISA. PIRLS and PISA data, especially in reading comprehension skills, showed that the competence of Indonesian students was low.<sup>3</sup>

Since these cases, then the government has conducted a *calistung* (reading, writing and counting) test on the ability to read, write and calculate. The targets are the students who enter third grade and go up to fourth grade, with the aim of measuring the extent of their ability to read a book, writing analysis about the reading they read using their own language and the speed they had to calculate. Furthermore the series of exams, it turns out that our students have not had the abilities yet expected by the government.

Therefore in 2013 the Indonesian government began to promote a culture of reading fondness throughout schools starting from elementary school. Through Ministerial Regulation number 23, it has launched a school literacy movement that is useful to help students to foster a culture of reading and writing in the school environment.<sup>4</sup> Thus teaching literacy makes humans capable of functionally mastering reading and writing. Therefore it would create educated graduates and be able to show their appreciation for literature.

On the other hand, the school literacy movement is not only to improve human resources, but also to shape the character of reading likes. Therefore the government asks all parties in the community to support the GLS program, so that it runs as desired. Not only teachers at school, but also parents must support. Since lack of supervision from parents to their children is also a factor in the decline of literacy culture.<sup>5</sup> Parents who are more busy with their work and activities without following the stages of educational development of

<sup>2</sup> Mulyati, Yeti, *Pembelajaran Bahasa Berbasis Pemecahan Masalah*, (Jurnal Artikulasi ISSN 14124548, 2011), 18.

<sup>3</sup> Faizah, Dewi Utama dkk, *Panduan Gerakan Literasi Sekolah Di Sekolah Dasar*, 1.

<sup>4</sup> Alwasilah, A. Chaedar, *Pokoknya Rekayasa Literasi* (Bandung: PT Kiblat Buku Utama, 2012), 177.

<sup>5</sup> Widarti, Pangestu dkk, *Desain Induk Gerakan Literasi Sekolah* (Jakarta: Ditjen Didaksmen, 2016), 7.

their children will leave it alone. Though the family environment, especially parents, is considered to have a high influence in guiding their children to instill a culture of reading and writing at home. Since the longest time a child to learn is when at home.

The implementation of the School Literacy Movement is a government effort to implement the Republic of Indonesia Minister of Education Decree Number 23 of 2015 concerning: Growth of Characteristics as well as the realization of items number 5, 6, 8 and 9. President Joko Widodo's joy. The Nawacita points in question are: 5) Improving the quality of human life and Indonesian society. 6) Increasing people's productivity and competitiveness in international markets so that the Indonesian people can advance and rise with other Asian nations. 8) Revolutionizing the nation's character. 9) Strengthen diversity and strengthen Indonesia's social restoration. The four points of Nawacita above are components in shaping the superior Indonesian personality among other nations in the world. In essence, the School Literacy Movement program is an effort to create a superior Indonesian nation.<sup>6</sup>

Building the habit of reading must indeed be from self-awareness and can be easier if implanted early. For reading many benefits. Especially the ability to access, understand and use something is also obtained through reading, seeing, listening, writing and speaking intelligently.<sup>7</sup> For example, it seems we get used to reading books, magazines, newspapers and other sources of information. All of that is also a habit of writing activities as well as making a note. This is where the role of the

government is also required, to strengthen the world of bookkeeping, increase reading gardens or libraries in public places, subsidize books and help distribute books. The most important of all, namely promoting the reading culture are more aggressively and evenly.

Therefore these competencies if experienced during high class they are able to make critical analysis according to their ability to think, such as conducting interviews, observing the environment, writing reports and making observations they can do easily because of the habit of reading and understanding a reading.<sup>8</sup> Of the various concepts described above, simply that literacy can be interpreted as an ability to read and write and the ability to identify something, unravel and understand a problem at hand. We know him as literacy or literacy. This means that literacy can be interpreted as technological literacy. It is also technology literacy is information literacy, understanding and understanding literacy, can think critically, be sensitive to the environment, even sensitive to politics. One can be said to be literate if he can understand something well. Due to reading the right information and doing something based on understanding the contents of the reading that has been read.

Forming a literate society that has been promoted by SDN Kedayang so that they have a high level of reading ability that makes it easier for them to identify something, describe it and understand a problem that is faced easily. In addition to the habit of reading fondness to form students have broad knowledge of knowledge, especially about material related to teaching and learning activities. In fact literacy also motivates students to learn in Islamic religious education lessons.

The stimulus through GLS turned out to be able to respond to students'

<sup>6</sup> Panduan Gerakan Literasi Sekolah Di Sekolah-Sekolah Dasar, Direktorat Jendral Pendidikan Dasar Dan Menengah, 1.

<sup>7</sup> Faizah, Dewi Utama dkk, *Panduan Gerakan Literasi Sekolah Di Sekolah Dasar* (Jakarta: Direktoral Jendral Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan, 2016), 2

<sup>8</sup> Widodo, Slamet dkk, *Membangun Kelas Literat Berbasis Pendidikan Lingkungan Hidup Untuk Melatihkan Kemampuan Literasi Siswa Di Sekolah Dasar*, (Prosding Seminar Nasional Pendidikan: Diakses pada 24 Oktober 2015), 60

motivation to love reading. Since the motivation is triggered from within students after they know how valuable they want to achieve. It is same as Ngalim Purwanto's opinion, that each motiv is mutually related to goals or ideals, the more valuable the goal is, the stronger a person is to act.<sup>9</sup>

It can be interpreted when motivation can be used as a stimulus for those given to students to be able to change their behavior so that they can like reading as a response. Since the students can not be able to learn well if they do not have the ability to read a context correctly. Therefore, other parties must provide motivation in the form of stimulus to love reading. Well, the motivator can also be done by the teacher or their parents.

The more books that are read, the better the students' ability to devour reading from various books, so that they also feel the time to find and feel their own preoccupations when reading books. Then their effects can naturally benefit from reading activities they have done every day. It shows that they are increasingly getting a variety of knowledge.

Therefore one of the motivations for learning is reading that is a way to enable a person to acquire and form new competencies, skills and attitudes. Involving internal mental processes that occur based on practice, experience and social interaction which is indicated by the occurrence of changes in behavior both actual and potential and changes resulting from learning are relatively permanent.<sup>10</sup>

Learning objectives that are explicitly attempted can be achieved by instructional actions called instructional effects and generate the ability to think critically, creatively, open and democratic attitudes. Therefore in general there are three types of learning objectives, namely to get: (1)

knowledge, (2) planting concepts and skills and (3) forming attitudes.<sup>11</sup>

## RESEARCH METHOD

The type of research taken by researcher is a qualitative type of field research, a descriptive qualitative approach with analytical content according to the research object. So the researchers conducted direct research on the field, namely SDN Kedayang as the object. The data sources are primary and secondary. That is the primary data source collected directly by the author through the principal, library staff, teachers and students. As well as secondary data sources that the author gets from existing data and owned by the school, so that the researcher can use it to strengthen the data.

The qualitative research in general, the reseacher also uses data collection techniques by observation, namely by coming directly to the location of the study at the SDN Kedayang, mingling with students and school residents who are doing activities in the school literacy movement. Then observing how the school literacy movement is carried out by the school. As well as holding an interview with them, the respondents selected by giving some questions orally<sup>12</sup> which question was prepared. While taking documents as needed during the study.

Literature study is also needed by researcher to look for books, literature, journals, articles and notes as support in the study, so the results are valid. Of course without ignoring the opinions of competent knowledge experts as the basis for writing a thesis.

## RESEARCH RESULTS AND DISCUSSION

Although the government promoted the school literacy movement since 2013,

<sup>9</sup> Purwanto, Ngalim, *Administrasi Dan Supervisi Pendidikan* (Bandung: PT/ Remaja Rosdakarya, 2002), 1.

<sup>10</sup> Nyanyu Khodijah, *Psikologi Pendidikan* (Jakarta : PT Raja Grafindo Persada, 2014), 50-51.

<sup>11</sup> Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta : PT RajaGrafindo Persada, 2012), 26-28.

<sup>12</sup> Suharsimi, Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta : Rineka Cipta, 1996), 114.

the Kedanyang Elementary School already has a library, even though it is not used optimally, only as a reading place for those who like to read. Then in 2014, the school implemented a school literacy movement in a structured and sustainable manner, which was to conduct reading activities as a form of literacy for students. Giving thirty minutes of school literacy movement is given once a week which is done in the school library room in turn each class.

Although the school literacy movement was felt to be less than optimal, because it was only done once a week reading in the library in the supervision of library staff, did not get results like the government's wishes, at least the school effort to teach reading love had begun. Unlike certain students who are really fond of reading, they will often visit the school library outside the schedule of literacy that has been made and students like that can only be counted on the fingers.

Then on 2 May 2015, the Gresik City Government requires literacy to start at the elementary school level. The government hopes that Gresik residents would also become literate people to improve the quality of their knowledge. Government efforts were also very maximal to echo the school literacy movement. Until the government also began making libraries in public places.

School literacy activities with 15 minutes of reading non-lesson books before the teaching and learning activities begin. This activity was carried out to foster students' interest in reading and improve reading skills so that knowledge could be mastered better. Reading material contains values of character, in the form of local, national, and global wisdom which were delivered in accordance with the stages of student development.<sup>13</sup> It had also been

done by SDN Kedanyang as an increase in GLS so that these goals could be realized well.

Every day doing school literacy activities with 15 minutes reading books is no longer only applied to students, but all residents of SDN Kedanyang. From school principals, teachers, students, administrative staff, security to the cleanliness department, they were also required to attend school literacy activities without exception. At this time there were no activities carried out by school residents other than reading. Schools besides providing libraries as reading rooms also provide reading corners in each classroom with various books collected.

The reading books in the reading corner of each class belong to students who were required to donate their reading books when they first enter school on New Year's teachings. Books of at least 1 that students brought to be donated to the school would be stored in the reading corner of each class. Those books were the students' capital to do school literacy movements every day.

By reading the books of each of them, they were then allowed to exchange readings with other friends, provided that the previous reading must be read until it's finished. Sometimes with the limitations of reading books in the reading corner of the class, the students were bored, so the teacher allowed students to borrow other books in the school library.

The loan must be made one day before or the next day to set the reading time which was not so long, so that reading activities are not cut off so that it is detrimental to students. Sometimes for students who really make reading as a hobby is not just a habit and a rule, they will bring their own reading books from home on a daily basis stored in their bags.

The school literacy movement is seen not only when habituating 15 minutes of reading before the lesson starts. However, students could use it during breaks to read in the school library. Although not all

<sup>13</sup> Buku Saku Gerakan Literasi di Sekolah Ditjen Dikdasmen Kemdikbud, Direktorat Jendral Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, *Menumbuhkan Budaya Literasi di Sekolah*, 2016, 2.

students took the opportunity. Nevertheless the library at SDN Kedayang was never deserted by students.

In reading this reading, they are free to read non-learning books. Like fiction books, newspapers, magazines, comics and books that are not non-fiction as learning material. Therefore it gave the impression of being happy when reading their favorite reading without having to be banned. If they had the feeling of pleasure, then the pleasure of reading would also continue throughout their lives.

The reading habit gradually became habitual for students at SDN Kedayang. The school literacy movement that gave birth to literate students because of this love of reading also had a positive impact on them, especially giving students learning motivation in all lessons. When the child started reading, then he would read any book, without having to choose again. They were automatically motivated to read textbooks. Therefore the results of the values they achieve are better. Since the students were increasingly motivated to read, which is directly motivated in themselves.

This habit of liking for reading also occurred for third grade students at SDN Kedayang. At first they were always lazy to read Islamic religious textbooks when PAI lessons. By the school literacy movement that allowed reading fiction books, the advantage was when they started to like reading Islamic story books about the story of the prophet, the story of the Prophet's companions, the story of the guardian of the song and about the books of prayers that are beautifully packaged. In contrast to the appearance of subject matter books that are required with boring texts. So that makes them reluctant to read.

Fiction books that contain PAI lessons became many choices for children to read, including third class. So that when Islamic religious study material discussed something that is also in the fiction book they read, then the teacher could assign

students to read the fiction book, not even a few of them already know the material before the teacher was delivered, because they have read it first. So that when the classroom teaching and learning activities are more alive. Even some of them have been able to explain or recount the material in their language.

For some teachers this school literacy movement provides success in motivating learning very real for students at SDN Kedayang. So as evidenced in the 2015-2016 school year, SDN Kedayang received a literacy school degree, with the entry of their students to 18 reading challenges by the Gresik government with a score of 7850 from several schools in Gresik selected according to the regional library requirements.

Not to mention in the 2016-2017 school year, students of SDN Kedayang also showed the achievement to be number 1 with the highest danem in Krembangan District, with a danem of 29 points. Caring for meat in their daily life at school.

The school literacy movement at SDN Kedayang was progressing rapidly. From just a reader, now GLS in SDN Kedayang also has a program as a reading enthusiast. Since the students not only read, but also taught to understand the reading in the book they read, and asked them to summarize the reading by writing it again. Then asking them to explain or tell the other friends. Literacy learning also aimed to produce students who no longer like to read, but also write.

Meanwhile within the school environment, the parties involved have also given time and examples to be implemented, so that the running of the school literacy movement, automatically it would be reading habits early on in children that would begin to cling, and reading activities have become a necessity the learners at that time until the final learning was only as a literate society.

Therefore, SDN Kedayang was also at the end of each year, precisely at the end

of class, which was sixth grade, the school encouraged students to donate reading books to the library through coordination of student guardian associations. So that the collection of reading in the library was always increasing every year as a form of GLS development process. Thus the saturation of students who read would be avoided by the readings that begin to vary, which are provided by SDN Kedanyang.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion in the previous chapter, the following are some of the things that researcher concluded:

1. The development of GLS at SDN Kedanyang initially only understood the culture of literacy as a mere reading culture. However over time they saw that literacy culture had enormous benefits and considered that literacy culture needed to be cultivated. So as to make SDN Kedanyang could carry out the GLS well and run smoothly.
2. GLS had a role in the process of increasing learning motivation in third grade students in Islamic religious education subjects at SDN Kedanyang through reading, storytelling and writing programs. So that the benefits of literacy culture as a reading culture were very pronounced, so it became a habit and slowly motivates to enjoy reading, especially in Islamic studies. For them, GLS was considered to have a very large influence, so that they continued to instill the literacy culture in students, even though they considered that literacy culture there had not run optimally. However the school continued to strive to implement it, so that it could progress better from year to year.
3. The success of the school literacy movement (GLS) played a role in increasing student learning motivation in the subjects of Islamic education in third class at SDN Kedanyang by using

strategies in implementing GLS programs based on, among others:

- a. Conditioning a literacy-friendly physical environment.
- b. Seek social and affective environment as a literate model of communication and interaction.
- c. Strive for school as a literate academic environment.
- d. Complementing the GLS facilities, one of them is to complete reading books.

With the school literacy movement, students at SDN Kedanyang that could be motivated to learn, especially third class in Islamic religious education. So that the students had more knowledge in the field of Islamic religious education. Since every day students had the opportunity to read 15 minutes before the process of teaching and learning activities. That's where students began to feel motivated to learn.

Some suggestions that researcher could give to the students at SDN Kedanyang based on the results of the above research, among others:

1. Schools or principals needed to provide training to teachers so that they could carry out their duties in guiding students during literacy activities. Not all teachers felt that they had guided students according to the wishes of the school or the principal. Need to be given training so that they could carry out their duties optimally, so that the results were maximal. Not only relying on aid officers from the library body.
2. The school requires all residents to bring 1 reading book in their bag so they can read even outside the classroom when the teaching and learning process ends.
3. Pay attention to the collection of reading books in the library and reading corners in the classroom to stay awake and well maintained physically.
4. The school proposes to the city government when there was a meeting moment between the principal and

Dispendik to propose the help of fiction books as a collection of readings so that they had new titles every year. Since the school did not have a budget to buy fiction books through BOS funds. There was only a budget for the subject matter book package. So that the books that became collections in the library and reading corners look less feasible to read, due to torn and missing pages of books, even starting to get shabby. This made the students decreased their mood to read books.

## REFERENCE

- Arikunto, Suharsimi. (1996). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Buku Saku Gerakan Literasi di Sekolah, Ditjen Dikdasmen Kemdikbud, Direktorat Jendral Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan. (2016). *Menumbuhkan Budaya Literasi di Sekolah*.
- Chaedar, Alwasilah, A. (2012). *Pokoknya Rekayasa Literasi*. Bandung: PT Kiblat Buku Utama.
- Dewi Utama, Faizah, dkk. (2016). *Panduan Gerakan Literasi Sekolah Di Sekolah Dasar*. Jakarta: Direktorat Jendral Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan.
- Direktorat Jendral Pendidikan Dasar Dan Menengah, *Panduan Gerakan Literasi Sekolah di Sekolah-Sekolah Dasar*.
- Khodijah, Nyanyu. (2014). *Psikologi Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Kementerian Agama RI, At-Thayyib. 2012. *Al-Qurán Transliterasi Per Kata dan Terjemah Per Kata*. Bekasi : Cipta Bagus Segara.
- Ngalim, Purwanto. (2002). *Administrasi Dan Supervisi Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Pangestu, Widarti dkk. (2016). *Desain Induk Gerakan Literasi Sekolah*. Jakarta: Ditjen Didaksmen.
- Sardiman. (2012). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT Raja Grafindo Persada.
- Slamet, Widodo dkk. 2015. Prosding Seminar Nasional Pendidikan. *Membangun Kelas Literat Berbasis Pendidikan Lingkungan Hidup Untuk Melatihkan Kemampuan Literasi Siswa Di Sekolah Dasar*. Diakses pada 24 Oktober.
- Yeti, Mulyati. 2011. *Pembelajaran Bahasa Berbasis Pemecahan Masalah*. Jurnal Artikulasi ISSN 14124548.