



## The Implementation of School Literacy Movement in the Perspective of Mortimer Adler and Charles Van Doren

Septiana Purwaningrum<sup>1</sup>, Syamsul Arifin<sup>2</sup>, Akhsanul In'am<sup>3</sup>, Khozin<sup>4</sup>

<sup>1</sup>Education Department, Postgraduate Program, University of Muhammadiyah  
Malang, Malang, Indonesia

<sup>2,4</sup>Education Department, Tarbiyah Faculty, University of Muhammadiyah  
Malang, Malang, Indonesia

<sup>3</sup> Mathematics Department, Teacher Training and Education Faculty,  
University of Muhammadiyah Malang, Malang, Indonesia

<sup>1</sup>septianamanisdewe@gmail.com

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### Abstract

**Keywords:**  
school  
literacy  
movement;  
reading  
theory.

This study aims to describe the implementation of the SLM in MTsN 2 Kediri City, the benefits of applying SLM, the constraints faced, and to analyze the implementation of the SLM with reading theory from Mortimer Adler and Charles Van Doren. The research method used was qualitative with the type of case study research. The subjects of this study were the school principal, deputy school principal in the curriculum, Indonesian Language teachers, and students. The results of this study are: 1) The SLM in MtsN 2 Kediri City is implemented through reading corner activities; Wall magazine; environmental conditioning that is full of motivational sentences; habit of reading the Qur'an; as well as assignments on Indonesian Language subjects; 2) The benefits of implementing this program are students being diligent in reading, trained in composing sentences, getting to know the types of books, and increasing their knowledge; 3) The constraints faced this program are the lack of available reading material in the library; students have difficulty in getting the type of books required; and difficulties in summarizing thick books; and 4) The implementation of SLM in MTsN 2 Kediri City is categorized in the third level of reading theory of Mortimer Adler and Charles Van Doren. It can be seen from the type of task assigned for learners to review book to the analysis, it is to describe the advantages as well as the shortage of books read.

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### Abstrak:

**Kata Kunci:**  
Gerakan Literasi

*Penelitian ini bertujuan untuk mengetahui implementasi Gerakan Literasi Sekolah di MTsN 2 Kota Kediri, manfaat penerapan GLS, kendala yang*

Sekolah; Teori  
Membaca.

dihadapi, serta untuk menganalisis implementasi GLS tersebut dengan teori membaca dari Mortimer Adler dan Charles Van Doren. Metode penelitian yang digunakan adalah kualitatif dengan jenis penelitian studi kasus. Subyek penelitian ini adalah kepala sekolah, wakil kepala sekolah bidang kurikulum, guru Bahasa Indonesia, dan siswa. Hasil dari penelitian ini adalah: 1) Gerakan Literasi Sekolah di MtsN 2 Kota Kediri diterapkan melalui kegiatan sudut baca; majalah dinding; pengkondisian lingkungan yang penuh dengan kalimat motivasi; pembiasaan membaca Al-Qur'an; serta penugasan pada mata pelajaran Bahasa Indonesia; 2) Manfaat dari implementasi program ini adalah siswa menjadi rajin membaca, terlatih menyusun kalimat, mengenal jenis-jenis buku, dan pengetahuan mereka bertambah; 3) Kendala yang dihadapi adalah kurang tersedianya bahan bacaan di perpustakaan; siswa kesulitan dalam mendapatkan jenis buku yang disyaratkan; serta kesulitan dalam merangkum buku yang tebal; dan 4) Implementasi GLS di MTsN 2 Kota Kediri dikategorikan dalam level ketiga dari teori baca Mortimer Adler dan Charles Van Doren. Hal ini dapat diketahui dari jenis tugas yang diberikan kepada peserta didik untuk meresensi buku hingga analisis, yaitu menampilkan kelebihan serta kekurangan buku yang dibaca.

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## 1. Introduction

A country can be categorized as a developed country based on the quality of its education. That is because qualified education can produce qualified human resources as well. Quality human resources is what can make the country go forward and be able to compete with other countries. At present, there are three well-known international research institutions that examine the education level of a country in the world, namely PIRLS ( Progress in International Reading Literacy Study), TIMMS (Trends in International Mathematics and Science Study), and PISA (Program for International Student Assessment). PIRLS examines the student's level of understanding of the elementary School level when given a variety of book reading . TIMMS examine the achievement of students in the field of Mathematics and science, while the PISA examines the literacy skills of reading, math, and science <sup>1</sup>.

In 2015 the Indonesian Ministry of Education paid full attention to the results of the PISA survey in 2009, 2012 and 2015. The survey results show that Indonesia ranks 57th out of 63 countries, 64 out of 65 countries, and 64 out of 72 countries. The results of this research reinforce assumptions about the low culture of literacy in Indonesian society. What's more, the value of Indonesian students reading literacy aged 15 years only 396, far below the average standard of 496.

<sup>1</sup> Muhammad Hilal Hidayat, Imam Agus Basuki, and Sa'dun Akbar, "Gerakan Literasi Sekolah Di Sekolah Dasar," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 3, no. 6 (2018): 810–817, <http://journal.um.ac.id/index.php/jptpp/>.

The results of a survey conducted by PIRLS and TIMMS also did not boost Indonesia's achievements<sup>2</sup>.

In 2015, the World Economic Forum issued a report on the skills that must be possessed to face the XXI century, namely literacy, competency, and character. The WEF report then makes literacy a national issue. The government, which for decades has focused on alleviating illiteracy (reading, writing, counting), has begun to change its focus on the SLM. The SLM is more encouraging for children to understand the material they are reading. The change in the focus of educational policies that lead to the ability of the XXI century was formulated in Minister of Education and Culture Regulation No. 23 of 2015 concerning the Growth of Characteristics<sup>3</sup>.

This Education and Culture Minister Regulation then became the forerunner to the birth of the Indonesian Reading Movement and the SLM. After the regulation of the SLM runs, in its implementation several evaluations were found. The Director General of Primary and Secondary Education of the Ministry of Education and Culture provided an evaluation that there were three problems faced in the implementation of SLM nationally, namely: 1) the lack of reading books in schools, especially in remote areas of the country; 2) teachers not yet fully understand the methods that are used in the habit and improve cultural literacy; and 3) the lack of a place to read to support the implementation of SLM programs, such as libraries, reading angles, and so on<sup>4</sup>.

In order to prove some evaluations related to the implementation of the SLM, it is necessary to conduct observations as a preliminary study. MTsN 2 Kediri City is a SLM implementing school that is representative to be investigated. It can be seen from one of the madrasah's (school)'s motto that reads "Literacy Madrasah". The results of a preliminary study that researchers conducted at the school showed that: 1) MTsN 2 Kediri City as the only madrasah Tsanawiyah in Kediri City that has implemented the SLM program since 2016 until now; 2) facilities for SLM activities such as libraries, reading corners, and wall magazines were owned; 3) not often seen students who use the library facilities and reading corner unless there is the task from the teacher; 4) the walls of the canteen, classrooms, halls, libraries, and other walls of the room already display motivational sentences and positive invitations as one of the literary characteristics of the school environment. Departing from this background, in order to find out more details related to the implementation of the School Literacy Movement in MTsN 2 Kediri, research needs to be conducted.

After reading some literature related to topics that are relevant to the implementation of the SLM, researchers get the results of research from several previous studies. Some of the previous studies discussed strategies in implementing the SLM, starting from the planning stage, implementation, to evaluation, inhibiting and supporting factors, benefits, and efforts to overcome obstacles encountered. Most of the previous studies took place in primary schools<sup>5</sup>.

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<sup>2</sup> OECD, "Reading Performance PISA 2015," Retrieved from <https://Data.Oecd.Org/Pisa/Reading-Performance-Pisa/>; Billy Antoro, *Gerakan Literasi Sekolah, Dari Pucuk Hingga Akar: Sebuah Refleksi* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017).

<sup>3</sup> Kemendikbud, *Permendikbud Nomor 23 Tahun 2015 Tentang Penumbuhan Budi Pekerti* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2015).

<sup>4</sup> F. Huda, "Peran Kegiatan Literasi Dalam Meningkatkan Minat Baca Dan Menulis Siswa Sekolah Dasar," *Jurnal JPSPD STKIP Sebelas April Sumedang* 3, no. 1 (2017): 42–52.

<sup>5</sup> B. Yulianto, F. Jannah, and Nurhidayah, "The Implementation of School Literacy

Based on the background of the problems above, the formulation of the research problems are: 1) How is implementation of SLM in MTsN 2 Kediri City?; 2) What are the benefits of implementing SLM at MTsN 2 Kediri City?; 3) What are the obstacles faced by the implementation of SLM in MTsN 2 Kediri City?; and 4) How is the analysis of the implementation of SLM in MTsN 2 Kediri City from the perspective of Mortimer Adler and Charles Van Doren? Based on previous research, this study has aspects of novelty, namely: *first*, the location of this study in *Madrasah Tsanawiyah* (Islamic Junior High School), where previous studies mostly took research *settings* in public schools such as elementary schools and senior high schools; and *second*, the results of this study were analyzed with reading theory from Mortimer Adler and Charles Van Doren. According to Mortimer Adler and Charles Van Doren in his book "How To Read", reading has four levels, namely <sup>6</sup>: *First*, the basic level reading; *Second*, reading quickly and systematically; *Third*, reading analytically; and *Fourth*, reading synoptically.

## 2. Methods

This research was conducted at MTsN 2 Kediri City which addressed at Jalan Sunan Ampel No. 12 Ngronggo Kediri 64127, East Java. The reason this

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Movement in Elementary School," in *1st International Conference on Education Innovation (ICEI 2017)*, vol. 173 (Atlantis Press, 2017), 43–46; Febriana Ramandanu, "Gerakan Literasi Sekolah Melalui Pemanfaatan Sudut Baca Kelas Sebagai Sarana Alternatif Penumbuhan Minat Baca Siswa," *Jurnal Mimbar Ilmu Universitas Pendidikan Ganesha* 24, no. 1 (2019): 10–19; Syaiful Rahman and Akhsanul In'am, "Pola Implementasi Gerakan Literasi Sekolah Di SMPN 5 Malang," *Jurnal Kebijakan dan Pengembangan Pendidikan* 8, no. 1 (2020); Hijrawatil Aswat and Andi Lely Nurmaya, "Analisis Gerakan Literasi Pojok Baca Kelas Terhadap Eksistensi Daya Baca Anak Di Sekolah Dasar," *Jurnal Basicedu: Research and Learning in Elementary Education* 4, no. 1 (2020): 70–78; Fransiska Ayuka Putri Pradana, "Pengaruh Budaya Literasi Sekolah Melalui Pemanfaatan Sudut Baca Terhadap Minat Membaca Siswa Di Sekolah Dasar," *Jurnal Pendidikan dan Konseling* 1, no. 2 (2020): 94–104; Wendri Wiratsiwi, "Penerapan Gerakan Literasi Sekolah Di Sekolah Dasar," *Refleksi Edukatika: Jurnal Ilmiah Kependidikan* 10, no. 2 (2020): 230–238; Ina Magdalena et al., "Evaluasi Program Gerakan Literasi Sekolah Di Sekolah Dasar Wilayah Kota Dan Kabupaten Tangerang," *Pendas: Jurnal Ilmiah Pendidikan Dasar* IV, no. 2 (2019): 230–248; Ketut Budi Dharma, "Implementasi Gerakan Literasi Sekolah Dalam Menumbuhkan Minat Baca Siswa Sekolah Dasar," *Jurnal Edukasi Nonformal* 1, no. 2 (2020): 70–76; Rahendra Maya and Ulil Amri Syafri, "Spirit Literasi Perspektif Al-Muqaddam: Analisis Model Berliterasi Muhammad Ibn Ismail Al-Muqaddam," *Edukasi Islami: Jurnal Pendidikan Islam* 9, no. 1 (2020): 239–255; R. Wulandari, "Implementasi Kebijakan Gerakan Literasi Sekolah Di Sekolah Dasar Islam Terpadu Lukman Al Hakim Internasional," *Jurnal Kebijakan Pendidikan UNY* VI, no. 3 (2017): 319–330; Muhammadiyah, Taufina, and Candra, "Literasi Membaca Untuk Memantapkan Nilai Sosial Siswa SD," *Litera* 17, no. 2 (2018): 202–212; Munimah, "Manajemen Program Literasi Dalam Meningkatkan Minat Baca Siswa (Studi Multi Kasus Pada SD Dan MTs Di Kabupaten Pasuruan)" (Universitas Negeri Malang, 2017); I.W. Antasari, "Implementasi Gerakan Literasi Sekolah Tahap Pembiasaan Di MI Muhammadiyah Gandatapa Sumbang Banyumas," *Jurnal Libria IAIN Purwokerto* 9, no. 1 (2017): 13–26; Huda, "Peran Kegiatan Literasi Dalam Meningkatkan Minat Baca Dan Menulis Siswa Sekolah Dasar"; Hidayat, Basuki, and Akbar, "Gerakan Literasi Sekolah Di Sekolah Dasar"; E. Endaryanta, "Implementasi Program Gerakan Literasi Sekolah Di SD Kristen Kalam Kudus Dan SD Muhammadiyah Suronatan," *Jurnal Kebijakan Pendidikan UNY* VI, no. 7 (2017): 732–744.

<sup>6</sup> Mortimer J. Adler and Charles Van Doren, *How To Read A Book, The Classic Guide To Intelligent Reading* (Chicago, 1965).

research was conducted at this school is because the SLM program has not been implemented much in the madrasah institutions in the Kediri region, and this madrasah is one of the madrasahs that has implemented it through its jargon as "Literacy Madrasah." The informants/subjects in this study were the principal, teachers, vice principal of curriculum, chairperson of SLM activities, grade VII and grade IX students. From these informants the researcher will explore data related to activities in SLM, the benefits felt by students, and the obstacles they face.

This research on SLM in MTsN 2 Kediri City departs from the constructivist paradigm, where researchers try to understand the world in which researchers conduct research. Researchers build or make interpretations or interpretations of what researchers find from informants. This research is qualitative approach with the type of case study<sup>7</sup>.

This research was implemented for 3 months, from January to March 2019. Data were collected using the technique of observation, interviews in-depth, and documentation. The role of researchers in this observation method as an observer as participant. In-depth interviews in this study were conducted in an unstructured manner in which the questions asked depend heavily on the interviewer to be able to reveal more deeply related to the implementation of SLM in MTsN 2 Kediri City. Meanwhile, through a documentation study, researchers dig data in the form of photographs and documents relating to the implementation of SLM in the madrasah. The documents referred to are in the form of a SLM implementation guide book, photos of students when implementing SLM, a SLM habituation activity card, and the results of student work/work books. Based on these data collection techniques, the data collection instruments used in this study were observation guidelines, interview guidelines, and documentation study guidelines.

Sources of data in this study include primary and secondary data sources. Primary data sources in the form of interviews obtained by the author directly from the informants namely the school principal, Indonesian Language teacher, deputy headmaster of the curriculum, grade VII and grade IX. While secondary data sources are data sources that the authors do not directly get from the informants. Secondary data sources in this study are books and research journals that are relevant to the topics adopted by researchers and researchers to complete the discussion.

Data was collected through interviews, observations, and documentation, then analyzed. The researcher uses a data analysis model of Milles and Huberman<sup>8</sup> which includes three activities, namely: Data Condensation, Data Display, and Conclusion Drawing / Verifications. Data condensation is the process of selecting, simplifying, or transforming data that approximates all parts of the interview transcript, documents, and other empirical materials. At this stage the researcher chooses the data in accordance with the formulation of the problem presented. The selected data are data from the results of interviews, documentation, and observation. Presentation of data is an organizing process, pooling information that allows inference and action. The selected data is then organized into categories of SLM program forms, the benefits of SLM, and the constraints faced during SLM implementation. While the final step in the data analysis process is drawing conclusions.

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<sup>7</sup> J. W. Creswell, *Research Design Pendekatan Metode Kualitatif, Kuantitatif, Dan Campuran* (Yogyakarta: Pustaka Pelajar, 2016); Robert K. Yin, *Case Study Research Design and Methods* (California: Sage, 2009).

<sup>8</sup> M.B. Miles, A.M. Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (Jakarta: UI-Press, 2014).

Researchers test the validity of the data by extending observations, increasing perseverance, and triangulating methods and data sources. Triangulation of research data sources is done by comparing data from observations, interviews, and content of related documents. While the implementation of triangulation method is to be used together with the methods of observation, interviews, and documentation. The researcher uses this triangulation method to get the truth of the data collected. Finally, the researcher conducts an informant review to obtain data validity by communicating the data obtained and compiled with the informant in order to obtain data accuracy.

### 3. Results and Discussion

Literacy is closely related to reading activities. The low reading interest in Indonesia is a reason to urge SLM to be implemented immediately<sup>9</sup>. The launch of SLM is intended to involve schools, academics, mass media, the public, and parents to support student habituation<sup>10</sup>.

Literacy is defined as the ability to write and read as well as knowledge or skills in a particular field<sup>11</sup>. The Understanding School Literacy in the context of the School Literacy Movement is the ability to access, understand and use something intelligently through a variety of activities, including reading, seeing, listening, writing and or speaking<sup>12</sup>. The School Literacy Movement, according to all informants in this study is understood as a habit of reading with the aim of increasing reading interest and increasing knowledge. The SLM targets in MTsN 2 in Kediri City are all teachers and all students in grades VII, VIII, and IX.

The SLM in MTsN 2 Kediri City was carried out through several activities, namely: the provision of reading corners in each classroom; Wall magazine; the creation of a school environment full of motivational sentences; habit of reading the Qur'an together before starting the lesson at the first hour; and the task of reading certain types of books that have been determined. The procedure for implementation is as follows:

*First*, the procurement of reading corner in each classroom. The homeroom teacher gives an area within the class that is given a board with the name "reading corner." This reading corner is used by students to read and discuss assignments given by the teacher in groups. Through reading corners in the classroom, students will gain insight from what is read and discussed with their group members.

*Second*, the wall magazine. The wall magazines in MTsN Kediri City are of many varieties. There is a wall magazine displayed in each classroom that is filled by students in turn; there are also wall magazines provided by each organization such as OSIS, *Fikruna*, PMR, and Scouts. The wall magazine contains student works such as poetry, short stories, posters, calligraphy, essays, scientific papers, as well as news and other general information. Through wall

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<sup>9</sup> Eva Walipah et al., "School Literacy Movement in the Industrial Revolution Era 4.0 in Building Speed Reading Skills," in *The 2nd International Conference on Elementary Education*, 2020, 1763–1770.

<sup>10</sup> Yulianto, Jannah, and Nurhidayah, "The Implementation of School Literacy Movement in Elementary School."

<sup>11</sup> Kemendikbud, *Kamus Besar Bahasa Indonesia* (Jakarta: Badan Pembinaan dan Pengembangan Bahasa, 2016).

<sup>12</sup> Dharmahutama Handoyo CK, "The Implementation of School Literacy Movement in Secondary School," in *The Fourth International Conference on Language, Literature, Culture, and Education* (Bandung: UPI Bandung, 2020), 2–8.

magazines, students can express their ideas through writing or works of art and can explore various knowledge from writings read through wall magazines.

*Third*, the creation of a school environment full of motivational sentences. Motivational sentences are written/posted on the walls of school buildings, such as on the classroom wall, on the library wall, in the hall, pasted on the trees around the class, at the entrance to the school, as well as in parks and sports areas. It aims to provide education for anyone who sees and reads it. Based on an interview with one of the seventh grade students, he said that every time he reads motivational sentences on the walls of the school, his motivation and enthusiasm increases. These motivational sentences become a kind of advice for the readers.

*Fourth*, the habit of reading the Qur'an together for 15 minutes before the first hour begins. This activity is guided by the teacher in turn. The teacher reads and the students follow. If analyzed based on the method of reading, then the activity of reading the Qur'an can be called the method of reading together. In addition to the independent reading method, there are three methods that can be used in the implementation of SLM, namely: reading aloud, reading together, and guided reading.<sup>13</sup> In reading aloud, the teacher reads a book that is read aloud and students listen. After reading a book that is read, the teacher can give some questions to students to answer. Reading together, the teacher reads a word or sentence in a loud voice, then the teacher together with the students repeat what was read. Through this method the teacher can model how to read good and right to students, including pronunciation and intonation. While in independent reading, each child reads his own chosen book. Students can read the book silently or with a voice, with agreements that have been agreed with the teacher before.<sup>14</sup> Through habituation activities to read the Qur'an together every morning, students become fluent in reading the Qur'an, even many students have memorized the letters in the Qur'an they read.

*Fifth*, giving assignments to students to read certain types of books, such as old novels, short stories, fantasy stories, biographies, and popular knowledge. This activity is guided by an Indonesian Language teacher. In one year, each student must read ten books. So in three years each student will deposit thirty reading books. The bills given vary for each class. Classes VII and VIII are assigned to read and summarize books. While class IX, besides they were given the task of reading and summarizing, they also had to analyze the strengths and weaknesses of the books being read. According to the theory of Mortimer Adler and Charles Van Doren, the reading activities undertaken by students in the implementation of SLM have reached the third level. At this level, the stages of reading committed by students are reading entirely, no longer exists given the time constraints to understand a text reading. At this level students are emphasized to read analytically and understand reading well, so they can mention the advantages and disadvantages of books that have been read. Giving this kind of reading assignment is almost the same as the results of research in ten elementary schools in Majalengka<sup>15</sup>. The difference is that the

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<sup>13</sup> Kisyani Laksono, *Manual Pendukung Pelaksanaan Gerakan Literasi Sekolah: Untuk Jenjang Sekolah Menengah Pertama* (Jakarta: Direktorat Pembinaan SMP, 2016).

<sup>14</sup> Antoro, *Gerakan Literasi Sekolah, Dari Pucuk Hingga Akar: Sebuah Refleksi*.

<sup>15</sup> Nunuy Nurkaeti, Sani Aryanto, and Yosi Gumala, "Read Aloud: An Literacy Activity in

implementation of SLM in MTsN 2 Kediri City in the form of reading, summarizing and analyzing ten books in one year can be done at school and at home. This task is more flexible because the habit of reading 15 minutes before the first lesson has been used to read the Qur'an together.

If the literacy activity in this school consists of five activities, it is different from literacy in Islamic boarding schools which is carried out through activities: meaning, bandongan, sorogan, deliberation, and muhafadoh<sup>16</sup>.

Many benefits are obtained from reading activities, namely: improving reading and writing skills; improving understanding of text and grammar; enriching vocabulary and knowledge; having positive reading attitude; increasing self-confidence; and making happy reading throughout life (23). As research (24) the implementation of SLM also has an impact on the formation of character and Higher Order Thinking Skills. Even a study at the Lubbul Labib Islamic Boarding School, Maron, Probolinggo, said that the existence of a literacy culture can increase the enthusiasm of students to learn<sup>17</sup>.

Based on the results of interviews with students of class VII-M in MTsN 2 Kediri City, the perceived benefits of this SLM are knowing various types of books and knowledge to be increased. According to students in class IX-A, another benefit obtained from the SLM program is to increase the collection of books they have. According to the Principal, in addition to increasing insight into students, the benefits of this SLM can be a bridge for students in developing writing skills, one of which is students who have won the KIR competition at the national level and represent Indonesia in competitions at the international level. Meanwhile, according to Indonesian language teachers, the application of SLM in this madrasah can train students in making correct sentences, as well as training them to understand the advantages and disadvantages of books read. In addition, students become more familiar with various types of books such as old novels, short stories, biographies, fantasy stories, and popular knowledge. The statement was reinforced by the homeroom teacher and vice-principal of the curriculum. The homeroom teacher VII-M added that with the SLM program, teachers who normally rarely read also became motivated to read.

In Permendikbud number 23 of 2015 concerning the Growth of Human Rights, a minimum time of 15 minutes to read is stated. In the implementation of SLM, schools may add a reading time duration for students. This regular reading activity aims to instill reading habits in students<sup>18</sup>. According to Pilgreen<sup>19</sup>, no matter how much time is spent for reading it really doesn't matter, the most important thing is to do it consistently, repeatedly, and every day. According to him also, the main key to make students love to read is to give a special time to read at school, because there is no guarantee students have time to read outside of school hours<sup>20</sup>.

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Elementary School," *Primaryedu: Journal of Elementary Education* 3, no. 2 (2019): 55–61.

<sup>16</sup> Lailatul Fitriyah, Marlina, and Suryani, "Pendidikan Literasi Pada Pembelajaran Kitab Kuning Di Pondok Pesantren Nurul Huda Sukaraja," *Titian Ilmu: Jurnal Ilmiah Multi Sciences* 11, no. 1 (2019): 20–30.

<sup>17</sup> Hasan Baharun and Lailatur Rizqiyah, "Melejitkan Ghirah Belajar Santri Melalui Budaya Literasi Di Pondok Pesantren," *Tadris: Jurnal Pendidikan Islam* 15, no. 1 (2020): 108–117.

<sup>18</sup> Kemendikbud, *Permendikbud Nomor 23 Tahun 2015 Tentang Penumbuhan Budi Pekerti* (Jakarta: Kemendikbud, 2015).

<sup>19</sup> Janice L. Pilgreen, *The SSR Handbook: How To Organize and Manage a Sustained Silent Reading Program* (Australia: Boynton/Cook Publisher, 2000).

<sup>20</sup> Kemendikbud, *Permendikbud Nomor 23 Tahun 2015 Tentang Penumbuhan Budi*



As the guidelines in SLM, books read in the 15-minute program read before the lesson are non-textbooks. This is because textbooks must be read by students throughout teaching and learning activities, so that opportunities must be given for students to read books other than textbooks. Other reasons that are more pragmatic are the problems and necessities of life are not all discussed in textbooks. Students can develop their potential by reading motivational books, self-development books, or other fiction books. The types of books that can be read such as novels, short stories, poetry, drama scripts, fairy tales, even the Qur'an<sup>21</sup>. Journalist and an American educator, Trelease, said that fiction literature can give meaning in one's life<sup>22</sup>. By reading fiction books written by world writers, students' minds can travel to various parts of the world to get to know various cultures, languages, lifestyles, and human philosophy<sup>23</sup>.

The SLM task force in each outreach program said that the time for reading does not have to be 15 minutes before the first lesson starts. Principals are allowed to set the implementation time according to the conditions of each school and do not make it a burden<sup>24</sup>. As SLM technical guidelines, the location for reading does not have to be in the classroom. The teacher can invite students to read in the library, laboratory, park, hall, or even in the field. To make it easier for students to remember the number of books read or the final page to read, it is necessary to prepare a reading journal as an instrument supporting SLM. Through this journal, students can analyze what they have read, while the teacher can provide an assessment.

Of course, obstacles were found in the implementation of SLM, including: lack of interest in reading and lack of availability of reading books<sup>25</sup>. One study stated that among the SLM constraints were lack of time at school and lack of support and parental involvement<sup>26</sup>.

The implementation of SLM in MTsN 2 in Kediri City was also not free from obstacles. Indonesian Language Teachers revealed that among the obstacles found in the implementation of SLM came from students. Some students are sometimes indifferent and delay the reading assignments given. Some students were late in depositing their reading assignment bills. There are also students who omit the bill card to read it making it difficult for teachers to provide an assessment. What's worse, there are students who collect their assignments from the results of cheating from their friends. Homeroom IX-A added, students negligence in collecting assignments from SLM activities is because not all students like to read, so they are less concerned with SLM. In MTsN 2 Kediri City, the diverse talents and interests of students are facilitated, so students focus more on self-development activities which are contained in extracurricular activities.

According to students of class VII-M, the obstacles faced in the implementation of SLM are: difficulty in getting the type of books assigned to read, incomplete types of books in the library, requires a lot of costs to buy

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*Pekerti.*

<sup>21</sup> Antoro, *Gerakan Literasi Sekolah, Dari Pucuk Hingga Akar: Sebuah Refleksi.*

<sup>22</sup> OECD, "Reading Performance PISA 2015."

<sup>23</sup> Antoro, *Gerakan Literasi Sekolah, Dari Pucuk Hingga Akar: Sebuah Refleksi.*

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

<sup>26</sup> Annika Agelii Genlott and Ake Gronlund, "Improving Literacy Skills Through Learning Reading by Writing: The IWTR Method Presented and Tested," *Journal of Computers and Education* 67 (2013): 98–104; Yulianto, Jannah, and Nurhidayah, "The Implementation of School Literacy Movement in Elementary School."

certain types of books. Meanwhile, according to students of class IX-A, the obstacle faced is difficulty in understanding the contents of thick books, for example the type of old novels.

This kind of obstacle should be overcome by the school by completing facilities and infrastructure that can support the implementation of SLM. Such a solution is mentioned in <sup>27</sup>, that adolescent achievement will improve if it is supported by the provision of complete infrastructure and support from related parties such as government, parents, and the school environment.

According to Mortimer Adler and Charles Van Doren in his book "How To Read", reading has four levels, namely <sup>28</sup>:

*First*, the basic level reading. In accordance with its name the reader included in the category is usually beginner readers, in which they are still mastering the basics of reading as he was still switched from illiterate people to become literate people. At this level the activity of reading is still in the form of knowing the terms, the baseball, or the color of a reading or concept. Readers at this level are categorized according to operational verbs in the Bloom's taxonomy used in Curriculum 2013, readers are still at the C-1 and C-2 levels because they are still only capable of remembering and understanding.

*Second*, reading quickly and systematically. The differences to read at this level with the previous one is, in this level, the reader is required to read at the time limit which has been determined. The time allotted is usually around 15 minutes. At this level the reader is asked to get used to reading and be consistent. Eventhough only in a matter of minutes, but it can improve the understanding of the reader. The more often you read, the broader your knowledge will be.

*Third*, reading analytically. At this level the reading activities are done in a more complex and systematic than in the previous level, because at this level the stages of reading being applied is to read the whole properly, so at this stage it is no longer exist the time limitation to understand a reading text. However, at this level it is emphasized to keep reading actively and understand reading well.

*Fourth*, reading synopically. At this level, the reading activity is the most complex and most systematic. This is because at this level the reader is required to work harder, even though the reading material is included in an easily understood level. Reading at this level is also called comparative reading, because in this case reading is not enough with just one book, but reading with many books to look for the relationship between one book with another on a subject. In this reading activity the reader is able to develop an analysis of a topic. From this definition, it is clear that reading is a synopical activity which is most active and full of effort. The benefits are also greater because it is equivalent to the work that has been done in the reading activity.

The implementation of SLM in MTsN 2 Kediri City is included in the third level category in the theory of reading Mortimer Adler and Charles Van Doren (reading analytically). This can be seen from the reading assignments given to students, ranging from reading, summarizing, to analyzing the strengths and weaknesses of books although it has not yet reached the stage of comparing several books with similar topics.

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<sup>27</sup> Khairuddiniyah, "The Implementation of Literacy Strategies in Teaching English by the English Teacher at MAN Insan Cindekia Padang Pariaman," *English Education: Jurnal Tadris Bahasa Inggris* 10, no. 2 (2017): 242–257; Dean Fixen, *Implementing Literacy Programs to Improve Student Achievement* (Washington: Department of Education, 2012).

<sup>28</sup> Adler and Doren, *How To Read A Book, The Classic Guide To Intelligent Reading*.

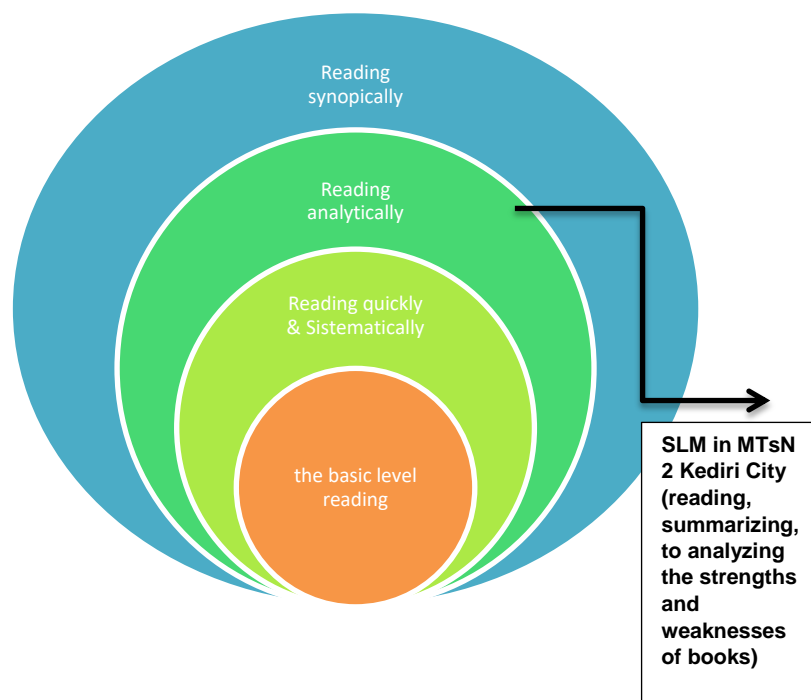


Chart 1. Mortimer reading theory

Based on the explanation of these results, the researchers conclude that the implication of this study is to support Mortimer's reading theory, even though what was implemented in MTsN 2 Kediri City only reached the third level. Educational institutions should always develop a literacy culture that has been built so that students' literacy skills increase.

#### 4. Conclusion

The conclusions in this study are: *first*, SLM in MTsN 2 Kediri City was carried out through several activities, namely: reading corner; wall magazine; motivational sentence; habit of reading the Qur'an; and assigning tasks to Indonesian subjects in the form of reading, summarizing, and analyzing certain types of books such as old novels, biographies, short stories, fantasy stories, and popular knowledge; *second*, the benefits obtained from the application of SLM are students being diligent in reading, skilled in composing sentences, getting to know the types of books, and adding new knowledge; *third*, the obstacles experienced by students are the difficulty in getting the type of book required and the difficulty in making a summary of the type of thick book; and *fourth*, the implementation of SLM in MTsN 2 Kediri City is included in the third level category in the theory of reading Mortimer Adler and Charles Van Doren. This can be seen from the reading assignments given to students, ranging from reading, summarizing, to analyzing the strengths and weaknesses of books.

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