



Research Article

School Literacy Movement Through Reading Corner at SLB B Yakut Purwokerto

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Abstract. The government initiated the School Literacy Movement (in Indonesian: Gerakan Literasi Sekolah or GLS) program in the Merdeka Curriculum as an effort to foster a culture of student literacy. This program requires schools to have a special program to optimize the School Literacy Movement. Meanwhile, there are obstacles in implementing the literacy movement in schools, namely the lack of literacy training for students with special needs in schools and the lack of availability of books at SLB B Yakut. With this reading corner literacy program based on local wisdom, it is hoped that this can be a solution to the problems above. The importance of literacy culture is to develop basic abilities and skills for a person in acquiring knowledge, skills, as well as forming attitudes for deaf-speech students so that they care about local wisdom culture. The purpose of carrying out this service is 1) to describe the implementation of GLS through reading corners and 2) to explain the impact of using local wisdom-based reading corners in SLB B Yakut. Methods for implementing service include: (1) approach methods

taken starting from surveys, licensing, and providing motivation to teachers who will take part in training (2) program implementation methods, including the preliminary stage, socialization and audience stages, implementation stage, and monitoring stage and evaluation. As a result of this activity, students with special needs are expected to have literacy habits through reading corners at school. The strategy in the school literacy movement through reading corners prioritizes the affective social environment as a model of literate communication and conditions the physical environment to be literacy-friendly, such as making teachers role models in implementing the school literacy movement.

Keywords: school literacy movement, reading corner, local cultural wisdom

INTRODUCTION

The School Literacy Movement (GLS) Program is an effort to improve student literacy and the school community as a whole. The main objective of GLS is to foster a culture of literacy in schools. The GLS Guidebook explains that the stages in implementing GLS are divided into three stages. The first stage is the habituation of enjoyable reading activities at school which can be done through reading aloud and reading silently so that it can foster students' love of reading. The second stage is the development of reading interest to improve literacy skills which can be done through discussion methods. Literacy habituation activities aim to develop the ability to understand reading and relate it to personal experiences, think critically, and process communication skills creatively through activities responding to enrichment reading. The third stage is the implementation of literacy-based learning, namely through activities to make reading summaries or make clippings from various reading sources (Directorate General of Elementary and Secondary Education, 2016).

GLS does not only focus on reading and writing skills, but also on understanding content, critical thinking, and analytical thinking. This program also seeks to foster students' interest in reading, expand students' knowledge, improve communication skills, and improve critical thinking skills. School Literacy Movement can include various activities, such as reading together, book discussions, writing training, literary performances, poetry or short story competitions, and literacy campaigns. In addition, schools can invite practitioners or guest speakers to share knowledge and experiences. In terms of implementation in Special Schools (SLB), there are still some difficulties in implementing the school literacy movement program due to differences in hearing levels with students who have normal hearing. This is in line with research conducted by Rezarai (2016) that in a class of deaf and mute children with the same hearing level, their reading ability is four years behind that of children with good hearing. In addition, Arumsari (2021) also stated that reading comprehension is seen as an important and irreplaceable tool in language development for deaf and mute children. By having this ability, they have a greater foundation or opportunity to acquire and learn further skills.

The lack of students' hearing ability will certainly have an impact on the fluency of communication, both expressively and receptively, as well as the ability to understand speech delivered by others. In addition, these communication limitations will certainly affect the child's ability to communicate with people in their environment who have good hearing abilities and usually interact through verbal language. The

education and learning process of deaf and mute children also experiences difficulties due to these communication barriers. To solve this problem, deaf and mute children must be given special services that help them learn to speak and speak. This will minimize the effects of their hearing disabilities. One step that can be used and is in line with the school literacy movement program as a solution or learning method for deaf and mute children is to optimize the reading corner.

A reading corner is an area in the corner of a room or classroom where books are available to be read by all school residents, especially students as an extension of the library's function. The classroom corner is a place where the classroom library can be expanded to provide access to books. The book collection is placed on shelves in the classroom, and students can read it whenever they want. Teachers and students maintain the reading corner in each classroom. Student comfort in literacy is very important and does not need to be expensive because what is needed is creativity in providing books so that students are interested in reading. The main library provides books to be stored in the classroom reading corner. Not only books, but the reading corner can also be used to display the work of students and teachers. Arranging the reading corner as attractively as possible is an important part of the implementation of the school literacy movement which can increase and attract the interest of school residents to visit and read books in the classroom. The implementation of the school literacy movement is related to the library which is the center for borrowing books at school.

Observations and interviews have been conducted at the school to find out how the literacy movement is implemented at SLB B Yakut. From these results, it was found that the reality is that the literacy program in the form of reading and reading comprehension skills by students is very lacking. This is certainly proven that students with special needs are not yet fluent in reading and have not met the assessment standards set by the teacher. This school, which is located in the center of Purwokerto, will certainly be an extraordinary and representative school example to help provide educational facilities for children with special needs. Therefore, after receiving a request from the school, the service team decided to contribute to this school. As part of the school literacy movement program, the school needs the help of a service group to help students improve their reading skills by using a reading corner according to their constraints and needs. With the facilities and easy access to books that are closer to every corner of the room, this activity is expected to make learning to read easier and more enjoyable. This will ensure that the school literacy movement program is implemented effectively and efficiently.

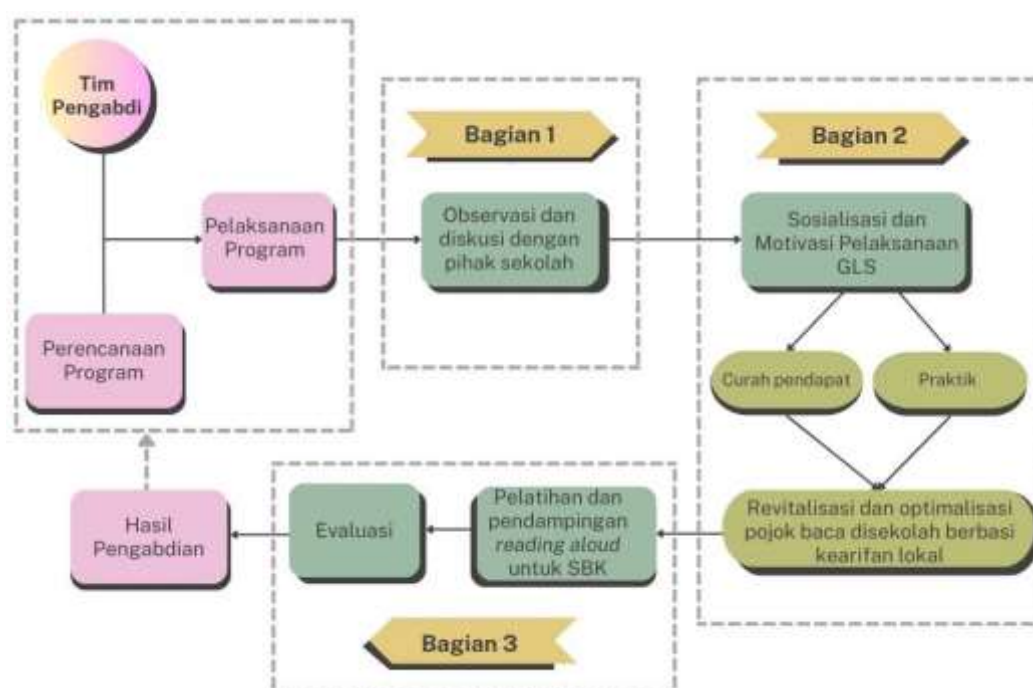
RESEARCH METHODS

The method of implementing community service in this activity is lectures, FGDs, and workshops related to optimizing the school literacy movement through reading corners based on local wisdom for students with special needs at SLB B Yakut Purwokerto. The community service activity begins with the observation method and coordination with the school regarding the problems faced in the process of improving the literacy of students with special needs. Then, it is continued with the

socialization of the implementation of GLS to motivate and revitalize the reading corner at school.

The lecture activity is carried out through counseling related to the literacy movement implemented at SLB B Yakut. Furthermore, an FGD was held regarding the results of counseling with school teachers, training, and reading aloud assistance in familiarizing literacy to students with special needs. From the series of activities carried out, all will be evaluated to obtain the results of the community service and provide follow-up or planning for the next program. The following is a chart that can explain in detail the methods that will be used in optimizing the School Literacy Movement through reading corners.

Figure 1. Activity Implementation Steps



RESULTS AND DISCUSSION

Community service activities at SLB B Yakut Purwokerto are divided into four stages. At each meeting, various important topics are discussed to support the implementation of the school literacy movement and achieve the goals of the Merdeka Curriculum. The first meeting focused on socialization and motivation in implementing the school literacy movement. Participants gained a deep understanding of the importance of literacy in achieving the Merdeka Curriculum, as well as various strategies and methods to implement it in their respective school environments. This topic not only provides theoretical knowledge but also inspiration and enthusiasm for educators to play an active role in improving literacy culture in schools. On Tuesday, August 6, community service activities were carried out at SLB B Yakut Purwokerto with the main theme

"Optimizing the School Literacy Movement." This activity was attended by 20 teachers from SLB B Yakut Purwokerto and focused on the presentation of a paper entitled "Optimizing the Reading Corner in GLS and the Application of the Maternal Reflective Method (MMR) to Improve Basic Literacy Skills." The activity began with socialization and discussion explaining the importance of reading corners in the School Literacy Movement (GLS) and how the Maternal Reflective Method (MMR) can be applied to improve students' basic literacy skills.

In the socialization session, teachers received a detailed explanation of the concept of reading corners and MMR, followed by an implementation workshop. This workshop provided practical training on how to manage reading corners and implement MMR in their respective classes. An interactive question and answer session provided an opportunity for teachers to ask questions and share their experiences related to literacy. The enthusiasm of the participants was very high, as seen from their active participation during the activity.

The main achievement of this activity was an increase in teachers' understanding of the concept of reading corners and MMR, as well as an increase in their skills in designing and managing reading corners in the classroom. The motivation of teachers to be more active in developing literacy activities in schools also increased, and good relations between schools and local literacy communities were increasingly established. With this community service activity, it is hoped that students' basic literacy skills can continue to be improved through optimization of reading corners and the application of the Maternal Reflective Method (MMR) by teachers.

In the second meeting, the focus shifted to mentoring to optimize reading corners in schools. Reading corners are considered as one of the important tools in promoting reading habits among students. Participants were given practical guidance and innovative strategies to manage and develop reading corners. Discussions included how to attract students' interest, selecting appropriate books, and how to create a comfortable and supportive environment for reading activities. This meeting provided educators with the tools and knowledge needed to make reading corners more effective and attractive to students.

The third meeting was more specific and practical, namely training and mentoring for implementing reading aloud activities using reading books based on local wisdom culture applied at SLB B Yakut Purwokerto. This activity was designed to introduce interesting and relevant learning methods, especially for students with special needs. Participants were trained to use books containing local cultural elements in reading aloud activities, which not only improved students' reading skills but also introduced them to their own cultural richness. This approach is believed to make reading activities more meaningful and enjoyable for students.

At the last meeting, a comprehensive evaluation was carried out on all activities that had been implemented. This evaluation aims to assess the success of the program, identify shortcomings, and determine steps for future improvement. Participants shared their experiences and findings during the program, provided constructive feedback, and discussed follow-up plans. This

evaluation ensures that each activity carried out has a positive and sustainable impact, and provides a clear direction for future literacy improvement efforts. Thus, the entire series of meetings are expected to create a more literate educational environment and support the achievement of the goals of the Merdeka Curriculum.

CONCLUSION

The optimization of reading corners and the implementation of the Maternal Reflective Method (MMR) as one way to improve school literacy has proven to be an effective method to facilitate teachers at SLB B Yakut Purwokerto. This program not only helps teachers develop basic literacy skills for students with hearing disabilities but also provides practical tools and strategies that can be implemented in everyday learning environments. In order for the benefits of this community service program to be more optimal, it is highly recommended that teachers have a fairly deep understanding of handling students with disabilities. A comprehensive understanding of the characteristics and special needs of students will allow for the implementation of more appropriate and effective methods, so that the goal of improving literacy in schools can be achieved more optimally.

Based on the conclusions presented above, the recommendations that can be conveyed in this study are that it is expected for the principal to be able to pay special attention to the reading corner, such as providing reading corner infrastructure suggestions to students and providing motivation to students in designing and improving student literacy. In addition, other subject teachers should also participate in improving student literacy and guidance in providing direction to students.

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