Literacy Class: Instructional Design at High School

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Abstract

Background of the study: Literacy is an activity that can improve one's abilities and skills in terms of thinking capability and understanding information more skillfully. Literacy can increase reading interest. Something that can develop this is the existence of a school literacy movement that is aimed especially at students to be able to expand a school literacy culture.

Purpose: This research aims to find out how to implement and evaluate student literacy activities at Alfa Centauri High School.

Method: The methods used are descriptive qualitative methods with the ADDIE instructional design model. The technique of data collection used was an interview. The informant in this study was the leader of the Alfa Centauri High School literacy team.

Findings: The results obtained are SMA Alfa Centauri implements literacy activities through three stages reading activities and creative writing activities.

Conclusion: SMA Alfa Centauri is considered to have been able to implement literacy activities well and effectively in increasing students' reading interests. That can be visible from the program development, product results, and achievement in the implemented programs.

Keywords: Literacy Movement, Instructional Design, Reading Activities

Introduction

Literacy is an activity that can improve one's abilities and skills. According to KBBI literacy is defined as an ability to write and read; skills in certain fields; as well as an individual's ability to process information and knowledge for life skills. Thus, it can be said that literacy has the benefit of being able to develop individual thinking skills critically, creatively and broad-minded. In addition, literacy can also make individuals understand information more proficiently. Literacy activities cannot be separated from reading activities. Literacy can also be an effort to grow and increase interest in reading. Interest in reading is defined as a strong desire accompanied by one's efforts to read (Hendrayani, 2017). Literacy in the academic field has the benefit of being able to help students and educators develop their potential. However, according to Central Connecticut State University the reading interest of the Indonesian people is ranked 60th out of 61 countries (Khotimah et al. 2018). This shows that people's interest in reading is very low. So, an effort is needed to be able to foster interest in reading.

One of the efforts that can be made to increase students' reading interest is by having a school literacy activity program. With this activity, it is hoped that students will be able to have an interest in reading and improve reading skills, process information, add insight and improve thinking skills as their potential. The Ministry of Education and Culture interprets the school literacy movement as an overall effort to make schools a learning organization whose citizens are literate for life through public involvement (Kamardana et al.2021; Wiedarti et al., 2016). The school literacy movement aims as a means to develop reading habits in the school environment with the hope of being able to provide students with the ability to understand information analytically, critically, and in depth (Hartati et al, 2020). Ministry of Education and Culture No. 23 of 2015 concerning the Growth of Character states that there is a habit of reading by using 15 minutes before the learning day to read books other than subject books as an effort to develop students' full potential. The school literacy movement can be carried out by having several activities related to literacy to encourage students' interest.

Research conducted by Khoeriyah et al. (2021) entitled "Effectiveness of Implementing the School Literacy Movement Program Through Reading Challenges at SMA Plus Al-Ghifari Bandung" stated that the implementation of the GLS program at SMA Plus Al-Ghifari was considered to be quite good and effective. This was measured using effectiveness theory according to Campbell (1989) with indicators in the form of program success, target success, satisfaction with the program, output and input levels, and achievement of overall goals. With these indicators, it can be seen how the implementation of the GLS was carried out and the inhibiting factors that existed. In the research conducted by Arusliadi (2022) entitled "Implementation of the School Literacy Movement Through Reading Gardens at SMA Negeri 7 Banjarmasin" it is stated that the literacy movement through reading gardens could improve participants' abilities in terms of knowledge, skills, develop insight and foster interest in reading. Meanwhile, research conducted by Widayoko et al. (2018) entitled "Analysis of the School Literacy Movement (GLS) Implementation Program with a Goal-Based Evaluation Approach" states that the implementation of the GLS program has been carried out well but there are still some improvements that need to be made. The research was conducted using a goal-based oriented evaluation approach as an approach taken to evaluate a program so that it can be seen how it is implemented, obstacles, and inputs for program implementation. From these three studies it can be seen how the implementation of literacy activities is carried out. The difference lies in the discussion and analysis method used. Whereas this study will discuss the implementation of literacy activities which are analyzed using instructional design using the ADDIE model.

Alfa Centauri Bandung High School implements a school literacy movement program as an effort to increase students' interest in reading. The form of this activity is reading

books intended for teachers, students and even parents of students. Apart from reading, students and teachers also need to make reviews of their reading results and input them on the school's Learning Management System (LMS) page. Thus, this study aims to find out how the literacy activities of students at Alfa Centauri High School are implemented and evaluated.

Literacy is one component in developing individual thinking skills. Besnier (as cited in Prasetyo et al., 2019) states that literacy is communication through visually readable inscriptions, not through auditory channels and cues. Whereas in the implementation of the School Literacy Movement, literacy is defined as the ability to access, understand, and use something intelligently through various activities including reading, viewing, listening, writing, and speaking (Sufyadi et al., 2016 as cited in Hayun & Haryati, 2020). Having literacy skills can help students hone their abilities in things such as critical, creative, innovative thinking and growing character. Literacy activities are one of the activities that must be carried out to raise students' awareness of the importance of reading to increase knowledge (Indani, 2019). Understanding and literacy skills possessed by students can help them think critically in solving problems they will face in the future. Literacy activities themselves have goals and benefits that can be felt (Indani, 2019), including: a) Can increase students' interest in reading and writing; b) Can improve the ability and understanding of reading to acquire knowledge; c) Can make the school a fun learning partner; and d) Being able to make reading and writing activities a culture in schools.

The School Literacy Movement or GLS is intended as an effort to foster an interest in reading for the school's academic community. Jamaruddin (2015 as cited in Slam, 2017) states that schools should be the starting place for literacy movements. The Ministry of Education and Culture developed the school literacy movement (GLS) in 2016 by involving all stakeholders in the education sector, starting from the central, provincial, district/city levels, to education units. The school literacy movement (GLS) itself has general and specific goals. The general goal of GLS is as a form of developing character in students with the existence of a school literacy culture so that they can become lifelong learners. Meanwhile, the specific goals of the GLS are to develop a literacy culture in schools and improve school members to become literate individuals as well as developing schools into friendly and fun learning facilities (Wiedarti et al, 2016).

The stages in implementing the school literacy movement are carried out through three stages, namely: 1) The habituation stage: this activity is carried out by getting used to reading 15 minutes before learning activities are carried out with the aim of increasing a love for reading; improve reading comprehension skills; increase self-confidence as a good reader; and develop the use of various reading sources. This habituation activity is also implemented by building on the principles of being fun, varied, participatory, routine and balanced; 2) The development stage: this activity is carried out with the aim of being able to improve the ability to understand reading and relate it to personal experience, critical thinking, and develop communication abilities and skills. Literacy development can assist students in developing literacy skills through non-academic activities such as writing, journalism, debate, and literacy festivals; and 3) The learning stage: this activity is the stage in combining six basic literacy approaches aimed at students and educators to be able to develop innovative activities. Apart from that, there is also capacity building that can be done to develop the school literacy movement, namely by a) Socialization aimed at making GLS programs and policies to be delivered effectively; b) Workshops to adjust perceptions and determine steps in the literacy movement; and c) Assistance, namely efforts made to determine that school literacy programs can be carried out continuously. Assistance can be done in two ways, namely technical assistance, namely strengthening capacity and increasing interest in educator literacy skills and operational assistance such as program evaluation (Wiedarti et al., 2016). With the existence of a school literacy movement program, it is hoped that it can be a means of developing students'

interest in reading.

As reported in Zohriah (2016), interest is defined as a preference and a sense of interest in something or activity, without anyone ordering (Slameto, 2010). Meanwhile reading interest is a desire or desire that encourages someone to do something about reading (Darmono, 2004). Then, in Joko (2019) interest in reading is defined as a form of directed behavior in carrying out reading activities as a strong level of pleasure in carrying out reading activities because it is fun and provides value (Ginting, 2005). Reading interest is also defined as a high desire or inclination to read (Siregar, 2004). Thus, it can be said that reading interest is an activity or an individual's interest in reading. So, with the existence of a school literacy movement it is hoped that it can encourage students to have an interest in reading.

Instructional design is a design that is intended to formulate how competencies will be achieved, the media provided, as well as targets to be achieved (Erza et al., 2020). Instructional design is known as learning design or learning development (Agustina, 2017). In Batubara (2018) instructional design is defined as a structured process for solving problems through the process of material planning, activities carried out, and success evaluation planning (Sanjaya, 2015). Instructional design is a framework for a program that can only be compiled after a model has been established or after a decision has been made regarding the strategy used (Gulo, 2008). Instructional design is also interpreted as a structured and reflective process to interpret learning and teaching principles in planning as learning materials, activities, sources of information and evaluation (Yulia, 2017). Thus, it can be said that instructional design is a design that is used to be able to formulate a learning activity from the planning stage to evaluation. The application of instructional design consists of several models developed, one of which is the ADDIE model (Analyze, Design, Development, Implement, and Evaluation).

The ADDIE model is defined as an instructional design that focuses on individual learning, has a long term, is structured and uses a system regarding knowledge and human learning. The ADDIE model originates from an effective systems approach with an interactive nature of the process between students, educators, and the environment (Junaedi, 2019; Hidayat & Nizar, 2021). The ADDIE model is a model used to describe a structured approach to learning development (Basyar, 2020).

As the name implies, the ADDIE model is a model for analyzing, designing, developing, implementing, and evaluating a program and is considered a basic and simple model. Yulia (2017) states that the ADDIE model is a process that has a function as a framework in directing designers to develop educational products or outputs and other learning resources. There are five steps in the ADDIE model (Jurianto, 2017), namely: 1) Analysis, namely identification is carried out to see if there are causes or problems in learning. This stage is also the stage to analyze the importance of implementing a plan. One of the things that can be done at this stage is to develop the specified learning objectives; 2) Design, namely the design or preparation of the strategy or method to be carried out. There are designs in learning objects, assessment instruments, subject analysis, learning plans and media selection. In this case the designer must be able to prepare an appropriate function or strategy to be able to develop the implementation of learning; 3) Development, namely a process or development aimed at producing learning resources to be used. Things that can be done are designing the strategies needed and developing supporting media, and developing guidance for students and educators; 4) Implementation, namely preparation, steps, and implementation or implementation of the learning process; and 5) Evaluation, namely the process carried out in viewing and assessing the implementation of a program and the quality of the product produced. Based on this, the ADDIE model is considered to be a model used to analyze how a program can be implemented.

Method

Research Type

The method used in this study is the ADDIE instructional design model as an approach to evaluating a program. The analysis was carried out based on five stages, namely analysis of program implementation, design of program implementation, program development, program implementation and evaluation of program implementation. The type of method used in this research is descriptive qualitative method. Where the qualitative method is a method used in natural conditions (Sugiyono, 2013). Descriptive qualitative research is used as a method that aims to provide an overview of phenomena and conditions as they are (Sukmadinata, 2013).

Research Location

The research was conducted at one of the private schools in Bandung, namely Alfa Centauri High School.

Data Collection Techniques

Data collection techniques carried out using interview techniques as a technique which is a process of interaction between interviewers and informants regarding an object under study (Yusuf, 2014). Interviews were conducted with the head of the literacy team to find out information about the implementation of literacy activities at Alfa Centauri High School. Determination of informants was carried out by purposive sampling, namely determining the sample with certain considerations (Sugiyono, 2013). Informants were chosen because they were in accordance with the conditions and focus of the research to obtain appropriate and accurate information based on the actual activities carried out.

Result and Discussion

The implementation of literacy activities at Alfa Centauri High School is aimed at the school's academic community in supporting the existence of a school literacy movement. Literacy activities began to be implemented since the first policy from the Ministry of Education and Culture around 2016 which stated that literacy activities should be held in schools. Literacy activities are aimed at school members such as teachers, employees, parents of students, and especially for Alfa Centauri High School students. The implementation of literacy activities is designed and implemented by holding several programs. The implementation of literacy activities at Alfa Centauri Senior High School can be analyzed using an instructional model. Literacy activities can be seen and measured based on the ADDIE instructional model (Analysis, Design, Development, Implementation, and Evaluation) to be able to describe how literacy activities are carried out. Based on the results of the interviews conducted, the steps taken in literacy activities at Alfa Centauri High School were obtained, namely:

Analysis

This stage is the first stage carried out by conducting a planning analysis. Programs are designed and structured by determining how to achieve the objectives of the literacy activities. The purpose of implementing literacy activities at Alfa Centauri High School is to increase students' interest in reading. The school literacy program is aimed at increasing students' interest in reading and can improve reading skills so they can have better knowledge (Ramandanu, 2019). This is based on the problem where the motivation of students is still low in terms of literacy. The existence of literacy activities can also be a supporting factor in developing a school literacy culture. Literacy activities can be one of the media to help students hone their thinking and analytical skills as well as their ability to solve problems.

Design

This stage is the process of designing the program design that will be carried out. The school, especially the Alfa Centauri High School literacy team designed activities in the work program by designing a literacy program with several programs based on the nature and time of implementation. Where literacy activities are divided into daily, weekly, quarterly, and annual activities. Daily literacy activities are not mandatory and are intended for students to read in the library. These daily activities can be adjusted according to the free time of the students. Meanwhile, weekly literacy activities are held every Thursday with the habit of reading for students 15 minutes before teaching and learning activities begin and accompanied by their respective homeroom teachers. The habit of reading can have a positive impact on students (Trianggoro & Koeswanti, 2021). For literacy activities that are held every three months, the school holds a grand literacy program by inviting resource persons who are competent in their fields such as national writers or resource persons from the West Java language center. The four literacy activities are mutually sustainable and refer to the reading challenge program which is held at the end of the academic year. Reading challenge activities can be a means for students to realize the importance of reading books and increase interest in reading (Khoeriyah et al., 2021). The reading challenge activity is an activity aimed at giving appreciation to students which is obtained from an assessment in terms of students' activeness in reading and inputting the results of their reading reviews on the school's Learning Management System (LMS) page.

Development

At this stage it can be seen that there is development carried out by the Alfa Centauri High School literacy team where students do not only carry out activities in the form of reading but also review the results of reading from students. Writing reviews of reading results can help students improve their abilities in optimizing technology in learning (Setiadi, 2021). The results of the review are then inputted on the Canvas page or the school's LMS page. The results of the reviews that have been inputted are then assessed and given feedback by the school literacy team which consists of six members.

In addition, development is also applied in assessing the results of student reviews, which is carried out using the turnitin system to be able to see how the results of the reviews are not detected as plagiarism and there are assessment indicators that are applied, namely where the school gives appreciation to the five best participants based on two categories, namely the most inputters and books with the best themes with indicators that are assessed are interesting and have benefits for many times. Giving appreciation can be a motivation for students to participate in school literacy movement activities (Triyanto & Krismayani, 2019). The appreciation given to students who meet the criteria is in the form of books and cash. The appreciation given can be a driving factor in increasing students' interest in reading. Activeness in literacy activities will also get added value for students' Indonesian scores. In addition, the school also develops good information technology such as media and website development so that the literacy program implemented is digital-based.

Implementation

In this case, there are inputs and outputs produced by the school. The input developed is in the form of socialization which is uploaded on social media, both WhatsApp and/or Instagram. Socialization is also carried out during ceremonies and homeroom coaching. The socialization was carried out as an early stage introduction for students regarding literacy activities, especially for weekly literacy activities. The implementation of literacy activities is carried out through three stages, namely starting from reading habituation activities 15 minutes before teaching and learning activities begin which are the main activities in implementing the

Alfa Centauri High School literacy program. Reading habitual activities carried out can increase students' interest in reading activities (Wiedarti et al., 2016). In addition, there are literacy products in the form of reading review results that can be seen on the school's website which can be seen in graphic form. Where in this period Alfa Centauri High School obtained reader data of around 2000 books. To be able to support the achievement of the program, grand literacy activities are also held every three months with activities in the form of talk shows according to the chosen theme, announcement of the best literacy input, announcement of reading challenge winners, quizzes, and awarding of prizes.

The implementation of school literacy activities is also carried out with the development of innovation from literacy activities carried out by information technology-based schools where students can access reading resources through the X-Reading website, namely a subscription website to read books digitally in English which students can access using a device. The literacy implementation stage also focuses not only on reading activities but also on creative writing activities. In this period, the school has achieved two literacy products in the form of training and writing projects. The results obtained are in the form of an anthology of short stories in 2020 and an anthology of poetry in 2021 which are the works of students which are then published into books which are also used as outputs of writing activities. Thus, literacy activities at Alfa Centauri High School are implemented through three stages, namely starting from the implementation stage in the form of various continuous literacy programs, the habituation stage in the form of implementation of the implemented program, and the development stage in the form of evaluation of these programs and training activities. and writing production. The stages of implementing the school literacy movement can foster interest in reading for students, improve communication skills, think critically and improve the ability to understand reading (Wiedarti et al., 2016). In this case it is felt how the literacy program can reach its level of satisfaction where literacy activities at Alfa Centauri High School are given appreciation and positive responses by several experts.

Evaluation

In this stage, the school evaluates the ongoing literacy activities. It can be seen that the success of the program implementation in the form of outputs produced both products in the form of reviews of students' reading results and written work products. In this case it can be seen that there are supporting factors and inhibiting factors in program implementation. For supporting factors, namely where schools develop good information technology such as developing media and websites so that the literacy program implemented is digital-based. The use of information technology in the world of education can be a means of improving the quality of education and human resources (Husaini, 2014). Meanwhile, the inhibiting factor is that not all students have good motivation in terms of literacy. So, with the development of the program it is hoped that it can increase the motivation and interest of students consistently in literacy. Evaluation activities are also carried out annually for students in the form of training to produce a book and also discussions with students regarding what products will be published. Creative writing training is aimed at improving language skills in students so they can convey information and have good language skills (Sari & Septiani, 2020). With the design and implementation of literacy activities at Alfa Centauri High School, it is hoped that it can become a means of developing school literacy cultural activities, especially with innovation and development being carried out so that literacy activities become more innovative and can attract students' interest in literacy.

Conclusion

Literacy activity is an activity in developing critical thinking skills in individuals. Schools, as educational institutions, should always develop literacy activities for school

members, especially students, to be able to increase their knowledge and ability to think critically and creatively. One of the activities that can be implemented is the existence of a school literacy movement which was initiated by the Ministry of Education and Culture as a forum for developing students' reading interest as a school literacy culture.

Alfa Centauri High School participates in intensifying literacy activities which are carried out by implementing four programs based on the nature and time of implementation which are mutually sustainable with one another in developing school literacy activities. In addition, literacy activities are also carried out with writing activities for students in the form of training and book production. In its implementation, SMA Alfa Centauri has been able to implement literacy activities with the stages of implementation, habituation and development. So, it can be said that the implementation of literacy activities at Alfa Centauri High School is considered to have gone well with the development and product results of the implemented program. The program is also considered effective, which can be seen from the achievements in program implementation starting from the goal setting stage to the evaluation stage.

Acknowledgments

Authors' Contributions

All authors have contributed to the final manuscript. The contribution of all authors: Vanira Rima Shinta: conceptualization, methodology, formal analysis, writing original draft preparation, writing review and editing. Riche Cynthia Johan and Lien Halimah: writing review and editing. All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

All authors have no conflict of interest related to this study.

Funding

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