
Evaluation of School Literacy Program at SDN Ambarukmo

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Abstract

The aims of this research are to describe about implementation and constrains of School Literacy Program at SDN Ambarukmo. The research is evaluation research which use CIPP evaluation model. The evaluation limited to context, input, process, and product aspects. The subjects of this research are 10 students of each grade I, II, III, IV, and V, 1 headmaster, and 2 teachers at SDN Ambarukmo which was collected by purposive sampling. Data collected by observation, documentasion, and interview. Data analysis technique used is qualitative descriptive. The result show that SDN Ambarukmo need school literacy program. In input aspect, this program need support by infrastructure, human resources, budget, and various procedure. Process aspect, storybooks should be renewal and teacher must be conduct the students. Product aspect show that 95% students SDN Ambarukmo was read fluently 15 minutes before the lesson; 45% are able to storytelling; 40% able to make speech independently. But, the making poems, writing diaries, making summaries activities have not done well. Based on findings, literacy program should be continued but need improvement.

Keywords: evaluation, school literacy program, CIPP.

INTRODUCTION

Reading literacy level in Indonesia is very low. Based on PIRLS data in 2011, Indonesia ranked is 45th from 48th participating countries with a score of 428. Meanwhile, the literacy test reading according to PISA data in 2012 shows Indonesian students are at number 64 with a score of 396 from 496 average score (Direktorat Jenderal Pendidikan Dasar dan Menengah Kementrian Pendidikan dan Kebudayaan, 2016:2). Based on PISA data in 2015, the literacy level in Indonesia showed a significant increase by 1 point from a score of 396 in 2012 to 397 in 2015. Although, there is an increase, but the level of literacy in Indonesia is still relatively low. The low reading skills prove that education process in Indonesia can't develop competencies students to knowledge. So, the government of education delevopment a program, that called School Literacy Program. School Literacy Program is skill to access, understand, and use something intellegently through many activities, like reading, viewing, listening, writing, and or speaking. The purpose of the program is to develop students character through reading, so they become long life learners.

School Literacy Program should be implement for broadening student knowledges accordingly Ministerial Regulation No. 23 in 2015 about the character to reading well. Based on the program, school must be to spend time 15 minutes before lesson to read non-academic books. One's of the findings of Heather's research (2013) states that

literacy programs was contribute to improve student achievement.

To succeed the School Literacy Program, SDN Ambarukmo designing the program. School Literacy Program in SDN Ambarukmo is an programs to push students for reading book story and understanding about the contents. School Literacy Program based on Permen No. 23 Tahun 2015 about literacy is an overall effort to make schools as a learning organization whose citizens are literate throughout the communitu through public engagement. The purpose is to development students attitude through the culture of the school literacy ecosystem embodied in the school literacy program so that they become lifelog learners.

School literacy program at SDN Ambarukmo are decide and executed starting in 2016/2017 academic year. In the program, students reading story books 15 minutes before the lesson begins. After that, the students retell the story that has been read in front of the class. The student telling a story using own language without text. Through storytelling activities, teachers can know the level of student understanding. The criteria in the school literacy program include reading 15 minutes before the lesson, making summaries, making speeches, making poems, writing diaries.

The problems in the program is school only had a few storybooks. The story book in SDN Ambarukmo has been repeatedlu read by the students. Students are often bored with books in the school.

School have asked each student to bring a story book, but the amount is still lacking. The large of students and to little of books tith rapid book turns make that students lack reading material. In addition, the teacher's awareness in guiding students on reading activities is still low. Sometimes, students doing self-reading activities in the classroom because the teacher tasks and other important activities at school.

The problem is similar to research conducted by Heather Thomas (2013) entitled An evaluation of the literacy program at Garibaldi Grade School State that since 2006. Teacher utilizing a balanced literacy model between theory and practice in 5 areas main rading like phonemic awareness, phonics, fluency, vocabulary, and understanding. Student using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as assessment literacy program, but the teachers not know whether effective literacy program improves student's reading ability in school. The other similar research conducted by DuPree Chase (2011) entitled the children left behind: an evaluation of a reading intervention program for upper elementary students. The research claim that it is decreased reading ability when students entering middle school.

Based on the description, author interested to hold research on the school literacy evaluation at SDN Ambarukmo, Sleman District, Yogyakarta. Evaluation is systematic method for collect, analyze, and wear information in order to know effectiveness and efficiency of projects, policies, and program (Sugiyono, 2014; Wirawan, 2011). The purpose of the evaluation research is to know the program has been achieved and as well as knowing the causes that subsequently result evaluation can be used to take a decision on a sustainabilitu programs need to be forwarded, repaired or stopped (Mulyaningsih, Wirawan, 2011; Arikunto, 2010).

The research use CIPP model to evaluate the school literacy program. CIPP stans for context, input, process, adn product. Context is effort identify and assess needs-the underlying needs of a complication. Input, thos evaluation identify problems, assets, and opportunities to help decision makers indentify goal, benefit, and staff plans and budgets to meet targeted goal. Process, attempt to access the implementation of the plan to help program staff implement activity and help the students. Product, attempt to identity and access outputs and benefits, both planned or unplanned, both short-term or long term. So, author can give recommended program result which runs to formulate next policies.

RESEARCH METHOD

This type of research is evaluative research

using qualitative descriptive approach and CIPP evaluation model. The research place at SDN Ambarukmo, Sleman District, Yogyakarta. Subject in this research is ten students from grade I, II, III, IV, and V, two teachers, and one head master. Data collection techiques use interview, study documents, and observation. Data analysis technique used is qualitative descriptive.

RESULT AND DISCUSSION

Context of School Literacy Program at SDN Ambarukmo

The component of context evaluation is 1) the purpose of school literacy program, 2) the goal of the school literacy program. Based on interview result, student reading and writing skills still lacking. There are 17 for 106 students of grade 1, 2, 3, 4 not yet reading smoothly. Observation results show that grade 3, 5 students while reading still look spell. Supposedly, grade 3 4, and 5 students should have read fluently. Besides reading, the students ability of writing is low. Some students of SDN Ambarukmo feels difficult in writing activities. They are offended. Students only able to write a short sentences. Based on problom above, SDN Ambarukmo need a program about literacy like school literacy program.

The purpose of the school literacy program is to increas interest in reading and writing SDN Ambarukmo students. The program is expected to make students fluent reading ang writing. School have an obligation in guiding students in reading and writing activities. The school literacy program is very important for students of SDN Ambarukmo because the program can help students in following the process of learning and self-development. The literacy program contribute to improving achievement students.

Input of School Literacy Program at SDN Ambarukmo

The school literacy program is in accordance with the operational guidelines technical proven by 7 activities like 15 minutes reading before lesson, making project, make a speech, diary writing, storytelling, etc.

The program can run with supporter components function, include: 1) human resources, 2) infrastructure, 3) budget, 4) various procedures. Based on supporter components above, characteristics of leader, teachers, and students in the school must cover the vision and mission and school goals. The headmaster has a responsibility to the implementation school literacy program. Based on interview result, the headmaster and teachers must be cooperative in the program.

As for infrastructure facilities prepared, among others is books, reading angle (in classroom). In this part, the infrastructure at SDN Ambarukmo is still lacking. School need story book updates for students.

Beside that, the implementation of school literacy program must be supported by financially. The amount of funds allocated for the implementation of school literacy program in a RKAS of 5% of receipts BOS funds annually. Based the allocated funds amount, it considered to be adewuate to support reading ang writing activities at SDN Ambarukmo. The school make an various procedures to support school literacy program. The schedule making book lending take place regularly.

Process of School Literacy Program at SDN Ambarukmo

The process in the school literacy program shows that students are reading storybook 15 minutes before the lesson begin. Observation result show that the students have been doing their own reading activities in the class. However, some classes are not accompanied by the teacher. So, the students just read it and teacher don't give feedback.

Students get bored when reading the same storybook everyday. While school literacy program was running, storybook in school are few. School have asked students to bring a storybook from their home. Students can read storybooks in turn. Actually, students are happy with the reading activity. However, the storytelling activity after reading was less effective. Ineffectiveness accours when the teacher is not accompanying the student in the class. Students agree that the class is given an interesting and comfortable reading angle, so students are happy during reading activities.

Based on the findings in the school, the implementation school literacy program not fully done well because the inadequate infrastructures and human resources.

Product of School Literacy Program at SDN Ambarukmo

Product evaluation is an assessment in order to see achievement of a program in achieving the specified goal previous. In the many activities of school literacy program, there are 95 % students SDN Ambarukmo was read fluently 15 minutes before the lesson. 45% students are able to story telling, 40% students are able to make speeh independently. And the making poems, writing diaries, making summaries activities have not done well.

CONCLUSION AND SUGGESTION

In the context aspect, school literacy program is needed for students and teachers in SDN Ambarukmo. The purpose of the school literacy program is to development students attitude through the culture of the school literacy ecosystem embodied in the school literacy program so that they become lifelog learners. In the input aspect, school literacy program at SDN Ambarukmo need support in human resources, facilities and infrastructures, funds, and various procedures. In the process aspect, school literacy program not fully done well in the infrastructures and human resources. In the various procedures, students have been carrying out reading activities 15 minutes before the lesson. In the product aspect, students achievement in reading activity is good. But, in the the making poems, writing diaries, making summaries activities have not done well. Based on the findings, literacy program should be continued but need improvement.

Suggestions can be given based the above conclusions are: 1) for head master, the principle should add training-related courses school literacy program, for teachers literacy motivation. In addition, the head master should be able to foster cooperation with related parties to assist in improving infrastructures and human resources on school literacy program. 2) for teachers, teachers should work together to accompanying students in school literacy activities. The teacher must improve the self-quality about school literacy. 3) for students, the students must have awareness to read a storybook and responsibility in using school facilities.

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