

Analysis of The Implementation of Basic Literacy Movement in Support of Sine 2 Sragen Elementary School Education Report Card

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Abstract

This study aims to describe the planning, implementation, and evaluation of the basic literacy movement at SD Negeri Sine 2 Sragen, which became a focus in the 2024 Education Report. The research employed a descriptive qualitative method with the principal, teachers, and students as subjects. Data were collected through interviews and documentation and validated using triangulation techniques. The results show that the planning stage of the basic literacy movement includes providing facilities and learning programs. Implementation is carried out through the MASAL (learning while playing) program, which involves providing non-textbook materials at a 1:1 student-to-book ratio and interpreting texts according to students' abilities. The evaluation revealed an increase in literacy scores from 27.73 to 100, with a significant rise among students with high literacy skills and a decrease among those at or below the minimum level. In conclusion, the implementation of the basic literacy program through MASAL effectively improves literacy when supported by structured planning and execution.

Keywords: basic literacy movement, results, planning, implementation, Education Report Card.

Abstrak

Penelitian ini bertujuan mendeskripsikan perencanaan, pelaksanaan, dan evaluasi gerakan literasi dasar di SD Negeri Sine 2 Sragen yang menjadi fokus dalam Raport Pendidikan 2024. Penelitian menggunakan metode deskriptif kualitatif dengan subjek kepala sekolah, guru, dan peserta didik. Data dikumpulkan melalui wawancara dan dokumentasi, serta divalidasi dengan triangulasi. Hasil penelitian menunjukkan bahwa perencanaan gerakan literasi dasar mencakup penyediaan fasilitas dan program pembelajaran. Pelaksanaan dilakukan melalui program MASAL (bermain sambil belajar), dengan kegiatan seperti penyediaan buku nonpelajaran rasio 1:1 dan interpretasi teks sesuai kemampuan siswa. Evaluasi menunjukkan peningkatan skor literasi dari 27,73 menjadi 100, dengan kenaikan signifikan pada siswa berkemampuan tinggi dan penurunan pada kategori sedang dan rendah. Kesimpulannya, implementasi literasi dasar melalui MASAL efektif meningkatkan kemampuan literasi jika didukung perencanaan dan pelaksanaan yang terarah.

Kata Kunci: Gerakan literasi dasar, hasil, perencanaan, pelaksanaan, raport pendidikan



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INTRODUCTION

The development of learning activities in elementary school (SD) is currently based on the data of Education report cards. Education Report Card score is a reference to see the performance of principals and teachers in managing effective learning. Hidayah, Sofiyanti, Inayah, Nyoman, Muniat (2025) explained that the Education Report Card is a report on the achievement of selected indicators from the Education profile that reflects the priorities of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. Holilah, Maesyaroh, Atikah (2024) explained that the Education Report Card is used to assess the achievements of each Education Unit. The data in the Education Report Card is taken from various reliable sources such as National Assessment results, which are collaborated with other data sources such as Basic Education Data (Dapodik). Musakirawati, Jemmy, Anggriawan, Triansyah, Tahir (2023) explained that the benefits of the Education Report Card for schools are to provide a comprehensive overview of the condition of education in schools, so that it becomes an accurate reference for schools in designing strategic planning that aims to improve quality.

The development of the school can be seen from its management in serving learning for its students. Planning, implementation, and evaluation should provide a level of confidence in its users. Busthamin, Makhdalena, Erlisnawati (2024) explained that the Education Report Card has an important role in the transparency of school management, through the presentation of performance data that is easily accessible and understood by various stakeholders, such as the school User Community, teachers, and the government. I Nyoman Kiriana, & Ni Nyoman Sri Widiasih (2023) explained that the Report Card allows schools to report their performance systematically and openly throughout the year in managing elementary schools. MOEC (2021) states that the data in the Education Report Card includes key performance indicators, such as: literacy and numeracy levels, student graduation rates, academic achievement, teaching quality, and resource management efficiency. Transparency as a form of performance is very important because in educational management theory one of the basic principles of accountability is information disclosure to the public (Mulyasa, 2018).

The achievement of the sine 2 Sragen state Elementary School Education Report Card in 2023 is the basis for the attention of principals, school supervisors, teachers, and parents. The results of the Education Report Card are still in the medium category. It can be interpreted that learning activities need to get serious attention. The results on the literacy aspect are arranged in the following table:

Table 1. Education Report Card of SD Negeri Sine 2 Sragen Year 2023

No.	Research Result	Average
1.	Literacy skills	72.73
	Percentage of learners based on their ability to understand, use, reflect on, and evaluate different types of texts (informational and fictional texts).	Decline 11.46%
	Literacy Breakdown	
a.	Proportion of learners with literacy skills above minimum competency	0.00%
b.	Proportion of learners with literacy skills reaching minimum competencies	72.73%
c.	Proportion of learners with literacy skills below minimum competency	27.27%
d.	Proportion of learners with literacy skills far below the minimum competency	0.00%

Education Report Card with medium criteria of concern to the researcher is literacy program. The score obtained is 72.73, so it can be interpreted that literacy skills in SD Negeri Sine 2 Sragen still having problems. this is explained by Rohman, A. (2022) that literacy is a person's ability to interpret reading and ultimately be able to produce writing. Teale, William, & Sulzby, Elizabeth (1986: 1) explain the definition of literacy as the ability of language that a person has in communicating (reading, speaking, listening and writing) in various ways according to their goals. If defined briefly, the notion of literacy is the ability to write and read. Meanwhile, Hartini, Apriliya, Saputra, and Mulyadi (2023) explain that literacy is the ability to recognize information needs to solve problems, develop ideas, ask important questions, use various information collection strategies, determine relevant, appropriate, and authentic information. Rahman, Sopandi, Widya, Yugafia. (2019) explained more broadly, literacy is defined as language skills, which include the ability to hear, speak, read and write, and think, which is one of the elements in it. Based on the description above, the researcher can conclude that literacy is the ability to hear, read, speak, and write, so as to be able to understand and process information by utilizing technology.

Facts on the ground show that learning is carried out in SD Negeri Sine 2 Sragen, in reading and writing activities, namely: using the classroom dominantly, the books used are textbooks, reader and writing methods are not related, the library is used as a collection of books. This condition is what makes the 2023 Education Report Card Score Experience gains that are in the medium category.

Noticing these problems, principals, school supervisors, and teachers respond with planning, implementation, and evaluation. Planning in the context of literacy refers to the process of preparing strategic steps to achieve specific literacy goals. Kamalia, Mubarak, Yusuf (2023) explain that planning in the context of literacy involves identifying goals, analyzing situations, determining strategies and allocating resources. This planning can be applied to individuals, groups or organizations and its purpose is to improve literacy skills effectively and efficiently. Literacy programs in schools need to pay attention to the stages of learning at Class level. Surya & Nafi'ah (2024) explained that the Independent curriculum has stages of learning in each educational unit based on class levels which are often called stages. Elementary school education units (SD) class I and II enter stage a; Class III and IV enter stage B, and Class V and VI enter stage C. Ningrum, Ahmad (2024) explained that stage a in the implementation of the independent curriculum emphasizes strengthening and developing students ' basic literacy and numeracy skills. Considering this, stage a, which is the focus of research in this study, needs to pay attention to the literacy component.

The literacy Program at SD Negeri sine 2 focuses on the implementation of stage a literacy. Hardiyanti and Sabardila (2022) explain that the literacy components can be grouped into: early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy. The definition of Early Literacy is explained by Hardiyanti and Sabardila (2022) that the focus of literacy development is on listening skills, understanding spoken language, and communicating through oral interaction; Basic literacy is focused on developing listening, speaking, reading, writing, and counting skills; library literacy is focused on developing ways to distinguish fiction and nonfiction reading, utilizing references and periodical collections; Media literacy is focused on developing skills to recognize and utilize various forms of media intelligently and wisely; technology literacy is focused on developing skills to understand the completeness of technological devices, such as;; Visual literacy is focused on developing learning abilities and needs by taking advantage of technological advances. Astuti & Aziz (2019) explained that literacy at Stage A or basic is something that leads to a person's ability and skills in reading, writing, and solving problems at a certain skill level that is needed in everyday life.

The implementation of literacy in SD Negeri sine 2 Sragen aims to develop

reading and writing skills. This is because the basic reading and writing skills obtained by students in the new Education Report Card are 72.73%. Teguh (2017-30) explained that basic literacy is an ability that includes reading, writing and counting activities. Teguh further explained that basic literacy includes the ability to hear, speak, read, write, and count related to analyzing calculations, perceiving information, communicating, and describing information. Based on the description of the literacy component above, literacy at Stage A is basic literacy in the ability to read, write, hear and count to be able to understand and solve problems faced by students in their environment.

The result of implementation in the context of literacy is defined as achievement in realizing the goal. Kusmiarti, Yuniati, & Noermanzah (2020) explain that the goal of basic literacy is to improve an individual's understanding and mastery of the skills of reading, writing, critical thinking, and using information effectively. Karto, Suhartono, Susetyo, Noermanzah, Maisarah (2019) explained that the purpose of basic literacy is to optimize a person's ability to read, write, count and also communicate with others. While Gultom, Utari, Rahmawati (2023) explained that the purpose of literacy itself is as follows: 1) helping to increase knowledge by reading various useful information; 2) helping to increase the level of understanding of students in drawing conclusions from the information read; 3) Improving the ability of students to give a critical assessment of a written work; 4) helping to grow and develop good character; 6) Foster and develop a culture of literacy in the wider community; and 7) help improve the quality of use of learners ' time so that it is more useful.

Achievement of literacy objectives stage a can be seen from the values on the report card. This achievement shows that the literacy program in SD Negeri sine 2 Sragen has provided benefits. Winarni, Hambali, Purwandari (2020) explained that the benefits of literacy are as follows: 1) increasing student vocabulary; 2) optimizing brain performance because it is often used for reading and writing activities; 3) getting various new insights and Information; 4) students ' interpersonal skills will become better; 5) the ability to understand food information will increase; 6) improve students 'verbal skills; 7) improve students' analytical and thinking skills; 8) help improve students ' focus and concentration skills; 9) improve one's ability to string meaningful words and write.

Based on the description above, this study takes the title of analysis of the implementation of the basic literacy movement in support of the sine 2 Sragen Elementary School Report Card. The purpose of this study is to describe: 1) basic literacy movement planning, 2) Implementation of basic literacy movement, 3) evaluation of literacy movement

RESEARCH METHOD

This type of research is descriptive qualitative with a case study approach. The subjects were the principal, 8 teachers, and 137 students of SD Negeri Sine 2 Sragen. The selection of research places in SD Negeri Sine 2 is due to the success in raising the Education Report Card score and literacy habituation methods. Data collection techniques are interviews and document analysis. Data Validation using triangulation with interview techniques and data matching. Data analysis using interactive analysis Miles & Huberman, by grouping data from in-depth interviews and direct observation, reducing data, and formulate conclusions.

RESULTS AND DISCUSSION

The results of interviews with principals to improve education report card scores, namely:

"...increasing the Education Report Card score, schools have strategies that include: planning stages by conducting: inventory of book infrastructure, varied

learning methods, and utilizing several locations of the school environment for learning; implementation stages, consisting of: assessment of reading and writing competence of students, application of reading and writing methods; and evaluation stages in the form of: reading correctly for Phase A and interpreting reading...”

The results of the interview can be interpreted that the school has shown a change in implementing the development of literacy. Planning that is easily implemented and realized, the stages of implementation that show the occurrence of varied literacy learning in using the literacy method, and the form of evaluation that shows a change in the competence of learners.

The results of observations in the field show that: school planning includes an inventory of reading and writing methods and the preparation of supporting means of literacy reading-writing stage A. Plan the method of learning to read and write at the beginning, namely the method: spelling (Alphabet method); sounds; syllables; words; Global; and structural analytical synthetics (SAS); and the habit of reading and writing through: starting the reading step without books; starting the reading step using books; and starting the learning step of writing. While the preparation of implementation facilities and synchronization of activity schedules, such as: non-lesson books, library rooms, reading corners, display boards, learning methods inside and habituation.

The implementation of literacy phase a, through the basic literacy program, playing while learning (mass) which includes: the addition of non-lesson books aims to make the Reading Corner program successful. Reading 15 minutes before learning, and the habit of reading; arrangement of literacy facilities, including: reading corner, display board, and library, which aims to support the reading and writing steps, showing pictures as works and supporting reading fluency, and habituation; use of methods and steps to learn to read and write, methods: spelling (Alphabet method); sounds; syllables; words; Global; and SAS; and accustoming to read and write through: the initial Step to read without books; the initial Step to read using the book; and the Initial Steps of learning to write, which aims to implement the program of accustoming to read and write, develop characters a member of the school, handling the report card school Education.

The results of the analysis of documents report Education years 2023 and 2024, show that: the result of the program of reading and writing literacy Level of A SD State Sinuses 2 Show proved with the results of a report card Education 2024 arranged as follows:

Table 2. Education report card of SD Negeri Sine 2 Sragen in 2024

No.	Research Result	Average
1.	Literacy skills	100
	Percentage of learners based on their ability to understand, use, reflect on, and evaluate different types of texts (informational and fictional texts).	Increase 27.73%
	Literacy Breakdown	
	a. Proportion of learners with literacy skills above minimum competency	43.75%
	b. Proportion of learners with literacy skills reaching minimum competencies	56.25%
	c. Proportion of learners with literacy skills below minimum competency	0.00%
	d. Proportion of learners with literacy skills far below the minimum competency	0.00%

Basic literacy movement planning, through the fulfillment of non-lesson book facilities, strategic places for literacy activities, such as: reading corners, display boards, libraries, and habituation programs. The purpose of this program is for teachers to apply the method of reading and writing alternately in accordance with the conditions in the field, and learning using the method of learning by playing (Mass), such as: syllable method; word method; global method; and SAS method. The planning of basic literacy activities made by the school shows that the school already has a direction of activity involving each teacher and has considerations based on its weaknesses and advantages. The planning has an impact on the achievement of the objectives of basic literacy activities and has an impact on improving education report card scores. This proves that planning is able to realize the learning objectives. This understanding is in line with the concept of Sipuan, Sirajuddin, Zulkarnain, A. Suradi. (2023), which explains that activity planning is said to be successful if the main objectives of the activity are optimally achieved, as seen from the positive changes in the subject (for example students) and the expected results in accordance with the established standards. This concept makes it clear that basic literacy planning in SD Negeri Sine 2 Sragen is an effective activity. If it is considered that the existence of the program is in accordance with the concept of Zua (2020) which explains that basic literacy is a basic ability that every individual must have. There are six basic types of literacy that must be mastered, namely reading and writing literacy, numeracy literacy, scientific literacy, financial literacy, digital literacy, and cultural and civic literacy. This fulfillment is in accordance with the concept of Rahman, Sopandi, Widya, Yugafia. (2019) explained more broadly, literacy is defined as language skills, which include the ability to hear, speak, read and write, and think, which is one of the elements in it. The above explanation can be interpreted that more broadly, literacy is defined as language skills, which include the ability to hear, speak, read and write, and think, which is one of the elements in it.

The implementation of basic literacy is carried out with consistency and according to plan. Consistency is manifested for the occurrence of habituation in reading and writing. Habituation programs implemented by SD Negeri sine 2 Sragen include: reading 15 minutes before learning begins, reading-writing skills through pictures in the reading corner, reading analysis, and practice revealing meaning by reading from non-lesson books in the library. This habituation has provided benefits to learning to read and write, such as: students come more on time, students immediately look for the desired book and are able to interact about the objects in the book, a need for students to always read and write without coercion. The benefits of this habituation are in line with the concept of Nuril Ayni, Risma Nurmaning Azizah, Reksa Adya Pribadi (2022) which explains that the benefits of habituation in learning are to develop good or positive behavior and character optimally. This habituation activity can be carried out by teachers and their programs in accordance with the definition of basic literacy. this is in accordance with the concept of Satinem, Juwati, & Noermanzah (2020) which explains that basic literacy is the basic ability to read, write, hear and also count. This understanding can be interpreted that basic literacy is the basic ability to read, write, listen, and also count. Based on the foregoing, basic literacy is the ability to read, write, listen and count. This is also supported by research results from Winarni, Hambali, and Purwandari (2020) which explain that there are differences in language and science literacy skills in students who are taught using discovery learning through many image and Letter media in the reading and writing literacy program in the lower grades.

The increase in Education report cards on the literacy aspect of SD Negeri sine 2 Sragen can be seen from the increase in the proportion of students with literacy skills above the minimum competence of 43.75% which was originally 0.00%, and the proportion of students with literacy skills reaching the minimum competence to 56.25%. As for the proportion of students with literacy skills below the minimum competence

and the proportion of students with literacy skills well below the minimum competence of 0.00%, respectively. This increase shows that the programs implemented, such as: fulfillment of facilities and habituation, have been able to raise the report card of each school. This is in accordance with the concept of Istikomah, Kristiawan, Wardiah (2020) who explained that literacy is an activity that is identical to reading and writing activities. But over time, literacy is not only about these two activities but also includes the ability to communicate in society. Literacy has the meaning of being a practice and social relationship related to knowledge, language and culture. The statement can be interpreted that literacy is an activity identical to reading and writing. But over time, literacy not only includes both activities, but also includes the ability to communicate in society. Literacy has the meaning of being a practice and social relationship related to knowledge, language and culture. Meanwhile, Ota, Amrin, Parera, Banda, Nande, Djou, & Gaa (2023) explained more broadly, literacy is defined as language skills, which include the ability to hear, speak, read and write, and think, which is one of the elements in it. The explanation can be interpreted that more broadly, literacy is defined as language skills, which include the ability to hear, speak, read and write, and think, which is one of the elements in it.

CONCLUSION

Implementation of basic literacy programs in SD Negeri Sine 2 Sragen through mass programs, with stages: planning: addition and effectiveness of facilities, as well as learning programs; implementation: a) Implementation in using facilities, including: addition of non-lesson books with a ratio of 1 learner : 1 Book b) interpreting texts according to the proportion of didk participants ' abilities , and results: evaluating basic literacy programs shown by increasing scores on education report cards . This research is still limited, so it can be continued with further research to see its effectiveness.

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