

## The evaluation of School Literacy Program at Junior High School, Central Java, Indonesia

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**ABSTRACT:** This research aims at evaluating the components of context, input, process and product of the school literacy program in Public Junior High School, Central Java, Indonesia. The design of the study was an evaluation study using Context Input Process Product (CIPP) evaluation model. The collected data were gained from the data documentation, interviews, observation, and questionnaire. The data analysis for identifying the four components was done by data reduction, data display, and conclusion drawing/ verification. The evaluation criteria are qualitative evaluation criteria without consideration. The result of the research shows that: (1) the context of the school literacy program was in good category, (2) the input of the school literacy program was in fair category, (3) the process of the school literacy program was in the poor category, and (4) the product of the school literacy program was in the poor category. Based on the findings, the program should be continued but still needs improvement.

**Keywords:** CIPP model, literacy program, program evaluation, reading evaluation, school literacy program

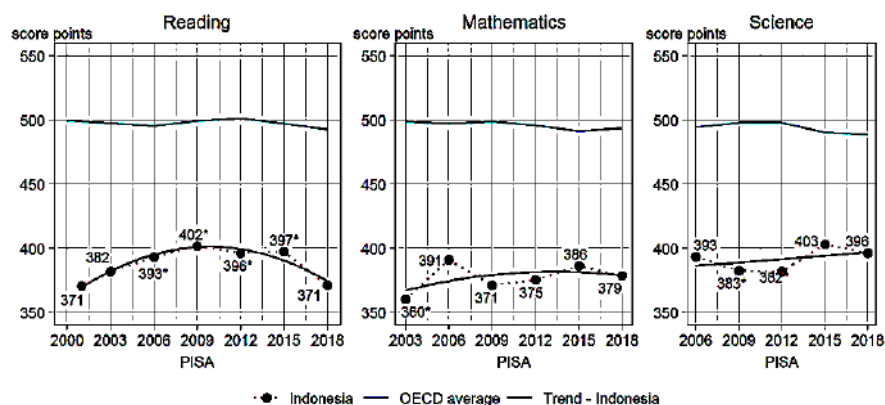
### I. INTRODUCTION

One of the impacts of globalization, modernization, changes in technology and communication, is the emergence of the need for literacy skills as the core part of human capital, which is crucial to the development of a nation. According to (Shomos & Forbes, 2014), human capital is the knowledge, skills, competences, and attributes embodied in individuals that facilitate the creation of personal, social, and economic well-being. (McCracken & Murray, 2009) have suggested that human capital plays a crucial role as a driver of economic growth and is closely related to literacy because a person's reading ability determines his ability to adapt to changes in the organization and in the labor market. Furthermore, people with higher human capital tend to be more productive and have a better quality of life which make them the main capital of the development of a nation.

Meanwhile, (Banks, 2012) suggested that as an important element for one's productivity, literacy becomes the basis for the development of other skills: the skill to analyze, find, and communicate, which can only be achieved in schools on an ongoing basis and will later develop at higher educational levels. In this case, education is oriented towards the formation of lifelong personalities, the ability to adapt to changes that are happening in society, the ability to think and act actively and creatively, develop and grow intellectually, morally, and physically. This is in line with the Indonesian government's policy to make literacy an effort to develop and strengthen the character of Indonesian people, in the context of improving the quality of life, productivity and competitiveness, and revolutionizing the character of the nation as well as strengthening diversity and social restoration (Pangesti Wiedarti, 2016)

The importance of literacy in a nation's education process is also seen from the fact that this skill is one of the objects of assessment in the Program for International Student Assessment (PISA), an international study on the achievement of literacy in reading, mathematics and science held and organized every 3 years by the Organization for Economic Cooperation and Development (OECD). Since following the PISA assessment in 2000, Indonesia's reading ability scores have fluctuated. Initially the score reached 371 and increased by 12 points to 382 in 2003, 393 in 2006, and 402 in 2009. In 2012, the reading score decreased to 396, in 2015 it increased by 1 point to 397, and in 2018 it reached the lowest point below the 2012 score, 371.

## II. PISA Trend Performance Indonesia



PISA Trend Performance Indonesia

Indonesia's interest in reading and literacy surveyed by Central Connecticut State University in 2016 in New Britain, Connecticut, USA, obtained results that Indonesia is in position 60 out of 61 countries (www.ccsu.edu). Meanwhile, the result of the Indonesia National Assessment Program (INAP) which aims to measure reading, mathematics and science skills showed that the national reading ability was in the poor category of 46.83% (Retnaningdyah, et al., 2016). The various survey results indicate that reading interest and the literacy rate have become a crucial issue that needs to be addressed by the Indonesia government in an effort to participate in global competition with more developed countries with higher interest in reading and literacy.

Literacy is not simply about reading and writing. Retnaningdyah, et al. (2016) suggested it is the ability to access, understand, and use something through various activities, such as reading, viewing, listening, writing, and/ or speaking. Moreover, it is also the ability to understand, use, evaluate, reflect and engage texts to achieve goals, develop one's knowledge and potential, and participate in society (OECD, 2016). It can be concluded that literacy is the ability of a person to use reading and writing texts in various contexts and activities to broaden his knowledge and potency in order to participate in society. In relation with the low literacy rate, Indonesian government gave serious consideration and made some efforts to overcome the issue by implementing the illiteracy eradication program and the school literacy program.

### 1.1 SCHOOL LITERACY PROGRAM

School literacy program is a program implemented by Indonesia government in 2016 which aims to strengthen students' character by involving students, educators, parents and other stakeholders to perform the good practices of literacy and adapt them as the school culture by integrating it in all educational activities (Atmazaki, et al., 2017). There are 3 stages in implementing the program: the habituation, development, and learning stages. In habituation stage, the students and school members are expected to read a book (except for textbooks) for 15 minutes before the class starts or at other possible times, with the purpose of growing reading interest. The growth of reading interest is very important to the development of students' literacy skills. The activity is carried out free of charge until the interest in reading by school members grows, develops, and reaches the stage of love of reading. The development stage aims to develop reading comprehension skills and relate it to personal experience, critical thinking, and cultivate creative communication skills through responding to enrichment books. In this stage, the students develop their literacy skills through non-academic activities, such as: writing a synopsis, discussing books that have been read, extracurricular activities, and having literacy hours in the library. The learning stage aims to develop abilities to understand the text and relate it to personal experience, think critically, and cultivate communication skills creatively through responding to various textbooks. The teacher uses literacy strategies in implementing learning in all subjects. The implementation of literacy strategies is supported by the use of graphic controls and all subjects should use a variety of texts available in non-textbooks books. Teachers are expected to be creative and proactive in finding relevant learning references.

As mentioned in the previous part about Indonesia's low literacy scores from various surveys and with the implementation of literacy program to increase the low literacy rate, there is a need for a study to evaluate how effective the program is and to get information on what to do to increase the effectiveness of this program. There are various studies have been done contributing to evaluate literacy program. The research of (Sulistyo, 2017) about a reading culture program in a public elementary school showed some obstacles due to the teachers' inconsistency, lack of parents' supervision, and insufficient numbers of up to date reading books. (Mas et al.,

2019) found that the reading skill of students in some elementary schools in the District of Paguat was at a low rate due to unsupportive facilities, lack of socialization, unprofessional librarians, and also lack of reading books and infrastructure. Based on the findings, it appears that there are still many problems in the process or results of school literacy programs in Indonesia that require attention at various stages or processes in order to achieve the goals. Thus, it is necessary to carry out a continuous evaluation both in terms of context, input, process, or product.

## 1.2 EVALUATION PROGRAM

Evaluation is an effort to collect information about the operation of a program which is then used to determine appropriate alternatives in decision making (Arikunto and Jabar, 2009: 2). A comprehensive program evaluation is an evaluation that views the evaluated program as a system, thus it must cover the entire context, input, process, and product stages (Wijaya, 2017: 52), which in this case the CIPP model is a model that meets these criteria. The CIPP (Context, Input, Process, Product) model was developed by Stufflebeam based on the view that the success of an educational program is influenced by various factors: the character of students, the environment of students, program objectives, program implementation procedures, or the tools used. In this case the CIPP model is suitable for evaluating the school literacy program because it is in line with the nature and principles of the implementation of school literacy program which is viewed as a comprehensive effort involving all school members (teachers, students, parents) and the community as part of the education ecosystem and stakeholders in the education sector, from the central level to the education unit.

According to Arikunto and Jabar (2014: 41), CIPP model is used to evaluate a program implementation based on the 4 components as follows: a) **Context** evaluation which aims to identify and assess the needs that underlie the development of a program. Context evaluation is carried out to answer the question of what needs have not been met by program activities, which development objectives are related to meet needs, and which objectives are easiest to achieve. b) **Input** evaluation identifies problems, assets, and opportunities to help decision makers define program objectives, priorities, and benefits to meet targeted needs and objectives. It is used by decision makers in choosing among existing plans, compiling funding proposals, allocating resources, placing staff, scheduling work, assessing activity plans and budgeting (Wirawan, 2012: 93). c) **Process** evaluation is directed at how far the activities carried out in the program in accordance with the plan. Arikunto (2014) stated that the process evaluation in CIPP refers to the word question 'what' which refers to what activities are carried out in the program, 'who' is for the person appointed as the person in charge of the program, and 'when' the activity is completed. d) **Product** evaluation tries to identify and access outputs and benefits, both planned and unplanned, both short and long term (Wirawan, 2012: 94). Furthermore, Widayoko (2014: 183) stated that product evaluation is useful to help make further decisions, both about the results that have been achieved or what to do after the program being carried out.

Based on the interview with the principal of the school on May 11, 2020, some information showed there were several problems of the school literacy specifically students' and teachers' low reading interest and enthusiasm that require a thorough evaluation so that considerations can be put forward for improving future program implementation. This research will focus on the implementation of the literacy program using the CIPP evaluation as the most comprehensive model. By evaluating the four aspects of literacy program, the root of the problem related to the low enthusiasm of teachers and students' reading interest will be found and the results obtained can provide the recommendations the school needs in implementing the school literacy program further.

## III. METHOD

This type of research is an evaluative study using a qualitative descriptive approach. The subjects studied were school principals, class teachers, library staff, and students who were considered to have information about the implementation of the school literacy program at the Public Junior High School.

Data collection techniques using interviews, observation, questionnaires, and document study. The data collection instruments were in the form of interview sheets and questionnaires. To test the validity of this research, source triangulation and technical triangulation were used. The data analysis technique uses qualitative data analysis based on the program evaluation method with the CIPP model which provides direction to evaluators on how to study each component in each program that will be evaluated.

The evaluation criteria are qualitative evaluation criteria without consideration in which the criteria are arranged only by counting the number of indicators in the components that can meet the requirements.

## IV. FINDINGS AND DISCUSSION

### The context of the school literacy program

Context evaluation is the basic evaluation answering the question "what needs to be done?". This evaluation is useful for providing a background or foundation for a program. The implementation of this

evaluation is a necessity for providing information for decision making in program planning. A program is held because there is a need to be fulfilled by the existence of the program.

In this study, the school decided to implement a literacy program because literacy is part of the implementation of the 2013 curriculum which is required by the government. This is in line with the results of research from (Vanbela et al., 2019) in which the literacy program launched by the government was the context for implementing the literacy program at SDN Rorotan Jakarta. In addition, the literacy program was useful for increasing students' low reading interest in those schools. Magdalena (2019) suggested that increasing students' reading interest was very important so that students would have reading and writing habits. The literacy program is considered to be very in accordance with the school's vision and mission because being literate will help students' teaching and learning activities.

From the results of research conducted at school regarding the implementation of the literacy program, the school implemented the program based on the needs: a) The literacy program is an integral part of the implementation of the Regulation of the Minister of Education and Culture No. 23, 2015 concerning the Growth of Character program as the core part of the 2013 curriculum. The program aims for students to have a culture of reading and writing so that lifelong learning is created. b) the aim of implementing the literacy program at the school is to increase students' low reading interest and learning motivation as well as a forum for teachers' self-development. So, it can be concluded that the context of the implementation of the literacy program at the public junior high school is in the good category since it is implemented due to government encouragement which serve to the school's needs, and has very clear purposes and benefits

### **The input of the school literacy program**

According to Wirawan (2011: 93), input evaluation aims to find answers to "what should be done?". It is used by decision makers in selecting the required activity plans, preparation of funding proposals, work allocations, activity plans and human resources. Sulistyo (2017) suggested that human resources, supporting infrastructure, funds and program mechanisms are important components needed to run a program.

Based on the results of research at the school, there were 7 plans for literacy program activities as the results of discussions from the principal and literacy team. Those are: intra curricular activities, 15 minutes reading activities before lessons, classical poetry-making activities, local legend-making activities, student participation in literacy competitions, reading corners, and One Man One Book program activities. Those activities were designed by the principal and some teachers, which later became the school literacy team, based on informal discussions. There is no written program plan being set up.

In the program mechanism, the school disseminated the information about the literacy program to the students' parents in a meeting at the beginning of the school year. The findings from Magdalena (2019) suggested periodic dissemination must be carried out to students and teachers as supporting factors of the literacy program. The questionnaire data showed that 53% respondents consisting of 15 teachers stated that the school had carried out dissemination. In addition to it, schools also provided lesson schedules with literacy schedules to each student. A different thing was found in the research of (Sulistyo, 2017) where some schools did not have literacy schedules during the implementation of the program whereas a schedule is needed by students and teachers for carrying out activities and regular evaluation. In addition to the schedule, the school also provides literacy resume books for all students to fill in while carrying out literacy activities at school. The data from the questionnaire showed that 67% of respondents stated that the school has reading materials and carries out reading and writing literacy activities regularly.

The human resource includes the literacy team, teachers and students. The obstacle is the literacy team and teachers have never joined special training or seminars on literacy. Teachers also do not get involved in making program plans and students are only the beneficiaries of the literacy program at school. According to Retnaningdyah et al., (2016) the school literacy movement is a participatory activity that involves not only students, but other school members, including teachers who interact directly with students. In his research (Sulistyo, 2017) stated teachers have a very important role for the success of GLS activities, so it is important to get training or participate in literacy-themed seminars that aim to prepare themselves to carry out SLM program activities. Similarities are also found in Magdalena (2019) which stated that the human resources of the literacy program in schools in Tangerang were school principals, teachers, and education personnel resources and they play an important role in the sustainability of a program. In the context of literacy, competency development and improvement need to be done regularly, either through training, education, or similar activities. Based on this description, it can be seen that the human resources in the school are lack of competencies to support the activities of the SLM program.

In terms of funding, the school uses a portion of the school operational assistance funds, which is regarded as insufficient and the school finds it difficult to use the funds to provide facilities and infrastructure to support literacy programs. This is similar to (Fiya, 2019) study that found insufficient funds to finance program activities. In addition to assistance funds, the school also uses library cash funds obtained from the sale of used

paper and fines for late books returning from students, which is also very limited. The results of this study were the same as research by (Mas et al., 2019) that the implementation of literacy programs could not be carried out optimally due to insufficient human resources, infrastructure, funds, and reading media. Similar results come from (Widayoko et al., 2018) which found that many books at school were not feasible and old, so new books were needed to increase respondents' reading interest.

Based on the data, it can be concluded that the results of the input components include: appropriate program activities which answer all the school needs, insufficient funds, sufficient human resources but with low competence, inadequate infrastructure, and unclear activity implementation mechanisms, those make the input component for program implementation in fair category.

## V. THE PROCESS OF THE SCHOOL LITERACY PROGRAM

Basically, process evaluation aims to find out how the plans have been applied and what components need to improve. In planning the program, the literacy team did not make any written program activity plans for all 7 literacy activities. In intra curricular activity, the teachers have been integrating literacy activities in their lesson plans and the literacy team has provided a schedule for 15 minutes reading activity before the lessons.

The implementation of literacy program activities has not been going well and is not in accordance with the guidelines for literacy implementation in the Literacy Movement guidebook from the Ministry of Education and Culture. Based on the literacy stages that have been taken by the school, the school has been carrying out the habituation and development stages, including 15 minutes of reading activities, classical poetry making, participation in competitions, making literacy corners, and making legend stories. Activities have not been able to carry out according to planning due to limited funds and lack of enthusiasm and commitment from teachers. Based on the interviews and questionnaires, limited fund has become a major problem in implementing. Without enough fund, the school could not afford the infrastructure needed to support the program, such as various reading books and bookshelves. Based on the interviews, teachers often came late to class to do the 15 minutes reading activities. The teachers in charge of literacy found out that the schedule provided had not given clear information and could not be well understood. Teachers in charge of this program did not know what to do in assisting students during the program. A research done by Mas et al. (2019) also found a similar problem teacher's lack of commitment in carrying out routine activities in 15 minutes before lesson. Another obstacle faced by the school is related to the COVID 19 pandemic which has an impact on changing the teaching and learning system at school from conventional to online one so the students are not allowed to go to school. Based on the criteria for the process that show only a small proportion of activities are running well, sufficient number but incompetent of human resource, inadequate facilities and infrastructure, unclear activity mechanisms, and insufficient funds, thus it can be concluded that process component is in poor category.

## VI. THE PRODUCT OF SCHOOL LITERACY PROGRAM

Product evaluation is an evaluation that is carried out to measure the success of achieving predetermined goals. Product evaluation is also the final stage which is useful for the person in charge of the program to make a decision on the program being evaluated. According to Faizah (2016), there are 4 objectives of literacy activities, namely: (1) growing and developing a school literacy culture; (2) increasing the capacity of school residents and the school environment to become literate; (3) making the school a fun and friendly learning place with the aim that the school community is able to manage knowledge; and (4) presenting various reading books in schools to maintain the continuity of learning and accommodate various reading strategies.

From several literacy activities that have been carried out, the growth and development of a school literacy culture are seen from the emergence of a little interest in reading, and an increase in the knowledge and literacy skills of some school residents, specifically the students, for example in making poetry and summaries of books read, as well as the success of getting championships in literacy competitions. These results have similarities with research from (Magdalena et al., 2019) where the product of implementing the literacy program was students were able to create and produce works. Meanwhile, a literacy-friendly school environment has not been created as shown by the unavailability of reading corners and the poor book diversity at school to maintain sustainable learning. A little achievement of the program objectives, slightly awareness enhancement of the school community towards the importance of literacy, and a little enhancement of students' knowledge and literacy skills, made the process component in the poor category.

## IV. CONCLUSION

Based on the researches and discussion, the **context** of the literacy program in the public junior high school is in the good category since the program is implemented in all schools in Indonesia to strengthen the character development movement, as an integrated part of Curriculum 2013, the mandatory curriculum in Indonesia. Besides, it fits the needs of the school which faces problems related to the low reading interest of

students and the lack of commitment and awareness of teachers in literacy which is beneficial for teachers' competence development. The specific objective of this program is to develop a literacy culture in schools by increasing students' reading interest. The **input** is in the fair category because the activities fit the school's needs, the human resources being involved are sufficient but incompetent, the fund is available but insufficient, the infrastructure is available but not adequate, and the program implementation mechanism is quite clear (only in outline). The **process** is in the poor category since only some programs worked well due to the lack of functioning of teachers as human resources, the available funds are insufficient for the provision of supporting infrastructure, and the emergence of the COVID 19 outbreak, The **product** of literacy activities in the schools are in the poor category because: only a few program objectives have been achieved, awareness of the importance of SLM has enhanced a little among students, and knowledge and literacy skills of some school community have enhanced slightly through the creation of literacy works.

### Suggestions

#### 1) for Literacy Team

- a) The school literacy team should carry out their main tasks and functions according to the stages, specifically make plans, make reports, do assessment on certain period of time regularly, and do evaluation for the program
- b) In planning, the literacy team should make a program activity plan and technical guidelines as a guidance for the implementation of activities for teachers in charge.
- c) The literacy team needs to work together with teachers and education personnel in carrying out program activities.

#### 2) for the principal

- a) The principal should provide more trainings or send the literacy team and teachers to attend seminars related to literacy with the aim of increasing teachers' interest and motivation so that the literacy program can be carried out according to the plan
- b) The principal should carry out the duties as a supervisor by monitoring, fostering, and improving the literacy program implementation process

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