Negotiating A Change: Literacy Awareness

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Abstract.
Cultivating literacy awareness is an important work for schools to support the achievement of Program for International Student Assessment (PISA) in Indonesia. One way to cultivate a culture is to build a reading habit. This work aimed to increase literacy awareness among student related to School Literacy Movement (SLM). The activity conducted on March 1, 2022, until June 23, 2022, through Kampus Mengajar program. All student from first grade until fifth grade participating on that program. Literacy awareness deliver through 15 minutes each day (before class) read a book, storytelling the content of book, and literacy award to student. Kampus Mengajar agents being facilitator on that movement. The impact of the program was increased student participation in reading the books. Student frequently swapped books to the library cause finished reading.

Keywords: *PISA, School Literacy Movement, kampus mengajar agents, and primary school.*

I. INTRODUCTION

One of the school system's main goals is to raise literacy awareness, particularly in Indonesia. Indonesia is ranked 72 out of 77 nations according to PISA [1]. According to a OECD survey, 15-year-old Indonesians' literacy scores are 371 below the average of 487, their math scores are 379 below the average of 489, and their scientific performance is 396 points below the average of 489 points across all OECD nations. [2]. On the other hand, since the pandemic, pupils should learn at home, the requirement for literature aid is necessary. The learning loss phenomena is the result, which is a new issue. According to a study, the effects of the pandemic on student learning loss are mostly high for mathematics and moderate for language [3]. Another study discovered that low student engagement in learning during closing schools had a significant negative influence on mathematics learning. [4]. As a result, the school should take action to address this issue and reduce inequity [5]. Action theory suggests methods for constructing systems made up of people and their interactions at all scales, from of the micro to the macro [6]. Additionally, steps may have been taken that made it possible to be practical or useful in negotiating a change. The article's goal was to show that working with the school literacy movements (SLM) is the greatest method for raising literacy awareness.

II. METHODS

Offline activities are offered for school literacy movements (SLM). 79 students from first grade to fifth grade participated in this initiative. The phases are problem identification, program design, program delivery, and program evaluation. Kampus Mengajar agents (KMA) consulted the headmaster of the school and the teachers during the initial assessment stage. Agents of Kampus Mengajar (KMA) were also conducting observations of facility and academic activity to identify potential programs. The creation of the SLM program came next. Organized books, card literacy, literacy boxes, rewards during literacy award week, and individual and group literacy ambassadors are all part of the school literacy movement (SLM). Every week, the SLM program was reviewed at the final stage. The program's implementation was handled

by one lecturer and five college students (KMA). The initiative is timed to coincide with the Kampus Mengajar program, running from March 1, 2022, until June 29, 2022. KMA reorganized and made sure the books were available as the first step in implementing SCM. After that, KMA agents worked with students to create a literacy box and print literacy cards. The books that students desire to read can be chosen at their discretion. Before class began, the kids began reading the books, and they recorded their reading progress on literacy cards. KMA worked with the student to ensure that everyone was actively participating in the program. At the end of the week, KMA instructed students in class to share the contents of the books they had read. A student was chosen to serve as a literacy ambassador if they had confidence and could show that they understood books. KMA presented prizes and a literacy ambassador mark. KMA is assessing the SLM program in order to make improvements for the upcoming rollout.

III.   RESULT AND DISCUSSION

Directly from March to June 2022, the school literacy movement will be implemented. Reactivating the school library is the first step in the school literacy movement (SLM). Agents from the Kampus Mengajar collaborate with students to reorganize the book shelves in the library. The time for this exercise is during break. To make it simpler for students to search for library collections, the available collections are organized by category. The first to second weeks of March are used to set up the library as the first stage in getting ready for the school literacy movement program.

Fig 1. Re-organize school library

Campus teaching assistants invite students to design literacy boxes in addition to organizing book collections to be orderly. This is done to engender a sense of involvement and belonging among kids in the literacy box. Used cardboard is used to create the literacy box, which is then embellished with student-made origami and beautiful paper. The literacy box is left blank for the students to personalize in any way that sparks their imagination.

Fig 2. Preparing literacy boxes and literacy cards

The Kampus Mengajar Agent's next action is to coach each class to ensure the success of the literacy movement. The primary school pupils in grades one through five are the program's main target audience. Students typically don't concentrate on participating in literacy exercises when there isn't a mentor for the group. Before beginning any learning activities, literacy is practiced in each class. Student-selected texts will be read aloud to class for 30 minutes each day. Students will record their reading progress on the literacy card and place the book in the literacy box that is supplied in each class when they have finished reading. Literacy boxes, which are presented in front of the class, contain books and literacy cards combined. Additionally, helping students will boost their reading comprehension [7].

Fig 3. KMA Agents assist the SLM

The Kampus Mengajar Agent evaluates the school's literacy program once each week. When they present the findings of their reading to the class, students are asked to engage in story-telling. This is important for assessing students' reading progress and for preparing them to speak in front of the class with more assurance. Reading progress notes are used to help students who are good storytellers, and they are subsequently recognized as literacy ambassadors for the week. The choice of literacy ambassadors helps to encourage students to maintain and enhance their accomplishments and to foster a spirit of student competition.

Fig 4. Personal literacy ambassador

Along with reading, pupils' writing abilities also need to be developed. It can enhance pupils' writing abilities by creating literacy-based educational activities. After being divided into groups, the class writes a paper. Students can produce short stories, rhymes, and poems under this situation. The work of the pupils will be collected and pasted on the class magazine's wall.

Fig 5. Group demonstrate literacy awareness through writing skills

The teacher and the class display the students' magazine work that has been plastered to the wall. It is intended that the wall magazine (madding:Bahasa) will inspire students to make works. This is due to the fact that all faculty members read and admire the students' work as it is placed on the wall, which naturally helps to develop students' writing literacy skills. This leads to the conclusion that, if the classroom environment can be well managed, pupils will have the ideal environment in which to advance their literacy abilities. Students will become accustomed to writing and reading constantly as a result of sustainable classroom management

Fig 6. Teacher and group shown their works

IV.   CONCLUSION

The school literacy movement (SLM) is geared for elementary-aged students. The initiative aims to equip students with the literacy and numeracy skills they need to deal with the learning loss caused by the closing of the school. The number of literary works that students were interested in reading was growing.

V.   ACKNOWLEDGMENTS

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