THE EFFECT OF THE SCHOOL LITERACY MOVEMENT PROGRAM ON STUDENT LEARNING OUTCOMES IN ECONOMICS SUBJECTS

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Abstract

This study explored the influence of the school literacy movement program on student learning outcomes in Economics subjects. The purpose of study was to determine the influence of the school literacy movement program on student learning outcomes in economics subjects in grade XI of SMA Negeri 2 Bangkinang City, Kampar Regency. To achieve the goal, a quantitative descriptive method is used. The population taken in this study is all students of grade XI social studies at SMA Negeri 2 Bangkinang Kota as many as 120 students, so the sampling technique uses random sampling of 30 students. Data collection is collected through questionnaires and documentation. The test of the research instrument was carried out a validity test and a reliability test. Data analysis includes, converting ordinal data to intervals, linearity tests, and simple linear regression. The results of the analysis were obtained from the calculation > r table at the significant level of 5% and 1% or (0.3610 < 0.762 > 0.4629) which showed that there was a significant influence between the school literacy movement program and student learning outcomes on economics subjects. More specifically, the school literacy movement program contributes 52.8% to student learning outcomes, while the remaining 42.8% is influenced by other variables.

Keywords*: School Literacy Movement Program; Learning Achievement*

Abstrak.

Penelitian ini mengeskplorasi pengaruh program gerakan literasi sekolah terhadap hasil belajar siswa pada mata Pelajaran Ekonomi. Tujuan penelitian ini adalah untuk mengetahui pengaruh program gerakan literasi sekolah terhadap hasil belajar siswa pada mata pelajaran ekonomi di kelas XI SMA Negeri 2 Bangkinang Kota Kabupaten Kampar. Untuk mencapai tujuan digunakan metode deskriptif kuantitaif. Populasi yang diambil dalam penelitian ini adalah seluruh siswa kelas XI IPS di SMA Negeri 2 Bangkinang Kota sebanyak 120 siswa, sehingga teknik pengambilan sampel menggunakan *random sampling* sebanyak 30 siswa. Pengumpulan data dikumpulkan melalui angket dan dokumentasi. Uji instrumen penelitian dilakukan uji validitas dan uji reliabilitas. Analisis data meliputi, mengubah data ordinal ke interval, uji linieritas, dan regresi linear sederhana. Hasil analisis diperoleh r hitung > r tabel pada taraf signifikan 5% dan 1% atau (0,3610 < 0,762 > 0,4629) yang menunjukkan terdapat pengaruh signifikan antara program gerakan literasi sekolah dan hasil belajar siswa pada mata pelajaran ekonomi. Secara lebih spesifik, program Gerakan literasi sekolah memberikan kontribusi sebesar 52,8% terhadap hasil belajar siswa, sementara sisanya 42,8% dipengaruhi oleh variabel lain.

Kata kunci: Program Gerakan Literasi Sekolah, Hasil Belajar

INTRODUCTION

Education is a conscious activity that is built as a means and forum to form a qualified young generation in the future, as well as a support for the progress of the nation and state in the future. As education according to Law No. 20 of 2003 concerning the National Education System can be interpreted as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.(Law on SISDIKNAS, n.d.).

Literacy plays an important role in learning. Good literacy skills in students encourage the development of other abilities, because literacy is a basic ability to acquire abilities in other fields .[1] Literacy activities play an important role in the student learning process. Here are the things that must be considered: a. Reading literacy helps students develop skills to understand texts, recognize words and broaden horizons. b. Writing literacy helps students express thoughts and ideas, hone creativity, and improve communication skills. c. Literacy of understanding information helps students critically think, evaluate sources and understand context. Students who have good literacy tend to be more successful in understanding the subject matter. As Slameto's opinion states that factors that affect learning, including internal factors such as physical, psychological, fatigue, while external factors such as family, school and community factors. One of the external factors (outside students) that will be discussed in this study comes from schools, where programs or activities implemented by the school can affect student learning (Slameto, 2013)

Literacy culture is an activity to carry out thinking habits followed by a process of reading, writing which in the end what is done in a process of these activities will create works (Nyoman Padmadewi, 2018) In other words, the School Literacy Movement (GLS) launched by the government is expected to be a forum in order to form quality human resources and have many expertise, Where one of them is higher-order thinking skills in the hope of forming quality human resources and motivating student learning interests so that an increase in student learning outcomes is produced in accordance with expectations.

This school literacy program is a participatory effort or activity involving school residents, both teachers and students. Where the purpose of implementing this literacy movement program is to improve students' ability in terms of reading. Meanwhile, in a lesson, reading activities are needed so that students more easily understand the material in learning, one of which is in learning Economics subjects. Learning itself is defined as a change in behavior or appearance, with a series of activities such as reading, observing, listening, imitating and so on.(Sardiman, 2016)

Based on the observation phenomenon at SMAN 2 Bangkinang Kota, with the School Literacy Movement, many works were produced by teachers and students, such as books displayed with the titles "Ada Story Di Class Smanda", "Nana Bunana", "300 Pantun Advice". The books are the work of the School Literacy Movement, and based on what I have seen, the school provides cottage houses for students to do reading movement programs, and

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[1] Malawi, I. (2017). *Literacy Learning Based on Local Literature Learning, Literacy, Indonesian.* CV: Ae Media Grafika.

the school library also provides fiction and non-fiction books.

Learning outcomes can be said to be successful if the learning objectives that have been set can be achieved by students to the maximum. Nana Sudjana stated that learning success is the ability of an effort or experiential training in the form of behavior change. Changes in behavior here in the form of changes in knowledge, understanding, attitudes and so on. These changes can be seen, one of which is from changes in student learning outcomes.(Sudjana, 2012).

Based on the explanation above, the author is interested in conducting a study with the Influence of the School Literacy Movement Program on Students in Economics Subjects.

School Literacy Movement Program

The School Literacy Movement (GLS) is an initiative that involves various parties in the school environment, namely participatory that involves all stakeholders who play an active role such as students, teachers, principals, parents, and the community. GSL aims to improve students' understanding in reading, writing and understanding information both digital literacy and media and is coordinated directly by the Director General of Pendasmen and the Ministry of Education and Culture.

In addition, the school literacy movement is defined as an ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing and speaking. (Sutrianto, 2016) The school literacy movement is a comprehensive and ongoing effort to make schools a learning organization whose citizens are lifelong literate through public engagement.(Utami Faizah, 2016). Literasi sekolah dalam konteks gerakan School literacy is the ability to access, understand,

and use something intelligently through various activities, including reading, viewing, listening, and speaking.

Indicators of the School Literacy Movement Program

School literacy movement with the following indicators: (Utami Faizah, 2016)
1. Habitual
   a) Reading for 15 minutes every day in a routine way, helping to expand vocabulary, understand sentence structure, and recognize various types of reading texts.

   b) There are reading activities (reading silently, reading aloud)

   c) Reading activities in their place (other than 15 minutes before learning) that have become a culture and become a need of school residents (seem to be carried out by all school residents).

   d) There are various follow-up activities in the form of producing responses orally and in writing.

   e) There are awards given to students who have made achievements in literacy activities.

   f) There are celebratory activities on certain days with literacy themes.

   g) There is a schedule of visits to the library alternately per class.

2. Development
   a) There is literacy development done outside of school.

   b) There is a library and there is a reading corner in each classroom

   c) The school library provides a variety of reading books.

   d) The teacher participates in reading activities by participating in reading during the activity

e) Students are given oral and written bills as a form of assessment.

f) In some areas of the school there are posters on the importance of reading.

3. Learning

a) With a comfortable library with a collection of textbooks and non-lessons used to add insight and literacy activities.

b) Students bring books from home voluntarily either textbooks or non-textbooks.

c) Students carry out various strategies for understanding texts in all subjects.

d) With literacy activities, it is easier for students to find out various information.

e) Students use physical, social, affective and academic environments in developing creativity (whether verbally, written or digitally) rich in literacy outside the textbook to enrich knowledge in subjects.

f) Journals or student responses from the results of reading reading books and textbooks (bills) are displayed in class in the classroom or school corridor.

Components of the School Literacy Movement

According to Clay and Ferguson in the Ministry of Education and Culture, the Indonesian context of literacy has several components in several ways, namely: (Research and Community Service et al., 2022). (Research and Community Service et al., 2022)

a) Early Literacy is the ability to listen, understand spoken language, and communicate through images and speech formed by his experience interacting with his social environment at home. The experience of students in communicating with their mother tongue is the foundation for the development of basic literacy.

b) Basic *Literacy*, namely the ability to listen, speak, read, write, and count (*counting)* related to analytical skills to calculate (*calculating*), perceiving information (*perceiving*), communication and describe information (*drawing*) based on personal understanding and conclusions.

c) Library *Literacy*, among others, provides an understanding of how to

distinguish fiction and nonfiction reading, utilize reference collections and periodicals, understand *the Dewey Decimal System* as a classification of knowledge that makes it easier to use libraries, understand the use of catalogs and indexing. School Literacy Movement Master Design to have knowledge in understanding information when completing a writing, research, work, or solving problems.

d) Media Literacy is *the* ability to know various different forms of media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use.

e) Technology Literacy is *the* ability to understand the completeness that follows technology such as *hardware*, software, and ethics and etiquette in utilizing technology. Next, the ability to understand the technology for printing, presenting, and accessing the internet. In practice, also understanding using computers (*Computer Literacy*) which includes turning computers on and off, storing and managing data, and operating

software programs. In line with the flood of information due to technological developments Currently, a good understanding is needed in managing the information needed by the community.

f) Visual Literacy is an advanced understanding between media literacy and technological literacy, which develops learning abilities and needs by utilizing visual and audiovisual materials critically and with dignity. Unstoppable interpretation of visual material, whether in print, auditory, or digital form (a combination of the three is called multimodal text), needs to be managed properly. After all, in it a lot of manipulation and entertainment really needs to be filtered out on the basis of ethics and propriety.

According to Purwanto, stating that learning outcomes can be explained by understanding the two words that make it up, namely "results" and "learning". The definition of *product* refers to an acquisition due to the implementation of an activity or process that results in functional input changes (Purwanto, 2016).

METHOD

This research on the Effect of School Literacy Movement on Shiva Learning Outcomes in Economics Subjects in Class XI of SMA Negeri 2 Bangkinang Kota Kampar Regency, uses quantitative descriptive methods with (r count > r table), so that the hypothesis is accepted. Because the problems in this study are based on events that have occurred. The purpose of this method is to obtain data on the extent to which certain variables affect or have relationships with other variables, namely school literacy movements on learning outcomes using

questionnaires. Where this quantitative descriptive approach aims to describe and analyze the state of the object and subject under study in accordance with existing data. (Darmawan, 2014)

Time and Place of Research

It is located at Sekolah Menengah Atas Negeri 2 Bangkinang Kota. This research was conducted from April 19 to May 25, 2021 for the 2021/2022 academic year. The choice of this location is based on the reason that the problems studied by the author in this location can be reached by researchers so that this research is easy to do.

Research Variables.

Variables in this study include:

1) Independent *variable*. The independent variable in this study was the School Literacy Program (given the symbol X).

2) Dependent variables. The dependent variable in this study is Learning Outcomes in Economics Subjects (given the symbol Y).

Population and Sample

The population in this study was all grade XI IPS 1 students at SMA Negeri 2 Bangkinang Kota totaling 30 students.

According to Arikunto said that if the subjects are less than 100, it is better to take all of them, so this study is a population study. If the research subject is greater than 100, then 10-15% or 20-25% or more are taken (Suharsimi, 2006) depending on at least from:

1. The ability of researchers is seen in terms of time, energy and funds.
2. The narrowness of the observation area of each subject because it involves a lot of lack of funds.
3. The size of the risk borne by the researcher.

Based on the theory above, because the subjects in this study were less than 100 students, all of them were taken so that this study was a population study.

Data, Instruments and Data Collection Techniques.

To obtain relevant data about the variables studied, the author uses several data collection techniques, namely using questionnaires and documentation.

Data analysis techniques used *SPSS software.* Description of data with mean and influence factor using regression.

1) Instrument Trials

Before the questionnaire is distributed to respondents, an instrument test is first carried out. The trial is intended to determine the validity and reliability of the instrument used so that the results obtained from the instrument can be believed. This test was conducted on 30 people who did not include respondents and was carried out on respondents who had the same characteristics as research respondents. Validity tests are performed using *Pearson correlation*, by correlating the value of each statement with the total value of the statement. The validity test was conducted on 30 respondents, with a significant level of 5%, the statement is said to be valid if r counts >r table (0.361) (Sugiyono, 2018).

The reliability calculation in this study was calculated using the SPSS program with *Cronbach's Alpha* statistical test (a). A variable is said to be reliable, if it gives Cronbach's Alpha *value*. Based on the reliability calculation table, it is known that the value of the alpha coefficient (*Cronbach's Alpha*) of 0.945 is greater than 0.60. So it can be concluded that the questionnaire is reliable. Thus the instrument can be used to collect data in the field.

2. Data Analysis Techniques

Descriptive analysis techniques are used to present data on respondents' responses to each research variable in descriptive form and at the same time to answer the formulation of the problem in this study, namely about how the influence of the school literacy movement program on student learning outcomes in grade XI SMA Negeri 2 Bangkinang Kota.

This study used descriptive techniques by calculating the percentage of each answer item from the questionnaire distributed to respondents.

FINDINGS AND DISCUSSION

To obtain the results of research on the influence of the school literacy movement program on student learning outcomes in grade XI of SMA Negeri 2 Bangkinang Kota, researchers used quantitative descriptive analysis. Therefore, to find out a general description of research data briefly can be seen in the descriptive data table containing basic statistical functions which are presented in full in the following table:

TABLE 1 SCHOOL LITERACY MOVEMENT PROGRAM

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Program GLS	30	38	72	58.83	7.479
Valid N (listwise)	30				

Based on the above results it can be concluded that the minimum value of the variable X is 38, the maximum value is 72, the mean is 58.83, and the standard deviation is 7.479.

TABLE 2 ANOVA TABLE LINEARITY TEST RESULTS

	Sum of Squares	Df	Mean Square	F	Say.
Hasil Betwe (Combi Belaja en n ed)	988.883	15	65.922	2.051	.094
	758.975	1	758.975	23.614	.000
r *Group Linearit Progr sam GLSDev iatio n from Linearit y	229.858	14	16.418	.511	.889
	449.967	14	32.140		
Within Groups	1438.800	29			
Total					

Based on the results of the Linearity Test calculation, Linearity is obtained with the Probablity Level (sig) = 0.000. Because the probability is 0.000 < 0.05, the distribution of the data under study follows a linear form (Ho is rejected, Ha is accepted).

TABLE 3 SIMPLE LINEAR REGRESSION TEST RESULTS

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Say.
	B	Std. Error	Beta		
1 (Constant)	62.232	4.661		13.352	.000
PGLS	.0.518	.093	.726	5.591	.000

a. DependentVariable: KBK

Based on the table above, a simple linear regression equation is obtained as follows:

$$Y = a + bX$$

$$Y = 62,232 + 0,518X$$

From the calculation results obtained b = 0.518 with a positive sign, this means: Every time variable X (school literacy program) increases by one, then the average variable Y (learning outcomes) increases by 0.518. Thus, if the school literacy program is getting better, student learning outcomes will increase by 0.518.

TABLE 4 HYPOTHESIS TEST RESULTS

Correlations		PGLS	HB
PGLS	Pearson Correlation	1	.726**
	Sig. (2-tailed)		.000
	N	30	30
HB	Pearson Correlation	.726**	1
	Sig. (2-tailed)	.000	
	N	30	54

Testing can also be done by comparing r count with r table in the following way:

$$Df = N - 2 = 30 - 2 = 28$$

The df value is 28 and the table r is obtained as follows:

r table at a significant level of 5% = 0.3610

r table at a significant level of 1% = 0.4629

The results show that r count = 0.762 is greater when compared to r table at a significant level of 5% and 1% (0.3610 < 0.762 > 0.4629) means that Ha is accepted and Ho is rejected.

Based on these tests, it can be concluded that Ha was accepted and Ho was rejected, which means that there is a

significant influence between the School Literacy Program on Learning Outcomes in Economics Subjects at State High School 2 Bangkinang City.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726a	.528	.511	4.927

a. Predictors: (Constant), SPPKB

Based on the table above, it's concluded that determination coefficient (*R Square*) was 0,528. KD = R² x 100% = 0,528 x 100% = 52,8%.

Then after the value of the coefficient of determination (*R Square*) was calculated as follows : KD = R² x 100% = 0.528 x 100% = 52.8%. Between School Literacy Programs on Learning Outcomes variables is 52.8%. While the remaining 42.8% (100% - 52.8%) were influenced by other variables that were not included in this study

DISCUSSION

Based on the variable recapitulation table, the school literacy program at Sekolah Menengah Atas Negeri 2 Bangkinang Kota is classified as "good", with a percentage of 77.4%. This result is obtained based on the value of r calculated > r table both at a significant level of 5% and 1% or (0.3610 < 0.762 > 0.4629) which means that based on the

test it can be concluded that Ha was accepted and Ho was rejected, which means that there is a significant influence between the School Literacy Program on Learning Outcomes in Economics Subjects at State High School 2 Bangkinang Kota. The influence of variables between School Literacy Programs on Learning Outcomes variables is 52.8%. While the remaining 42.8% (100%-52.8%) were influenced by other variables that were not included in this study.

The results of this study are in line with the theory developed by Hasan Aji saying the purpose of literacy is to increase the insight and knowledge of students. Learning activities will be successful and achieved the goal if In learners embedded motivation. The greater the motivation of student learning, it will ensure continuity and give direction to learning activities, students will actively listen, think, look, write and read. So that the purpose is It is desired by the subject that learning can be carried out optimally[2]

Thus, in achieving the learning outcomes of school students has an important role, one of which is through the learning process carried out both through methods and programs. One form of program run in schools today is the literacy movement. Where the factors that affect learning outcomes come from within the

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[2] Slameto. (2013). *Learning and the Factors Influencing It.* Rineka Cipta

students who learn (internal factors) and there are also those who come from outside the students who learn (external factors). Every school must have a goal so that its students can achieve maximum learning outcomes. This literacy movement is one of the programs carried out by schools to help their students to get good learning outcomes.

CONCLUSION

Based on the results of data analysis as presented in Chapter IV, it was concluded that: The school literacy movement program is 77.4% which is classified as good because This percentage is in the range of 61% - 80% which is classified as good. Student learning outcomes in economics subjects with average scores are: There is a significant positive influence between the school literacy movement program and the learning outcomes of economics subjects in grade XI of SMA Negeri 2 Bangkinang Kota. So it can be concluded that Ho was rejected and Ha was accepted. The magnitude of the variable influence of the school literacy movement program on learning outcomes was 52.8% while the remaining 42.8% (100%-52.8%) was influenced by other variables that were not included in this study. 84.76% which is classified as very good because it is in the range

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