

Using Wall Magazine to Implement School Literacy Movement

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ABSTRACT

This research aims to examine the implementation of Wall Magazine writing called JuMaDi as one of the school literacy programs implemented by a primary school in Merauke. JuMaDi stands for *JumatMajalahDinding* or Friday Wall Magazine. The research involved 23 third grade students and 3 teachers to be in charge of wall magazine management. This case study used observation, semi-structured interview, and documentation in collecting the data. The result of the research shows that JuMaDi has been managed well by the teachers and responded enthusiastically by the students. Three points observed from the program; 1) The Form; Thematic (recount, retold narrative, poem, and letter). 2) The Procedure; theme announcement, deadline submission, selection, and publication. 3) The Result; The students' participation of Recount at 1st Friday got 61% with the most topic "I Went to", Retold Narrative at 2nd Friday got 74% with the most topic "Prophet's Story", Poem at 3rd Friday got 82% with the most topic "Mother", and Letter for Teacher got 87% with the most topic "Gratitude". JuMaDi encouraged collaboration in developing school literacy programs.

Keywords: elementary school, implementation, literacy, wall magazine, school literacy

INTRODUCTION

The fact that the low reading interest of the Indonesian people which is at an alarming rate is inevitable as evidenced by the results of research both on a national and even international scale. As Saepudin (2015) revealed that the reading ability of children in Indonesia is still low compared to other developing countries, even in the ASEAN. He also mentioned study data in 1992 which showed the ability to read of Indonesian 6th grade elementary school students ranked 29th of 30 countries in the world, while Venezuela was the last rank. In addition, Sahputra (2014) mentioned the data cited from Education for All Global Monitoring Report in 2005, that the illiterate population in Indonesia ranged from 18.4 million people, which means that Indonesia ranked 8th as the world's largest illiterate population. Ironic fact was also reported by Permatasari (2015) that the reading rate of Indonesian students only ranked 57 of 65 countries. While in the domestic level, based on the Ministry of National Education data up to 2007, the number of illiteracy was mostly found in East Java Province, then Central Java in second place, but based on the percentage, Papua was in the first place, 24.8% of the population (ELN, 2018).

The deterioration of Indonesia in the world competition and quality of human resources in the international arena as illustrated by the results of the research mentioned above led to be the background of a program called the National Literacy Movement (NLM) which has been echoed in recent years. The general goal of NLM is to foster a culture of literacy in the education ecosystem from families, schools, and communities in the context of lifelong learning as an effort to improve the quality of life (Atzamaki et al., 2017).

In the 2016 NLM Guidebook published by the Ministry of Education and Culture, it was explained that one of the realms of the NLM is the School Literacy Movement (SLM). The SLM is an overall effort to make schools as learning organizations whose citizens are literate throughout life through public involvement. One of the specific objectives is to develop literacy culture in schools (Faizah et al., 2018). The program steps proposed by the Ministry of Education and Culture are as follows; 1) Read 15 minutes before the lesson begins; Reading aloud, Reading in the heart, 2) Arranging facilities and environments rich in literacy; Elementary Library, Class Reading Corner, Reading Area, School Health Clinic, Canteen, and School Gardens, 3) Creating a text-rich environment, 4) Choosing reading books in elementary schools, and 5) Public Engagement. While the activities are through 3 stages, namely habituation, development and learning stages. Unavoidable, children need a fun and creative learning method to gain comprehension (Faizah et al., 2018). Related to implementation of NLM program, the Elementary School of Al Khodijah Merauke felt intrigued to participate in supporting the government's program of NLM by SLM. It is a school of the Rohmatul Ummah Al Khodijah Foundation with 9 educators, 2 educational staff, and a principal, while the total number of students is 76 which consist of 23 third graders, 25 second graders, and 28 first graders. Initially, there were anxieties among educators about the low reading ability of the students in the Elementary School of Al-Khodijah Merauke. Thus, the school cooperated with the researcher team managed the SLM to apply the program in the school. The researcher team had proposed some programs to be applied, such as reading five minutes before class, procurement of reading corner, and wall magazine. The school managed the wall magazine program and named it JuMaDi which stands for Jumat Majalah Dinding. The abbreviation was purposely made and echoed around the school to make both teachers and students excited with this new program.

Zubaidah & Saptono (2004) stated that the function and objective of the wall magazine is to improve the student cognitive, affective, and psychomotor competencies. The role of wall magazine is still effective in the middle of current technology as supported by Nursita (1999) that wall magazine is the source of information, students' creativity, encouragement of interest, critical thinking training, and competition media. Based on those advantages of wall magazine as a simple media, the researcher team proposed it as a program of SLM in Elementary School of Al-Khodijah Merauke to encourage students' literacy proficiency through positive competitive atmosphere.

METHOD

In accordance with the background, this research does not depart from certain problem that happens, but based on purpose to examine the some activities that is the implementation of JuMaDi. Viewed from the formulation, this research is included into descriptive qualitative as Sugiyono (2015) stated that descriptive qualitative is a study which directs the researchers to explore or enlarge situations or condition comprehensively and completely in descriptive type. It was conducted in a month in July 2019 at Elementary School of Al Khodijah Merauke, which is located at Jalan L. B. Murdani, YasaMulya Village, Tanah Miring SP II Merauke,. The purposive sampling was taken based on the consideration that the highest grade in the school is the third grade so the students in the third grade in total number of 23 is the selected purposely. Beside that, by considering that the oldest students are going to be a model for their younger students. Technical triangulation for data collection techniques is done by using several data collection techniques for the same data sources. The researchers

became continuous and disguised observer. The semi-structured interviews to teachers were taken with the consideration that researchers feel more freedom to conduct interviews. The last is documentation of the recorded events either in the form of writing or monumental works from someone. The researchers used a data analysis model initiated by Miles and Huberman in Sugiyono (2015). The model includes three activities, namely data reduction, data display, and verification.

FINDINGS AND DISCUSSION

The research is examined on three points, they are 1) The Form of JuMaDi, 2) The Procedure of JuMaDi, and 3) The Result of JuMaDi. The three of them will be discussed per point in the tables.

FORM

TABLE 1. Form of JuMaDi

No.	Theme	Description	Advantages
1.	Recount	Writing what students did last week	Stimulating students to express their own experience
2.	Retold Narrative	Reading a story of narrative and then re-writing it	Training students to remember what they had read and giving them many ideas to write
3.	Poem	Writing a short poem	Giving students an opportunity to express their feeling into a constructed verse
4.	Letter to Teachers	Writing a personal letter to teachers	Giving students an opportunity to express their feeling into a free paragraph

Based on the table 1 above, the form of JuMaDi is thematic wall magazine which is changeable every week. The students are given stimulant and challenge to write many different forms of text. It will give certain experience for the students to learn new materials every week. As Suyono, Harsiati, & Wulandari (2017) stated that theme leads to focus and limit the topic which is appropriate materials. The advantages of literature can broaden the experience and knowledge about social, culture, economy, religion, and values in the society (Sutresna, 2006). It means that by employing literature as the stimulant in initial writing, students are given the opportunity to gain not only writing ability but also critical thinking and social and environmental awareness as well. In addition, the issue of cultural awareness is also important to filter young children from the false comprehension (Narahawarin, 2017).

JuMaDi is focused for the third grader students which means they are as the obligatory participants but it does not close the opportunity for the first and second graders to display their works on the wall magazine.

The implementation of JuMaDi in the school is participated by all school elements but three teachers are in responsible for the management instructed by the school principle. The three teachers are in different responsibility; 1) communicating with students includes informing the theme, accepting students' submission, and displaying the works on the wall

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magazine, 2) evaluating students' works, selecting them, and determining the ten best works that worth displaying, 3) taking notes of the whole process of the program and reporting it to the principle monthly. Overall, it shows that a good management will create good result.

PROCEDURE

TABLE 2. Procedure of JuMaDi

No.	Activity	Description	Advantages
1.	Theme Announcement	Teacher announces the theme on the wall magazine	Utilizing wall magazine function and getting students used to visit the wall magazine
2.	Deadline Submission	Students submit the works before class over at the day and no more submission after the day	Training students to be discipline
3.	Selection	Teacher evaluates and selects the 10 best works	Training students to be patient and praying
4.	Display on the wall magazine	Teacher displays 10 best works on the wall magazine and gives reward	Creating positive competitive atmosphere

The procedure of JuMaDi in SD Al-Khodijah Merauke is managed well by the teachers and responded enthusiastically by the students. It prepares students to be discipline and shows them that the things go well by procedural order and reminds them the importance of time management. Creating collaborative atmosphere is intended to encourage students' spirit to increase their proficiency of literacy. Writing will lead to reading, and vice versa.

RESULT

TABLE 3. Result of JuMaDi

No.	Theme	Participation	Topic (translated)	%	Description
1.	Recount	61 % (14 students)	<ul style="list-style-type: none">• I went to• I played• I helped parents	64 21 15	<ul style="list-style-type: none">• The 1st Friday, only 14 from 23 students submitted their works• From 14 students, 9 wrote about visiting somewhere, 3 wrote about playing with friends/family, 2 wrote about helping parents
2.	Retold Narrative	74% (17 students)	<ul style="list-style-type: none">• Prophet's story• Folklore• Fairy tales	59 29 12	<ul style="list-style-type: none">• The 2nd Friday, 17 from 23 students submitted their works• From 17 students, 10 wrote about the story of prophet, 5 wrote about folklore, 2 wrote about fairy tales
3.	Poem	82% (19 students)	<ul style="list-style-type: none">• Mother• Teacher• Friend	68 22 5 ?	<ul style="list-style-type: none">• The 3rd Friday, 19 from 23 students submitted their works• From 19 students, 13 wrote

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			<ul style="list-style-type: none">• Beach		about mother, 4 wrote about teacher, 1 wrote about friend, and 1 wrote about beach
4.	Letter to Teachers	87% (20 students)	<ul style="list-style-type: none">• Gratitude• Apology• Compliment	80 15 5	<ul style="list-style-type: none">• The 4th Friday, 20 from 23 students submitted their works• From 20 students, 16 wrote about gratitude, 3 wrote about sorry, and 1 wrote about compliment

The table above shows that the percentage of participation increased every week. It means that students are interested to JuMaDi and encouraged to read then write. The students' participation is the core of the effectiveness of the implementation of this program. The more the percentage rate increases, the more effective the program is. However, it was confirmed that the students at the 4th Friday who did not submit the works are not the same students in each week. It means that all of the 23 students of the 3rd grade have participated in JuMaDi.

The next to point out is the choosing of topic by each student. When they were asked to write a recount, they tend to write about going somewhere rather than doing something. Then, writing about retold narrative, students were free to choose the narrative stories available in the library, but then most of them choose the story of prophets. The turn to write a poem, most of them wrote about a figure such as mother, teacher, and friend, and only 1 who wrote about beach. Then in the last Friday they were asked to write a letter to teachers and most of them wrote about gratitude or thankful feeling to have teachers as their teachers in the school.

From the result, it is worthy to underline that JuMaDi is a good program to be applied as one of the programs of School Literacy Movement which can create a collaborative atmosphere needed by the new generation in welcoming global competitive era.

CONCLUSION

JuMaDi, stands for *JumatMajalahDinding* or Friday Wall Magazine, is implemented to support the National Literacy Movement (NLM) echoed by the Government through School Literacy Movement (SLM). The target of SLM is to get the students of primary education used to literacy proficiency since the young age. JuMaDi gives wide opportunity for students to increase not only the ability of writing and reading but also competency of creating idea, critical thinking, and high social and environmental awareness which further affected their competence such as cognitive, affective, and psychomotor. The most important result of this program is the increase in students' activeness and creating a collaborative atmosphere at the school.

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