

Descriptive-Analytical Studies of Literacy Movement in Indonesia, 2003-2017

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Abstract

This descriptive research explores literacy development in Indonesia. The development of literacy in Indonesia is reviewed from (1) literacy research; (2) literacy books; (3) literacy application in schools; and (4) government's role in literacy movement. This research uses descriptive-qualitative approach. The data is information / material that linked with literacy movement in Indonesia. Data collection techniques are conducted by (1) searching for research article (journal) about literacy at Sinta (Science and Technology Index), Indonesia's journal indexing machine; (2) searching for book about literature on online bookstore web; (3) doing field studies to determine literacy development in schools and government's role towards it. Based on the research result, it is found that there are 2 literacy journals in Indonesia; there are 9 journal articles related to literacy; there are 12 books related to literacy; there are 60 books about literacy in the bookstore. The government's role in literacy movement in Indonesia is forming School Literacy Movement or Gerakan Literasi Sekolah (GLS) team to optimize literacy movement in schools and in Indonesian society.

Keywords: literacy, literacy movement, school literacy movement.

Introduction

Literacy trend becomes more internationally popular when Unesco launches a literacy project about various issues / areas, namely (1) literacy for education, (2) literacy media, information, technology, (3) literacy for reading-writing and literacy for life (Unesco, 2004, 2008, 2011, 2017). Literacy is very important in globalization era because through it, someone is able to know, understand, practice, and create something useful for himself, others, and society. Therefore, "at its founding in 1946, Unesco put literacy at the top of its education and human rights agenda" (Wagner, 2011: 319).

Through the literacy program from Unesco, various countries compete to mobilize literacy in various fields. Therefore, Blikstad-Balas & Sorvik (2015: 14) call "literacy as a primarily social phenomenon". Literacy becomes a social phenomenon in global society because anyone who does not literate, they will not fit with the fast-moving world development. It cannot be denied that now there are many books, journals, and researches about literacy. Those show that people respond enthusiastically and appreciatively to the literacy program by Unesco. The hope, through the program, the quality of education and science in the country can significantly increase. In that way, the world's literacy can be better.

Historically, literacy term has appeared. Therefore, there are periodization of traditional literacy and modern literacy. Traditional literacy is more related to arithmetic, whereas modern literacy relates to a multidisciplinary context. In fact, in today's modern era, literacy is redefined as a new form of literacy that leads to digital era (Merchant, 2007). Initially, the characters who help to promote literacy term widely are Ong (1982) and Goody (1987). Both Ong and Goody are anthropologists--associate orality and literacy terms.

Related to the literacy program by Unesco, one of the countries that helps to support the program is Indonesia. Literacy in Indonesia is discussed a lot in various fields, from literacy for reading-writing to literacy media. Not only that, literacy also becomes discussion subject and writing in mass media (Ahmadi, 2015).

Literacy in Indonesia is currently developing. However, on the other hand, literacy in Indonesia still has problem with oral tradition. Indonesians, especially those in remote areas, still tend to like oral tradition rather than literary tradition. The strong oral tradition among the remote community is due to the factors (1) ordinary people still think literary is a tradition for urban community, not for remote community; (2) people are still not aware of the importance of literary culture, especially about "knowing letters", reading and writing. If someone understands literacy, he will not easily be deceived and will be able to catch up with world's development; (3) remote community is still reluctant to read and write; they prefer the listening culture that has become a tradition in their lives; (4) nonliterate culture, according to Ahmadi (2006) is more dominated by the remote community because of the inadequate facilities and infrastructure. Thus, the literacy development becomes inhibited.

The development of literacy movement in Indonesia in this research is formulated in three ways, namely (1) research about literacy in Indonesia; (2) books about literacy in Indonesia; and (3) the government's role in literacy development in Indonesia. The purpose

of this research is to describe and explain the development of literacy movement in Indonesia from the research, book, and government's role.

Literature Review

Literacy term has many meanings. However, in this context, literacy references are more focused on the terms from Unesco as the world's official institution in education. Unesco (2004: 13) proclaims that

"Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. "

The term of literacy is initially in reading and writing (language field). However, in the current knowledge development, literacy term is not only for reading-writing, it is more in "open" and multidisciplinary meaning. The multidisciplinary literacy are like gender literacy (Moss, 2007), media literacy (Durrant & Burn, 2007), moral literacy (Herman, 2007), critical literacy (Warnick, 2002), disability literacy (Scruggs & Mastropieri, 2010), kitchen literacy (Vileisis, 2008). Multidisciplinary literacy is considered a contemporary study because it can answer more complex problems than monodisciplinary literacy. Therefore, literacy is now in various scientific fields.

Method

This research uses descriptive-qualitative approach. Because of using this method, in explaining and exploring data, researchers use word, phrase, clause, and sentence descriptions. This description study is thoroughly analyzed resulting a descriptive-analytical study of literacy movement in Indonesia. The data in this research are material / information about relevant literacy to problem formulations, namely (1) research (in journal) about literacy in Indonesia; (2) literacy books in Indonesia; and (3) government's role in developing literacy in Indonesia.

The data collection techniques are (1) searching for research article (journal) about literacy at Sinta (Science and Technology Index), Indonesia's journal indexing machine; (2) searching for book about literature on online bookstore web; (3) doing field studies to determine literacy development in schools and government's role towards it. In order to maintain the level of validity, reliability, and credibility of the research, it is used triangulation of data, theory, and result. In this case, the researchers conduct intersubjective discussions with colleagues in order to reduce subjectivity level in the study. Thus, the research results can be scientifically accounted for.

Discussion

Literacy Movement in Indonesia, 2003-2017

Literacy development in Indonesia begins in the 2000s. Therefore, the data that can be found for this study are starting from 2003. Related to the literacy movement in Indonesia, this study is exposed as follows.

First, journals and journal articles on literacy. Based on Sinta database, there are 2 journals that use “Literacy” as the title, namely (1) *Literasi Jurnal Ilmu Pendidikan* (<http://ejournal.almaata.ac.id/index.php/LITERASI>) published by Alma Ata University of Yogyakarta) and (2) *Literasi Jurnal Ilmu Pendidikan* (<http://almaata.academia.edu/LiterasiJurnalIlmuPendidikan>) published by FKIP Galuh University of Ciamis. Those literary journals are national journals with ISSN.

The journal articles related to literacy and recorded in Sinta database are indexed from 2006 to 2017 appear as follows.

Table 1: Research (Journal Category) Entitled Literacy

2006	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total
1	1	2	2	2	0	0	1	0	0	9

Based on the data in the table, there are only a few journal articles related to literacy. If it is calculated, there are 9 journal articles related to literacy (2009 – 2017). The data is not 100% absolute because there are some journals that not indexed in Sinta database. Thus, all journal articles that are related to literacy cannot be documented online. In addition, there are journals that are not uploaded the script on the website. That way, the articles in the journal cannot be indexed by Sinta.

Second, the books that are related to literacy. To find book in which its title is related to literacy, researchers use referrals from google books and bookstores (online). From google books and online bookstore, literacy books can be found. In addition, the researchers also search manually for data about books related to literacy. Based on the google books database, the books with literacy title (written by Indonesians) are exposed as follows.

Table 2: Books With Literacy Title

2003	2008	2009	2010	2012	2013	2014	2015	2016	2017	Total
1	1	1	1	4	1	0	1	2	0	12

Based on the google books database, it is found that there are 12 books about literacy (written by Indonesians). The data is obtained based on the year book from 2003 to 2017. However, the books with literacy title are still not an absolute reference because there are books that are not registered to google books by the book publishers.

Table 3: Bookstores That Have Literacy Stock (starting from September 2017)

Toko buku	Jumlah judul buku literasi
Gramedia	40
Mizan	9
Toga Mas	9
Uranus	2
Total	60

Based on the table, Gramedia bookstore launches 40 books; Mizan bookstore brings up 9 books; Toga Mas bookstore has 9 books; Uranus bookstore has 2 books. Thus, the total number of literacy books in bookstores are 60. The literacy books relate to various fields, from media literacy, science literacy, mathematical literacy, educational literacy, and literature literacy.

The Government's Role in Literacy Development

The Indonesian government does not remain silent in literacy development. The government has been active in strengthening literacy in Indonesia. Concrete steps undertaken by Indonesian government in literacy are as follows.

First, the government through the Ministry of Education and Culture (Kemendikbud) forms School Literacy Movement or Gerakan Literasi Sekolah (GLS) team. The team is formed from governmental people, lecturers, and practitioners who have competence in literacy field. The GLS team formulates concepts and ideas about literacy movements in schools. The purpose of the school literacy movement is "Growing morale of learners through the culture of school literacy ecosystem in Gerakan Literasi Sekolah in order they become lifelong learners "(Wiedarti, et al., 2016).

Second, the government with the Gerakan Literasi Sekolah team, create a manual on literacy in schools. The book is linked to the main design guides of the Gerakan Literasi Sekolah (Widiearti, et al, 2016), literacy movement in high school (Sutrianto, 2016), literacy movement in vocational schools (Widyani, et al, 2016), literacy movement guides at junior high school (Retnaningdyah , et al., 2016), literacy movement guides at extraordinary schools (Wahyuningsih, et al., 2016), literacy movement guides at elementary schools (Faizah, et al, 2016), practical guides to literate (GLS Task Team, 2017). The books can be downloaded for free on the web <http://dikdasmen.kemdikbud.go.id>. That way, the books can be accessed by all teachers or schools in Indonesia. Not only that, the public can also learn the literacy movement at school by downloading the books for free on the official web <http://dikdasmen.kemdikbud.go.id>.

The literacy concept of the Gerakan Literasi Sekolah cannot be separated from the literacy concept proclaimed by Unesco. In school literacy movement guidance (Wiedarti, et al 2016) explained in detail that,

"Gerakan Literasi Sekolah is a participatory effort or activity involving school members (learners, teachers, principals, education personnel, school supervisors, school committees, parents), academics, publishers, mass media , community (community leaders who can represent exemplary, business world, etc.), and stakeholders under the coordination of General Directorate of Primary and Secondary Education Ministry of Education and Culture".

Gerakan Literasi Sekolah is not only the responsibility of the teachers or the school. Gerakan Literasi Sekolah is the responsibility of all people, the school and its academic community, the mass media, and the community. All of those people are expected to have active and collaborative roles in the Gerakan Literasi Sekolah.

According to Wiedarti, et al. (2016: 29-30), the school literacy movement focus on three phases namely (1) habituation stage (no bill); (2) development stage (have simple bills); and (3) learning stage (have academic bills). In an effort to increase the school's literacy, teachers / schools are expected to be proactive and creative in determining the literature by having more reading enrichment. Thus, students get more up to date and quality reading

books. In addition, students can be more motivated for getting the reading books that are still up to date.

Based on field studies to schools, researchers discover the findings about literacy, as follows. First, there are schools that have launched the school literacy movement. The school is characterized by having (1) representative library, reading park, reading corner; (2) reading activity for 15 minutes before the lesson begins; (3) activity of reading enrichment books (novel, nonfiction) and bills; (4) literacy competition; and (5) literacy team that consist of teachers, students, and the community. Second, the schools that are still in testing phase of literacy program already have representative library and reading corner, but there is no official team in charge of optimizing the school literacy movement. Third, the schools that already have libraries, but not yet representative, and there is no team for the school literacy movement.

In the university context, colleges are now starting to apply literacy. One of the concrete facts is the formation of campus literacy team. Campus literacy team is formed to formulate concepts and ideas in improving the quality of campus literacy. On our campus, State University of Surabaya (Unesa) was formed Unesa Literasi Center or Pusat Literasi Unesa (PLU). Pusat Literasi Unesa has functions (1) as a center of campus literacy activities, such as literacy seminars, literacy training, or about the authorship and book publishing; (2) as a consultation center for campus literacy, school literacy, or macro literacy; and (3) as a place to optimize and increase academic literacy in the campus either for the lecturers or students. The concretization of Pusat Literasi Unesa, e.g. the simultaneous book discussions in every month, Literacy Based Kuliah Kerja Nyata and literary seminars / training.

In addition to literacy centers, the lecturers and students also form off-campus activities related to literacy. That way, the lecturers and students can work together in optimizing and increasing literacy on campus.

The Problem of Movement of Literacy in Indonesia

Literacy in Indonesia is experiencing growth until now. However, on the other hand, "like a ship, there must be a wave that shakes it". Likewise with literacy in Indonesia, it seems not comprehensive applied in various parts of Indonesia until now. If it is factually reviewed, there are four factors causing literacy in Indonesia is still not maximized.

First, it relates to school literacy. Literacy schools in remote areas are called the foremost, the outest, and the most left behind (3T). Schools in these areas are difficult to apply school literacy optimally because it is very difficult to get up-to-date books. In addition, the student's ability in literacy is also still very minimal. Thus, more extra effort is required in optimizing literacy movements in remote area schools.

Second, it relates to the need to buy books. Some Indonesians still think that books are not so important. Therefore, they do not prioritize books as necessity. In fact, through a book a person can improve literacy skills and increase knowledge.

Third, it relates to the tax charged on books. In the public view, the tax charged on books are still considered high. Therefore, the book selling price is also high. It is considered

as one of the factors causing the people's low ability in purchasing books. If the tax on books can be lowered, it may increase people's ability in purchasing books.

Fourth, interest in reading and writing has not grown optimally in the community. The interest in reading and writing is still not as big as the listening tradition which is used by many communities in remote areas.

Literacy Movement in Indonesia: Staring on the Future

Gerakan Literasi Indonesia today may be considered in the early stages. Thus, the Indonesian literacy movement still needs more maintenance and support from various parties. If all parties have fully supported the literacy movement, Indonesia will have qualified human resources because it has a good literacy competency.

As a developing country, Indonesia is now starting to provide scholarships for students who want to continue studying and get bachelor degree, master degree, or doctor degree. Thus, the government strongly supports the human resources in Indonesia into a high-literal figure. Teachers are also encouraged to pursue higher education, by providing scholarships for teachers who want to continue their studies to get master degree. The lecturers are encouraged to optimize more their academic ability by continuing to the higher education level, like taking the doctor degree or the professor level.

In the future, literacy quality in Indonesia can be optimal. That way, Indonesia can compete with other nations in terms of literacy. However, once again, the developments in literacy movements in Indonesia is not "as easy as pie". Nevertheless, optimism must be maintained so that the Indonesian literacy movement can be achieved optimally.

Conclusion

There are 2 literacy journals in Indonesia; 9 journal articles about literacy; 12 books about literacy; and there are 60 titles of books related to literacy in the bookstore. The government's role in the literacy movement in Indonesia is forming Gerakan Literasi Sekolah (GLS) team that has role to optimize literacy movement in schools and in Indonesian society. This is a preliminary research. Therefore, any suggestions for further research can be examined more deeply about literacy in Indonesia especially from the script, thesis, and dissertation. Thus, a more comprehensive research on literacy movements in Indonesia can be produced.

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