



## Implementation of the School Literacy Movement as a Model for Enhancing Human Resource Capacity in Senior High Schools

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### Abstract

*One of the indicators of a successful education system can be seen from the increasing literacy rate in Indonesia. The School Literacy Movement (GLS), initiated by the Ministry of Education and Culture, has become an effective strategy in building national character and enhancing students' literacy competencies. The implementation of GLS at the senior high school level requires effective human resource management strategies to ensure program sustainability and optimize its outcomes. This study aims to formulate appropriate human resource management strategies to support the implementation of GLS in senior high schools. This evaluation research employs a qualitative case study approach using the CIPP (Context, Input, Process, Product) evaluation model. This model is systematically used to provide relevant evaluative information for decision-making and support the improvement of education quality through a proactive and sustainable evaluative approach.*

**Keywords:** *Implementation; School Literacy Movement; Improvement; School Human Resources.*

### Introduction

The primary goal of education is to shape individuals who are intellectually, morally, and socially empowered, in line with the mandate of the fourth paragraph of the 1945 Constitution of Indonesia, which states that the nation aims to educate its citizens. This is further reinforced in Article 31, Paragraph 3 of the 1945 Constitution, which declares that the government is responsible for organizing a national education system to enhance faith, piety, and noble character as part of the effort to advance national intelligence. Furthermore, Law No. 20 of 2003 on the National Education System, in Article 3, emphasizes that national education functions to develop individual capabilities and shape the character and civilization of a dignified nation. Its primary objective is to nurture students' potential so that they become individuals who are faithful, pious, morally upright, healthy, knowledgeable, skilled, creative, independent, and responsible democratic citizens. Additionally, Article 4, Paragraph 5 underscores the importance of fostering a culture of reading, writing, and numeracy as part of the educational process for all members of society. Continuous curriculum reforms have been carried out to meet the evolving educational needs of future generations (Riadi, 2018). Education plays a crucial role in enhancing both intellectual and social intelligence within society. One indicator of a successful education system is the increasing literacy rate in Indonesia. In this context, the School Literacy Movement (GLS), initiated by the Ministry of

Education and Culture, serves as an effective strategy for fostering national character. Rokayah (2019) asserts that character development must begin with the younger generation—students—who are influenced by social dynamics, creativity, innovation, and curiosity about their surroundings.

Teachers play a vital role in developing students' literacy. Mahfudh and Imron (2020) note that, according to data from the National Library, Indonesians read books an average of three to four times per week, with reading sessions lasting between 30 and 59 minutes per day. Additionally, the number of books completed per year ranges from five to nine. These figures indicate the need to strengthen literacy culture to enhance reading habits, which, in turn, will contribute to improving the quality of human resources in Indonesia. In private schools, human resource management (HRM) plays a key role in selecting prospective teachers, while in public schools, the recruitment process is conducted through a series of government-administered tests to ensure that teachers meet the required standards. Staff selection is a crucial step in identifying the most suitable educators from a pool of applicants. The initial stage of this process involves reviewing application documents, particularly applicants' resumes. Based on these resumes, a screening process is conducted to shortlist candidates who meet the criteria and are eligible for further selection stages. The next phase involves inviting selected candidates to participate in written tests, job



interviews, and other selection procedures. Teacher recruitment is not solely based on academic qualifications but also considers practical skills, communication abilities, and pedagogical competence. Selection criteria emphasize individual attributes that align with the school's needs. According to Nugroho et al. (2013), when determining selection criteria, school principals should form a selection team comprising representatives from the Education Office and school administrators. The teacher selection process focuses on evaluating competencies, which include fundamental skills, general education, professional education, and specialization in specific subject areas. This study aims to formulate effective human resource management strategies within the context of senior high schools. Additionally, it seeks to understand the role of teachers in the learning process and how their involvement impacts students' literacy outcomes.

## Theoretical Study

### School Literacy Movement

The School Literacy Movement (GLS) is a social movement involving various elements collaboratively to improve the literacy culture within schools (Teguh, 2020). One concrete step in the implementation of GLS is encouraging students to read for 15 minutes before learning activities begin. This habit is expected to develop into a phase of reinforcement and deeper learning. Literacy is not just an activity of reading, but also an essential skill that every individual must possess. Early literacy habits will contribute to the success of students, both in school and in society (Directorate General of Primary and Secondary Education, 2016). GLS has two main objectives: general and specific goals. The general goal of this movement is to shape the character of students through the habituation of a literacy ecosystem in schools, making them lifelong learners. Meanwhile, the specific goals include: (1) fostering and developing a literacy culture in schools; (2) enhancing the literacy capacity of school members and the surrounding environment; (3) creating a fun and child-friendly school atmosphere so that all school members can manage knowledge effectively; and (4) ensuring the continuity of learning by providing diverse reading materials and applying various reading strategies. Wandasari (2017) states that the School Literacy Movement is the ability to access, understand, and use information wisely through various activities such as reading, viewing, listening, writing, and speaking. Therefore, GLS aims not only to improve reading skills but also to develop critical and reflective thinking patterns in daily life.

### Literacy Activities

Etymologically, literacy comes from the Latin word *littera*, which means letter, and is known in English as literacy. This term refers to an individual's ability to understand and use the writing system and its various aspects. According to Merriam-Webster Dictionary, literacy comes from the Latin term *litteratura* and the English word *letter*, referring to the quality or ability of an individual to read and write. The National Institute for Literacy (NIFL) defines literacy as an individual's

ability to read, write, speak, calculate, and solve problems at the skill level required in various aspects of life, such as work, family, and community (Lonigan & Shanahan, 2009). Meanwhile, Smith, Dickinson, Sangeorge, and Anastasopoulos (2002) in the Education Development Center (EDC) explain that literacy is not limited to reading and writing skills but also includes an individual's ability to utilize their various potential and skills in everyday life.

According to UNESCO, a person's understanding of literacy is influenced by various factors, such as academic research, institutions, national context, cultural values, and personal experience (Jones, 2018). Furthermore, Kern (2015) explains that literacy in a second language is more than just the ability to read and write separately. Literacy is a complex concept that involves understanding the language and its use in various contexts, both in written form and oral communication. In this regard, literacy requires broad discourse competence, which includes the ability to interpret and critically evaluate various written and oral texts.

### Human Resources

Human resources (HR) play a crucial role in supporting the development and achievement of an organization's goals, including educational institutions. Mujiburrahman et al. (2020) emphasize that an HR unit is necessary to manage educators and school staff effectively and efficiently to ensure the achievement of educational goals. In this regard, HR management plays a role in optimizing the potential of educators so that they can make the maximum contribution to the learning process. Along with this, Mujiburrahman et al. stress that becoming a professional educator cannot be achieved without continuous self-improvement efforts. The development of teacher professionalism requires support from various parties, especially the school principal, who acts as a leader and facilitator in designing self-development programs for educators. The principal can collaborate with the HR unit to formulate training strategies, enhance competencies, and evaluate the performance of educators to improve the quality of teaching in the school.

Romlah and Latief (2021) reveal that the quality of HR in educational institutions is highly influenced by the level of education possessed. They assert that education is very important because it is one of the determinants of the quality of Human Resources. Education is the most important indicator in the development of a nation. This shows that the higher the quality of education given to educators, the greater their contribution to improving the quality of education in a country. Tentama and Pranungsari (2016) state that HR in an organization is an asset that plays an important role in determining strategy, designing policies, and implementing activities that support the achievement of organizational goals. In the context of schools, educators are not only implementers of learning but also a key factor in improving the quality of education. Therefore, good HR management will directly impact the effectiveness of education and the achievement of student learning outcomes.

Thus, HR development in various sectors must be a top priority. Strategic steps such as continuous training, enhancement of pedagogical competencies, and regular performance evaluations of educators need to be applied consistently. Only with high-quality HR can the expected educational goals be optimally realized.

## Methodology

This evaluation research uses a qualitative case study approach with the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam (1971). This model is used to systematically provide relevant evaluative information for decision-making and to support the improvement of education quality through a proactive evaluative approach. The sampling method used is purposive sampling, which involves selecting informants who are considered to have in-depth knowledge of the evaluated aspects. This research was conducted at SMAN 6 Karawang and SMA Budi Mulia in Karawang Regency, West Java. Data collection techniques included Focus Group Discussions (FGD), in-depth interviews, and observations to obtain comprehensive data related to the implementation of the evaluated program.

## Results and Discussion

### Evaluation Aspect: Context

The literacy program implemented at SMAN 6 Karawang and SMA Budi Mulia in Karawang Regency refers to the Minister of Education and Culture Regulation No. 23 of 2015 on Cultivating Character Education. One of the provisions in this regulation establishes reading culture as the initial classroom activity for 15 minutes every day, adapted to the school's conditions. This program is implemented at all education levels, both elementary and secondary. At SMA Budi Mulia, teachers encourage literacy activities during the teaching and learning process by optimizing the use of the school library, computer labs for digital literacy, and organizing Language Month activities. The school also utilizes reading corners and reading gardens as part of its literacy strategy.

Meanwhile, SMAN 6 Karawang provides reading materials in the form of printed and digital books in the library, tailored to adolescent development and the digital era. Students can visit the library anytime to read or bring their own books to read in the library or the reading garden provided by the school. Additionally, both schools collaborate with various parties in implementing the School Literacy Movement (GLS), as outlined in the GLS guidelines, which involve school committees, alumni, parent associations, literacy activists, and literacy-focused institutions. This collaboration includes:

- a) Assisting students in obtaining quality reading materials according to the Book Level Guidelines.
- b) Supporting the procurement of books and other reading materials (multimodal texts) for literacy activities such as 15-minute reading, classroom reading corners, reading gardens, or reading nooks.
- c) Motivating school members to be active readers.
- d) Serving as role models in literacy practices and

acting as literacy ambassadors based on the GLS manual series "Literacy Activities at Home."

- e) Involving literacy activists as mentors and motivators in the implementation of the literacy program at school.

## Evaluation Results: Input

### Optimization of Human Resources in the Design and Implementation of the School Literacy Program

In the design and implementation of the school literacy program, human resources (HR) play a key role in ensuring the program's effectiveness and sustainability. The school principal, as the leader of the educational institution, has a strategic role in forming and driving the school's literacy team. To support the program's continuity, the principal issues a Decree (SK) or assignment letter to all HR involved, with a validity period of 1–2 years. This decree is provided to the literacy team as a form of legitimacy and responsibility in carrying out the tasks assigned. The process of selecting HR for the literacy team is systematically conducted by the principal in coordination with the vice principal for curriculum. The literacy team consists of various school elements, including:

- a) The school library management, responsible for managing reading materials and literacy facilities.
- b) Subject teachers and class advisors, who play a role in integrating literacy into the learning activities.
- c) Educational staff who support the administration and logistics of the literacy program.
- d) Students who actively participate in various literacy activities, both as readers and literacy ambassadors.

Coordinating meetings of the literacy team are held openly, involving teachers, the school committee, and other stakeholders, both from the learning committee and non-learning committee. The purpose of these meetings is to formulate strategies, discuss program implementation, and conduct periodic evaluations to adjust the program to the needs of the school and students.

### Technical Provision of Reading Materials to Support the Literacy Program

As part of the literacy program's implementation, the school literacy team is responsible for providing adequate reading materials. The efforts made include various strategies, such as:

- a) Book Donations: Encouraging book donations from school members, the school committee, businesses, alumni, and the community as a form of support for the School Literacy Movement (GLS).
- b) One Student One Book Program: Encouraging each student to donate at least one book to the school library to enrich the reading collection.
- c) Purchasing Cheap Books/Book Fairs:

- Collaborating with bookstores or publishers to obtain quality books at affordable prices.
- d) Book Collection Exchange: Establishing cooperation with local libraries or other schools for book collection exchanges to increase the variety of reading materials.
- e) Utilization of Digital Library Applications: Maximizing the use of technology by providing digital library access for students and teachers to access literature more broadly and flexibly.

The literacy program is designed in accordance with the 2021 High School Literacy Guide, with periodic evaluations conducted to measure the effectiveness of the implementation and its impact on the literacy culture in the school. This evaluation includes monitoring student engagement levels, the effectiveness of reading material use, and innovations in literacy activities. Through the optimization of HR and synergistic collaboration, the literacy program in the school can run effectively, provide sustainable benefits, and support the overall improvement of students' literacy quality.

### Evaluation Results: Process

In efforts to build a literacy culture within the school environment, the role of teachers as the primary human resources (HR) in education is a key factor in the success of the School Literacy Movement (GLS). The Literacy Team at SMAN 6 Karawang and SMA Budi Mulia, formed by the school principal, is responsible for the implementation of the literacy program in accordance with the High School GLS Guide. One of the main strategies applied is the 15-minute reading activity, which is carried out every day at the beginning, middle, or toward the end of the lesson. In this activity, teachers not only act as facilitators but also actively participate by reading alongside the students. Teacher involvement in this activity aims to provide a positive role model and foster a literacy culture in the classroom. Additionally, teachers play an important role in:

1. Designing and Developing the Literacy Program
  - a) Teachers collaborate with the School Literacy Team to design integrated literacy strategies in all subject areas.
  - b) Implement literacy strategies in learning, such as reading academic texts before discussions, writing reflections from reading materials, and analyzing texts based on the taught discipline.
2. Providing and Managing Reading Materials
  - a) Teachers help optimize the use of the school library, classroom reading corners, and reading areas around the school.
  - b) Contribute to the provision of relevant reading materials, either through book donations, exchanging collections with other schools, or utilizing digital libraries.
  - c) Develop reading materials with rich texts in classrooms and school corridors, and use reading campaign posters to raise literacy awareness.

3. Evaluation and Rewarding Students
  - a) Teachers guide students in creating daily reading journals, where they record book titles and pages they have read.
  - b) Together with the Literacy Team, teachers award students who show active participation in literacy activities as a form of appreciation and motivation.
4. Collaboration with the Public for Literacy Development and Teacher Professionalism
  - a) Teachers play a role in establishing partnerships with parents, alumni, and community members to enrich the school's literacy program.
  - b) Through this collaboration, the school gains support in providing reading materials and conducting community-based literacy activities.
  - c) Teachers also participate in literacy training and discussions to enhance their competencies in integrating literacy into the learning process.

At SMAN 6 Karawang, the school library provides reading materials in the form of printed and digital books tailored to the students' development. However, the limited collection of non-curricular books (both fiction and non-fiction) remains a challenge in broadening students' literacy horizons. Therefore, teachers, together with the Literacy Team, continue to develop the book collection through various schemes, such as the One Student One Book program and affordable book fairs. Meanwhile, at SMA Budi Mulia, although the school has a comfortable library and reading corner, the book collection is still limited and has not fully aligned with the needs and evolving trends. Therefore, teachers are encouraged to be more proactive in proposing book acquisitions that meet students' needs and optimizing the use of digital libraries.

### Evaluation Results: Product

The literacy program designed and implemented by the human resources of the driving schools has yielded excellent results, as reflected in the literacy scores from the Computer-Based National Assessment (ANBK) recorded in the Education Report. Overall, the literacy achievements of the two schools show an excellent category, marked by green and blue, although there are variations in the scores. SMA Budi Mulia recorded a very good literacy score of 2.00, meaning the school excels by 0.08 points above the average achievement of similar schools in Karawang Regency. Likewise, SMAN 6 Karawang achieved a literacy score of 1.93, also 0.08 points above the average of similar schools in the area. However, there are several aspects that still require attention to maximize literacy achievements. The Education Report indicates that at SMAN 6 Karawang, the indicator for the proportion of students with literacy skills that require special intervention was recorded at 2.22%, so improvement strategies are needed to strengthen literacy among students in this category. Meanwhile, SMA Budi Mulia recorded a 0% in the same indicator, showing that the school has successfully ensured no students fall into the category requiring special literacy interventions. To further improve literacy quality,

more intensive strategic efforts are needed, such as strengthening interventions for students with limited literacy, optimizing teachers' roles in text-based learning, and utilizing more diverse learning resources to ensure all students meet optimal literacy standards.

## Conclusion

The role of teachers as human resources in the School Literacy Movement is not only limited to accompanying students in reading but also includes designing literacy strategies, providing reading materials, evaluating programs, and developing professionalism. With active teacher involvement in GLS, it is expected that the literacy culture in schools will become stronger, creating a learning environment that supports lifelong learning.

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