

The Influence Of The School Literacy Movement (Gls) On The Writing Ability Of Class Ix Students At Mts Muammar Gandhi, Sidenreng Rappang Regency

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ABSTRACT

This study investigates the impact of the School Literacy Movement (GLS) on improving the writing abilities of Class IX students at MTs Muammar Gandhi, Sidenreng Rappang Regency. Utilizing a pre-experimental design with a pretest-posttest framework, the research involved 26 students divided into regular and tahfidz classes. Data were collected through questionnaires, tests, and documentation. Statistical analyses reveal a significant improvement in students' writing skills post-treatment, demonstrated by higher scores in content, organization, vocabulary, grammar, and mechanics. The findings emphasize the effectiveness of GLS in fostering literacy and suggest its potential for broader educational application. This research contributes to the development of literacy-focused teaching strategies and highlights the importance of sustained efforts in cultivating student competencies for academic and personal growth.

INTRODUCTION

Language serves .

The history of human civilization shows that developed nations are characterized not solely by abundant natural resources or large populations but by a society with high literacy and a commitment to advancing civilization. Literacy in this context refers to more than just the ability to read and write; it encompasses the essential life skills required to compete and collaborate on a global scale. In Indonesia, improving literacy skills is crucial for achieving national development goals in the 21st century. The mastery of six fundamental literacies—language, numeracy, scientific, digital, financial, and cultural-civic—is necessary to cultivate critical thinking, creativity, communication, and collaboration among students. Despite these objectives, research shows that Indonesia's literacy culture remains underdeveloped, as reflected in international assessments like PISA, where Indonesian students consistently rank below the OECD average.

The Ministry of Education and Culture has implemented the School Literacy Movement (Gerakan Literasi Sekolah or GLS) as a response to this issue. This program aims to improve students' literacy skills through structured and enjoyable reading and writing activities within the school ecosystem. In addition, it seeks to cultivate a literacy-friendly environment by involving teachers, students, parents, and other stakeholders in a collaborative effort. This study focuses on the effectiveness of GLS in improving the writing abilities of Class IX students at MTs Muammar Gandhi, Sidenreng Rappang Regency. Writing is a critical skill for expressing ideas, communicating effectively, and contributing to academic and personal growth. However, observations at MTs Muammar Gandhi indicate that students face challenges in writing, such as a lack of interest, limited vocabulary, and difficulties in organizing ideas and using proper grammar. Given these challenges, this research seeks to evaluate the impact of GLS on students' writing abilities and to highlight the program's potential as a literacy development strategy.

LITERATURE REVIEW

Literacy is a foundational skill that enables individuals to access, process, and create information in various forms. Initially, literacy was narrowly defined as the ability to read and write. However, its scope has expanded to include competencies in numeracy, digital literacy, and civic understanding, reflecting the demands of the 21st century. Literacy development fosters critical thinking, creativity, and communication, which are essential for individual and societal progress.

The School Literacy Movement (GLS) is a program initiated by Indonesia's Ministry of Education and Culture to cultivate a culture of reading and writing in schools. It is a collaborative effort involving educators, students, families, and other stakeholders. The GLS is implemented in three stages: (1) habituation, where students are encouraged to read for 15 minutes daily; (2) development, which focuses on improving comprehension and expressive skills; and (3) learning, where literacy activities are integrated into the curriculum.

Writing is a complex and productive skill that allows individuals to express ideas, organize thoughts, and communicate effectively. It involves multiple components, including content, organization, vocabulary, grammar, and mechanics. Writing is not only a tool for academic purposes but also a medium for self-expression and critical thinking. Regular practice and constructive feedback are essential for mastering this skill.

Despite its importance, students often face significant challenges in writing. Common issues include limited vocabulary, lack of motivation, difficulty organizing ideas, and grammatical errors. These obstacles highlight the need for targeted literacy programs, such as GLS, to address these deficiencies and provide students with the skills necessary for academic success. Previous studies have highlighted the potential of GLS to improve literacy skills. For example, Ahmad Syawaluddin and Nurhaedah (2022) found significant improvements in fifth-grade students' literacy abilities in Makassar through GLS. Similarly, Harlen Simanjuntak (2023) demonstrated that GLS effectively enhanced poetry writing skills among eighth-grade students in Medan. These findings underscore the importance of implementing structured literacy programs in schools.

However, not all studies have shown consistent results. For instance, Dewi Ariyani (2022) found that GLS did not significantly impact writing interest among elementary students in Ciamis. This variability suggests that the success of GLS depends on contextual factors such as program design, teacher involvement, and student engagement. While existing studies provide valuable insights into the impact of GLS, most focus on primary-level students or specific genres of writing. Research on the influence of GLS on secondary students tasked with more advanced writing projects, such as creating formal works or books, remains limited. This study seeks to address this gap by examining the impact of GLS on Class IX students at MTs Muammar Gandhi.

This research operates on the hypothesis that GLS positively influences students' writing abilities. By analyzing pretest and posttest results, this study evaluates

changes in key components of writing, such as content, organization, vocabulary, grammar, and mechanics. The findings aim to contribute to the development of effective literacy programs and strategies for enhancing writing skills in secondary education.

RESEARCH METHOD

This study utilizes a pre-experimental design with a One-Group Pretest-Posttest Design. This method allows for the evaluation of changes in students' writing abilities before and after the implementation of the School Literacy Movement (GLS). By comparing pretest and posttest scores, the study assesses the effectiveness of GLS in enhancing students' writing skills. The research was conducted at MTs Muammar Gandhi, Sidenreng Rappang Regency. This location was chosen due to its unique implementation of GLS and the lack of prior research on the topic in this setting. The study spanned six months, from April to September 2016, providing ample time for data collection and analysis.

The population of this study consists of 26 Class IX students at MTs Muammar Gandhi, including both regular and Tahfidz classes. Due to the small population size, a total sampling method was employed, meaning all 26 students participated in the study. This approach ensures that the findings represent the entire population.

Three main instruments were used to collect data: Questionnaires to gather information about students' perceptions of writing and literacy activities; Writing Tests to evaluate students' writing abilities based on specific criteria, including originality, coherence, vocabulary, grammar, and neatness; and Documentation to capture qualitative data, such as students' participation during the research process. The study followed a structured process: Pretest: Students' initial writing abilities were assessed before introducing GLS. Treatment: GLS was implemented through structured activities designed to enhance literacy and writing skills.

Posttest: Conducted after the treatment to evaluate improvements in students' writing abilities. Data Analysis Techniques: The collected data were analyzed using both descriptive and inferential statistics. Descriptive statistics summarized the pretest and posttest results, while paired t-tests were conducted to determine whether the observed changes were statistically significant. The validity and reliability of the instruments were also tested using expert validation and Cronbach's Alpha, respectively. To ensure the accuracy and consistency of the instruments, validity tests were conducted by consulting experts to confirm the relevance of the questionnaires and tests. Reliability was assessed using Cronbach's Alpha, processed through SPSS software, ensuring that the instruments

produced stable and consistent results over time. Ethical principles were upheld throughout the research. Participants were informed about the study's purpose, and their consent was obtained before data collection. Confidentiality was maintained by anonymizing the participants' information, and the research was conducted with approval from the school administration to ensure compliance with institutional guidelines.

RESULT AND DISCUSSION

The study investigated the impact of the School Literacy Movement (GLS) on the writing abilities of Class IX students at MTs Muammar Gandhi. Using a pretest-posttest design, data were collected from 26 students. The results indicate a significant improvement in students' writing performance after implementing GLS. Key components of writing, such as content, organization, vocabulary, grammar, and mechanics, showed marked progress. The pretest results revealed that students' initial writing skills were relatively low. Most students scored in the "poor" or "very poor" categories across all writing components. The mean pretest score was 52.50, reflecting limited ability to develop ideas, organize content, and use appropriate vocabulary and grammar. These findings underline the need for interventions like GLS to enhance students' writing skills. After the implementation of GLS, significant improvements were observed. The mean posttest score increased to 74.75, with students moving into the "fair" and "good" categories. Improvements were particularly evident in vocabulary and organization, where students demonstrated enhanced coherence, effective word choice, and logical structure in their writing. The paired t-test analysis confirmed that the differences between pretest and posttest scores were statistically significant ($p < 0.05$). This indicates that GLS had a positive and measurable impact on students' writing abilities. The greatest improvement was seen in the vocabulary component, which had a mean score increase of 3.4 points, followed by organization and grammar.

The findings support previous research demonstrating the effectiveness of GLS in enhancing literacy skills. The structured activities under GLS, such as daily reading and writing tasks, provided students with consistent practice and exposure to language use. Additionally, the collaborative environment encouraged active engagement and creativity, contributing to the observed improvements. Despite the positive results, some challenges were noted during the implementation. Limited time for intensive writing practice and students' initial reluctance to engage with GLS activities were significant barriers. Addressing these issues through additional support and motivation strategies could further enhance the program's effectiveness.

The results of this study highlight the potential of GLS as a literacy enhancement strategy in secondary schools. Teachers can incorporate similar activities into their curricula to improve students' writing skills. Moreover, the study underscores the

importance of fostering a supportive environment that promotes literacy both inside and outside the classroom. In conclusion, the implementation of GLS positively influenced the writing abilities of Class IX students at MTs Muammar Gandhi. By fostering improved content development, vocabulary use, and organization, GLS serves as an effective tool for enhancing literacy. These findings contribute to the growing body of evidence supporting the integration of literacy-focused initiatives in educational settings.

CONCLUSION

The findings of this study demonstrate that the implementation of the School Literacy Movement (GLS) significantly improves the writing abilities of Class IX students at MTs Muammar Gandhi, Sidenreng Rappang Regency. This improvement was observed across various aspects of writing, including content, organization, vocabulary, grammar, and mechanics. The structured literacy activities under GLS, such as daily reading and writing tasks, effectively enhanced students' skills and provided a supportive environment for learning. The pretest results indicated that students had low initial writing proficiency, with most scoring in the "poor" or "very poor" categories. However, the posttest results showed substantial progress, with a significant number of students moving into the "fair" and "good" categories. The statistical analysis further confirmed the effectiveness of GLS, with significant differences observed between pretest and posttest scores.

This study highlights the importance of literacy programs like GLS in fostering essential skills such as critical thinking, creativity, and communication. By integrating literacy activities into the school curriculum, educators can not only improve students' academic performance but also contribute to their personal growth and lifelong learning capabilities. Despite the success of GLS, challenges such as limited time and initial student reluctance suggest that future implementations could benefit from additional support and motivation strategies. These adjustments can help maximize the program's impact and ensure its sustainability in diverse educational contexts. The GLS program serves as an effective tool for improving students' writing abilities and promoting a culture of literacy in schools. This study reinforces the value of literacy-focused initiatives and provides a foundation for further research to optimize their application in various educational settings.

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