

Research article

Reading Literacy Improves Student's Intelligence

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Abstract.

Literacy is the acquiring of specific skills needed to communicate effectively. In the current era of technological progress, the School Literacy Movement (SLM) at the education unit level is intensively carried out. It is hoped that the SLM can stimulate emotional and spiritual intelligence in students to achieve education goals, improve their learning achievement, and become a reference or contribution to solutions and creative innovation in school literacy programs. It is also expected to have a significant impact on scientific studies related to literacy programs for improving student achievement. This study aimed to determine the benefits of reading in improving students' intelligence. Using a systematic literature review the researchers documented and reviewed all related articles published from 2015 to 2021 on SINTA, DOAJ, and lens.org. The results showed that SLM such as creating reading corners inside classrooms can improve students' intelligence. The role of both teachers and parents is critical in supporting the SLM. As the school's spearhead, teachers play an essential role in guiding and familiarizing students with reading. Parents should also monitor children at home so that their learning needs are adequately met. The teacher's efforts to educate students on reading at school can be followed by parents at home so that maximum results can be achieved.

Keywords: reading, literacy, students

1. Introduction

Education is essential in one's life because, through education, one can have a promising career and act according to the applicable rules [1]. In Law no. 20 of 2003 concerning the National Education System, article 1, it is stated that education is 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, as well as the skills needed by himself, society, nation and state [2].

The development of Indonesian National Education is rooted in the culture of the Indonesian nation and is based on Pancasila and the 1945 Constitution [3]. The aim is to improve the quality of Indonesian human resources capable of supporting the demands

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of national development. Education in Indonesia currently uses a revised edition of the 2013 Curriculum, which is based on character, competence and literacy in which the teacher acts as a facilitator. Previously in learning, the teacher now told the student who found out with the teacher's guidance. The key to the successful implementation of the 2013 Curriculum is that teacher creativity can be demonstrated by integrating character education in all learning [4].

Data released by BPS in 2006 shows that our society has not made reading the primary source of information and prefers to watch television (85.9%) or listen to the radio (40.3%) rather than reading newspapers (23.5%) [5]. This is caused by the condition of our society whose movement jumps from a pre-literacy to a post-literary period, without going through the literary period so that the tendency to get used to reading activities is very low [6].

Etymologically, the term literacy refers to the ability to read and write. Meanwhile, in the context of terminology, literacy is the ability to read, understand, and use or utilize the results of reading books, technology, religion, and others to provide positive changes to someone who has good literacy [7]. Minister of Education Anies Baswedan as Mendikbud (2014-2016) also said that our society is literate in reading quite well but can't stand reading for long [8]. This means that our community already can read, but the willingness to read and understand the context of the reading is still minimal, so they are trapped in hoax information. In addition, our society prefers to watch television or look at photos or videos rather than reading [9].

In improving the culture and literacy index, the government, through the Ministry of Education and Culture, organizes a national literacy movement program that involves families, schools, communities in realizing lifelong learning and quality communities [10]. In the context of implementing the national literacy movement, it must refer to the implementation principle, namely the principle of being sustainable, integrated, and involving all stakeholders. The scope of the national literacy movement includes literacy, numeracy, scientific literacy, digital literacy, and cultural literacy and citizenship [11].

The School Literacy Movement (GLS) is the official name of the movement launched by the government through the Ministry of Education and Culture. It is under the coordination of the Directorate of Primary and Secondary Education. In the GLS Master Design, it is explained that GLS is a participatory business or activity involving school members (students, teachers, school principals, education staff, school supervisors, school committees, parents or guardians of students) [12].

As the spearhead of the implementation of the national literacy movement, schools are given the authority to harmonize literacy movement programs, significantly increasing reading and writing literacy through the school literacy movement (GLS). GLS is a literacy movement whose activities involve students, teachers, education staff, and stakeholders [13]. GLS aims to develop a literacy culture in schools, increase the capacity of residents and the school environment, become a fun and child-friendly learning park, maintain learning continuity by presenting various reading books and facilitate reading strategies [14].

Elementary school is the initial process for forming student character, which will later increase at the next level. The changing times are fast, requiring primary education teachers, whether Madrasah Ibtidaiyah (MI) or Elementary School (SD), to respond. MI/SD level education is an educational institution that laid the first foundation for intellectual, spiritual, and emotional intelligence. In that aspect of intelligence, literacy competence must adapt to the spirit of the times, which is essentially the teacher's ability [15].

Besides being able to open horizons, the culture of reading can also develop the character and character of students. When students are accustomed to reading books, their insight and intelligence will increase in terms of knowledge and personality. Because the readings that students read always provide wisdom that can be taken and used as examples. The subsequent impact that is felt in the development of analytical, critical and creative thinking skills [16].

The study conducted above shows that reading literacy is very influential on the level of knowledge and intelligence of students. The importance of getting students to read from an early age turns out to positively impact children [17]. There are two kinds of factors that affect literacy, namely: 1. Factors that come from internal (internal) students, such as heredity, interests, talents, IQ, etc. 2. Factors that come from outside (external) students such as motivation, family, a school which includes learning methods and media, tutoring, and so on [18].

The results of this study are expected to develop the literacy movement into a literacy culture that can improve student achievement in particular, and parents' awareness of the importance of reading can make life better. Seen from the graph of the increase in students attending school. As study material for educative educators in literacy programs in improving student learning achievement, it can provide helpful thinking material for interests, in addition to growing character as well as to better understand about improving reading achievement and problems faced in improving reading achievement aimed at improving student achievement [19].

2. Metode

The Systematic Literature Review Method from national and international accredited journal articles accessed from SINTA, DOAJ, lens.org and Scopus lens.org using keywords can document and review all articles related to reading literacy improve student intelligence for the 2015-2021 period. Then review, evaluate, and interpret all available research. In this kind of method, the researcher reviews and identifies journals in a structured manner, which in each process is as shown in the following sequence of images:

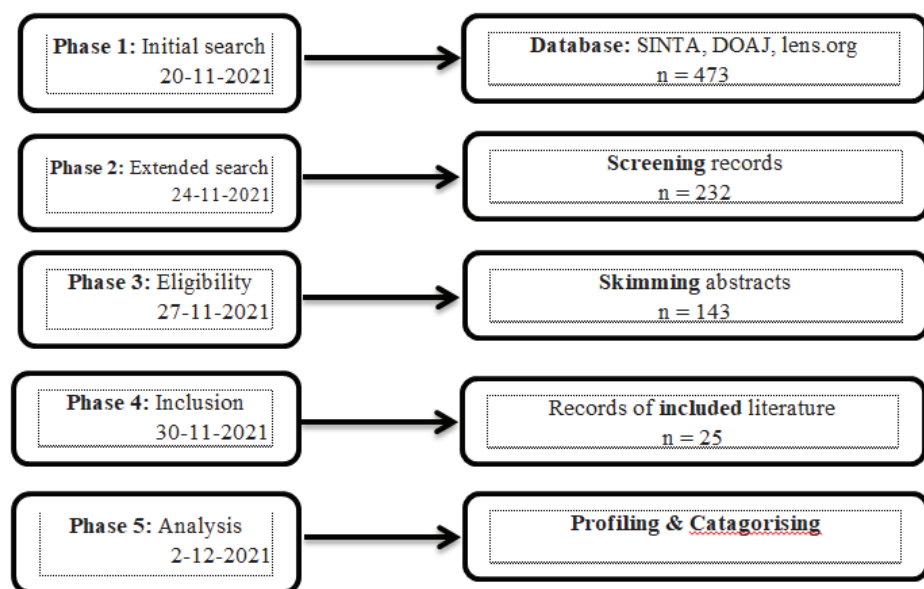


Figure 1

The research methodology includes the following phases:

2.1. Finding and discussion

Seeing the development of information technology today, which does not always have a positive impact, makes education practitioners feel worried. One of the unresolved concerns is the low reading interest of school students in Indonesia [20]. This increasingly competitive world requires its generation to be intelligent, creative, and innovative. All of these skills can be realized, one of which is through creative reading activities [21]. Reading may be an easy activity to do but hard to make a habit of. Bored, bored, quickly approached when starting to do reading activities. The younger generation feels that reading is a tedious activity, especially in this day and age where everything can be visualized into graphics, reducing people's interest in reading [22].

TABLE 1

No	Phases	Journal Search
1	Phase 1 (Identification)	473 results found by searching all databases using keywords: "Reading Literacy For Student's".
2	Phase 2 (Playback)	After initial screening, it was found that 58.45% of papers (232) from stage 1 were irrelevant because they were out of scope or context. Further searches, more focused, then carried out using certain keyword of combinations "Reading Literacy Improves Student's Intelligence"
3	Phase 3 (Eligibility)	The result of 473 was reduced to 143 by analyzing the abstract from the document. Only relevant studies are retained.
4	Phase 4 (Inclusion)	All remaining papers (40) are now recorded in a structured and systematic format. The papers have been read, and the final weeding process removed all but 25 papers.
5	Phase 5 (Profile creation table)	A profiling table was created for 25 sources considered relevant to the research topic and kept for detailed analysis.

The implementation of GLS is very strategic in supporting the progress of education in schools and will improve the quality of education in Indonesia. With this literacy activity, the culture that has occurred and is ongoing with old habits will change with new patterns and cultures and increase interest in reading for both students and teachers and education staff in schools [23]. The School Literacy Movement (GLS) is a literacy movement whose activities are primarily carried out in schools by involving students, educators and education staff, and parents. GLS is done by displaying good practice about literacy and making it a habit and culture in the school environment [24].

Instilling a literacy culture is not as easy as turning the palm requires a long process. This culture can be started from the family, school and community environment [25]. The environment has a considerable influence on the development of children's literacy. Stimulus from the environment will significantly affect the child's language development. Parents are the first teachers, while the home is the child's first school. Then the teacher and school continue the relay of learning that parents have carried out for their children, all of which must go hand in hand not to overlap so that the process and results obtained are also maximal [26]. Articles reviewed based on search engines found three groups of articles related to reading literacy increasing students' intelligence with the school literacy movement in Indonesia as follows:**Table 1.** Related Search Results Articles on

reading literacy programs in schools improve students' intelligence; fostering children's interest in reading at school.

Dari 25 artikel baik internasional maupun nasional yang kami peroleh dari lens.org dibagi kualifikasikan ke dalam 3 kelompok, yakni (1) program membaca di sekolah selain GLS, (2) peran orang tua dalam menumbuhkan minat baca anak, (3) gerakan literasi sekolah (GLS).

2.2. Reading programs in schools other than GLS

Reading programs in schools other than GLS. the role of parents in fostering children's interest in reading based on the qualifications above, there are ten articles related to reading programs in schools other than GLS used by elementary school students, such as critical reading methods, Emotional intelligence (EQ) methods, spiritual intelligence (SQ), nervous system learning, problem analysis-based learning, reading gardens, mobile library, and so on, namely [32], [7], [11], [20], [15], [17], [18], [13], [14], [23].

These ten articles explain the many shortcomings experienced when students at school participate in reading activities or programs compiled from school without the support of parents.

2.3. The role of parents in fostering children's interest in reading

The role of parents in fostering children's interest in reading. Based on the qualifications of the article above, three articles are not optimal in meeting the learning and reading needs of students without the assistance and role of parents at home, including [21], [12], [24]. These three articles state that the role of parents is very much needed in assisting and fostering interest in reading in children. Every parent certainly wants the best for their child, especially in education. However, parents are often unaware that the family is the first place of learning for a child—the first educational environment for children in the family. Parents as educators in the family have a significant role in educating their children to get used to and be interested in reading. Every parent wants their children to be diligent in reading and studying, but not every parent knows how to foster interest in reading and support so that children become literate. Parental support in encouraging their children to read and learn is still limited to ordering and accompanying, but some parents only provide stories, fairy tales, and reading materials at home. Parents are essential in fostering children's reading interest because parents naturally are directly involved in guiding and supervising children in learning at home.

TABLE 2

Articles Reading literacy programs in schools improve students' intelligence; fostering children's interest in reading at school.	reading programs in schools other than GLS	the role of parents in fostering children's interest in reading	school literacy movement (GLS)
Pemanfaatan Pojok Baca Kelas Dalam Peningkatan Gerakan Literasi Sekolah [27]			✓
Implementasi Read Aloud pada Orang Tua Siswa dalam Mendorong Gerakan Literasi Sekolah di SDN Harapan Baru III [28]			✓
Budaya Literasi, Mencerdaskan Anak Negeri [29]			✓
Mendidik Lewat Literasi Untuk Pendidikan Berkualitas [30]			✓
Penguatan Literasi Baru Pada Guru Madrasah Ibtidaiyah Dalam Menjawab Tantangan Era Revolusi Industri 4.0 [31]			✓
Efikasi Diri Dan Kemampuan Literasi Informasi Pada Guru Sekolah Menengah Atas [32]	✓		
Memberdayakan Kecerdasan Kinestetik Anak Untuk Budaya Literasi Bahasa [7]	✓		
Program Gerakan Literasi Sekolah (GLS) Dalam Meningkatkan Kecerdasan Linguistik Siswa SD Lab School FIP UMJ [4]			✓
TADRIS : JURNAL PENDIDIKAN ISLAM Pengaruh Literasi Sains , Pemahaman Quran Hadis , Dan Kecerdasan Naturalis Terhadap Sikap Peduli Lingkungan Siswa [11]	✓		
Pembelajaran Berbasis Masalah (PBL) Dengan Konteks Socioscientific Issues Pada Materi Pemanasan Global Untuk Meningkatkan Literasi Sains Siswa [20]	✓		
Pengadaan Program Literasi Pada Perpustakaan SMPN X Kabupaten Banyuwangi [5]			✓
Implementasi Gerakan Literasi Sekolah Untuk Meningkatkan Prestasi Belajar Siswa [2]			✓
Peningkatan Kecerdasan Emosional (EQ) dan Kecerdasan Spiritual (SQ) Siswa Sekolah Dasar SD Negeri 4 Bilokka sebagai Upaya Meningkatkan Kualitas Diri dalam Proses Pembelajaran PKn [15]	✓		
Peran Model Brain-Based Learning Pada Pembelajaran Sistem Saraf Dalam Meningkatkan Literasi Sains Siswa [17]	✓		
Dukungan Orang Tua dalam Membangun Literasi Anak [21]		✓	
Pengembangan Budaya Literasi Agama di SMA Negeri 2 Kediri [1]			✓
Pengaruh Media Cerita Bergambar Berbasis Literasi Membaca Terhadap Hasil Belajar Siswa Sekolah Dasar [3]			✓

TABLE 2: Table continued

Articles Reading literacy programs in schools improve students' intelligence; fostering children's interest in reading at school.	reading programs in schools other than GLS	the role of parents in fostering children's interest in reading	school literacy movement (GLS)
Digital Literation as A Teacher Solution in Learning The Digital Era and Pandemic Covid-19 [18]	✓		
Efektivitas Model Pembelajaran Literasi Kritis Berbasis Pendekatan Konsep Untuk Meningkatkan Keterampilan Menulis Kreatif Siswa Sekolah Dasar [13]	✓		
Membudayakan Literasi Pada Anak Usia Dini Dengan Metode Mendongeng [12]		✓	
Kebijakan Pemerintah Kota Surabaya Dalam Penumbuhan Budaya Baca Di Kalangan Pelajar [24]		✓	
Peran Guru Pembelajar sebagai Pegiat Gerakan Literasi Sekolah: Tantangan dan Solusi [19]			✓
Strategi Kepala Sekolah dalam Meningkatkan Literasi Membaca Siswa di SMA Negeri 1 Kota Kediri [6]			✓
Meningkatkan Kemampuan Membaca Pemahaman Siswa melalui Metode Membaca Kritis pada Siswa Kelas V SD Negeri 18 Kampung Pansur Kecamatan Koto Xi Tarusan Tahun Pelajaran 2014/2015 [14]	✓		
Pengadaan Taman Baca Dan Perpustakaan Keliling Sebagai Solusi Cerdas Dalam Meningkatkan Minat Baca Peserta Didik SDN 30 Parombean Kecamatan Curio [23]	✓		

2.4. School literacy movement (GLS)

School literacy movement (GLS). The remaining 12 articles including [27], [28], [29], [30], [31], [4], [5], [2], [1], [3], [19], [6] explain the urgency of the school literacy movement (GLS), especially for elementary school-age children, one of which is the existence of the school literacy movement students are accustomed from an early age to start reading, seeking information, knowledge from books, in which students' reading interest decreases drastically—along with advances in technology, causing a sense of laziness in children to read books. To improve the quality of education and resources produced in the learning process, the government made a breakthrough by holding a school literacy movement, namely a mass movement to foster literacy to meet the need for information and reading for this nation's golden generation. Basic steps are needed to start being sensitive to education, namely through literacy, a person can be appropriately educated.

However, it cannot be instant and temporary to make this big plan a success. Because what will be built is a habit, it takes a habit that must be continuously carried out from an early age, and for that, consistency is needed. Of course, this task is challenging to apply to students when the teacher is not used to reading books. There are many habituation activities to start the school literacy movement. The most important thing is the willingness of all school residents to make the program a success, including bringing books as close as possible to children, easy access to books such as reading carts, availability of reading corners and others and of course, there is a supply of books such as book grants from students' parents and other communities.

3. Conclusion

Researchers see that the implementation of the GLS is very influential, especially in the implementation of the 2013 Curriculum. School Literacy has an incredible impact because it is one of the learning processes of the 2013 curriculum in realizing the goals of National education to shape the character and civilization of a dignified nation and efforts to create productive, creative people—moreover, innovative based on the habit of reading. The habit of reading, listening, understanding and implementing activities is part of the literacy movement in schools known as GLS. In order to be successful in following the expected goals, it needs the support of all parties—good support from all school members and the community.

Through the School Literacy Movement (GLS), it is hoped that it can improve students' reading skills and continuously develop students' reading interest to create human resources who are literate in reading. The habit of reading, listening, understanding and implementing activities is part of the literacy movement in schools known as GLS. With the school literacy movement, all parties involved must play an active role so that the goals of the school literacy movement can be achieved, one of which is his parents. The role of parents in creating a sustainable school literacy movement is significant. One of the roles of parents is to create a reading environment in the home invite and do reading activities together. Starting literacy seriously and continuously in schools, families, and communities from an early age, Indonesia's quality of resources and education may be starting to improve towards a better direction. Indonesia's literacy education and culture will grow better than countries that have previously been sensitive and apply this literacy as a habit and necessity in life.

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