Conference Paper

The Effect of School Literation Movement on Students' Reading Interest Through Learning Sources

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Abstract

This study aims at examining the direct and indirect effects of the school literacy movement program on students' reading interest through learning resources. This type of research is ex post facto by using path analysis. The number of research samples is 269 Vocational High School students in Indonesia. Data collection technique used: questionnaires, interviews, and documentation. Data analysis technique used path analysis. The results of this study indicate that directly and indirectly there is a positive and significant effect of the school literacy movement program on students' reading interest through learning resources.

Keywords: School literacy movements, reading interest, learning resources.

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1. Introduction

Competent human resources are needed for the development of a nation in accordance with the goals of education that have been aligned with the ideals of the Indonesian nation, namely for the formation of Pancasila people for all of its citizens (Wahyuni, 2018: 679). This of course must be owned by each individual through the level of education. Regarding education, the government has a role in the national advancement by seeking education through educational institutions and education providers.

Vocational High School (VHS) is one of the designated educational institutions to produce intelligent and independent generations. Based on this, the school must compete to create or compile a school program to attract the attention of parents (Wahyuni, 2018: 679). Therefore schools play an important role as a place of knowledge and place of learning for students.

The School Literacy Movement is one part of a government program issued by each school to attract the attention of parents. This program seeks to realize the habituation of students to love reading. If students have the habit of reading, reading is not a

compulsion but a necessity. From a need it will become a habit that is embedded in students.

The results of the study by Program for International Student Assessment in 2009 stated that the results of student literacy in Indonesia were ranked 57th with a core of 396 (OECD average 493), while in 2012 it was ranked 64th with a score of 396 (average OECD average 496) and 2015 showed the same results (OECD, 2013). In addition, the study of "Most Nation in the World" conducted by Central Connecticut State University in March 2016, stated that Indonesia's literacy ranking was ranked 60th out of 61 countries studied. Indonesia is between Thailand (59) and Bostwana (61). Based on this, it can be seen that reading interest in Indonesia is classified as low, while reading is a very important thing because without reading, one cannot filter and understand information wisely and carefully.

Learning resources are all things that can be utilized by teaching staff and students individually or jointly (Supriadi, 2015: 129), so that the source of learning is not only through books that the majority of people think about. The internet can also be regarded as a source of learning, even now it is booming as a supporter of the era of globalization. Therefore students can use their mobile phones and laptops that are already connected to the wifi network provided in the school to read in adding insight and knowledge. Related to this, if learning resources are available, it will greatly influence the success of the school in implementing the School Literacy Movement to foster interest in reading students.

Interest is a feeling of being more like and feeling attached to a thing or activity without being told (Slameto, 2003:180). Interest can be a driving force for someone to act. Therefore interest does not arise by itself but there are certain elements as a driver such as interest in reading. Interest in reading is important in increasing the success of students, so students must have a high interest in reading. Reading habits can foster interest in reading students.

The School Literacy Movement (SLM) is a government program to support the 2013 curriculum that is very useful. SLM strives to create a habit of readers who make students like to read. Regarding high reading interest, it will have an impact on both the development of mindset and broader knowledge gained by students. Learning resources can be a supporter of the implementation of SLM activities, so that the existence of adequate learning resources can support SLM in realizing high reading interest of students.

In a previous study by Wahyuni (2018: 679-684) the first step taken by the school is to train students to love reading, namely the habit of reading books is not a lesson

called the School Literacy Movement. In this regard the teacher should provide and select reading material from various sources by choosing varied reading materials, not only from textbooks or textbooks of course material, so that the knowledge and insights gained by students become broad. In the study also contained that in the School Literacy Movement program, the school provided support by completing facilities such as reading rooms, or adequate libraries and schools were able to provide books from various sources. Based on the research, adequate learning resources can support the course of the School Literacy Movement program.

Previous research was also conducted by Okongo (2015: 131-141) which contains that the lack of adequate learning and learning resources influences the implementation of education. The results of the study stated that the learning resources in Nyamira Kenya did not adequately affect the learning process, because reading is one of the learning activities so to increase interest in reading there needs to be adequate learning resources.

Relevant research was also conducted by Khairuddin (2013: 160-170) which contained that interest in reading has a strong positive relationship with the success of students in school. When students read they will get more knowledge and will help them to have a broader perspective on certain issues. In the study it was stated that students in Malaysia still did not adopt reading habits, even though people who could not read would not succeed. Based on this, reading habits are highly related to reading interest, so that the School Literacy Movement indirectly relates to reading interest.

There are other previous study conducted by Karyati (2018: 254-262) which contains the fact that by utilizing learning resources with one of the indicators, namely the average student learning outcomes rise. In addition, the existence of learning resources received a very good response from the students with a percentage of 90%. The results of this study can be concluded that in all learning processes require learning resources for better learning outcomes, one of which is reading activities to increase literacy skills in order to increase the knowledge and skills acquired.

2. Methodology

This study uses a quantitative approach with ex post facto research types. This study uses three variables, namely school literacy movement (X), learning resources (Z), and student reading interest (Y). The purpose of this study is to explain the relationship of the influence of the school literacy movement on reading interest directly or indirectly

through learning resources. The population in this study were vocational students majoring in Office Administration in East Java Indonesia. With the Slovin formula obtained a sample of 269 students. Data collection in this study was conducted using questionnaires, interviews, and documentation. Questionnaires before being distributed to respondents were tested for validity and reliability first. The data analysis technique used is descriptive analysis and path analysis.

3. Research Result

Based on the results of the descriptive analysis for the school literacy movement variables described in 17 items of questions are as follows:

TABLE 1: Descriptive Analysis of The School Literacy Movement Variable.

Indicator	Always		Often		Sometimes		Never		Total		Mean
	f	%	f	%	f	%	f	%	f	%	
I obtained reading material with various types of commercial books, magazines, comics, newspapers, and other reading material in the classroom.	29	10.8	92	34.2	128	47.6	20	7.4	269	100	2.48
At my school there is SLT (School Literacy Team)	74	27.5	43	16.0	57	21.2	95	35.3	269	100	2.36
I carry out 15 minutes of activities reading every day (reading silently or reading aloud) before learning begins.	30	11.2	59	21.9	150	55.8	30	11.2	269	100	2.33
I can inform the type of reading that is in demand in reading activities at school.	31	11.5	64	23.8	137	50.9	37	13.8	269	100	2.33
I was able to explain what I read.	52	19.3	114	42.4	102	37.9	1	0.4	269	100	2.81
I can enjoy 24-hour internet access at my school.	39	14.5	59	21.9	114	42.4	57	21.2	269	100	2.30
I can display my work in the area / space provided by the school.	12	4.5	34	12.6	78	29.0	145	53.9	269	100	1.68
I get equipment that supports e-literacy in sufficient quantities for students.	29	10.8	51	19.0	107	39.8	82	30.5	269	100	2.10
I have a daily reading journal.	13	4.8	39	14.5	87	32.3	130	48.3	269	100	1.76

Indicator	Always		Often		Sometimes		Never		Total		Mean
	f	%	f	%	f	%	f	%	f	%	
There is a non-academic assessment by the teacher of reading activities in my school.	38	14.1	61	22.7	100	37.2	70	26.0	269	100	2.25
There is a schedule of library visits, for example 2 study hours per class per week in my school.	6	2.2	33	12.3	104	38.7	126	46.8	269	100	1.70
I enjoy the internet network in the library for library visitors.	17	6.3	49	18.2	81	30.1	122	45.4	269	100	1.86
The existence of rich text material is displayed in each class.	50	18.6	50	18.6	112	41.6	57	21.2	269	100	2.35
There is a program to improve literacy skills in my school.	58	21.6	93	34.6	88	32.7	30	11.2	269	100	2.67
The teacher and I read together and told the results that were read.	30	11.2	55	20.4	117	43.5	67	24.9	269	100	2.18
I can enjoy appreciation for the achievements in literacy activities on a regular basis.	12	4.5	32	11.9	85	31.6	140	52.0	269	100	1.69
The existence of distance learning material uploaded on the teacher's blog and page in my school.	18	6.7	70	26.0	106	39.4	75	27.9	269	100	2.12
Grand Mean							2.17				

The result of the calculation of descriptive analysis for the school literacy movement variables obtained by the Grand Mean is 2.17, classified into a fairly good category, that means the school literacy movement program in East Java had gone quite well.

The results of the descriptive analysis for the learning resource variables outlined in the 9 item questions are as follows:

The results of the calculation of descriptive analysis for the source variables obtained by the Grand Mean is 3.52, in the very good category. That means the learning resources in vocational schools in East Java is very good and very adequate.

The results of the descriptive analysis for the variable reading interest of students described in 14 items of questions are as follows:

TABLE 2: Descriptive Analysis of Learning Source Variables.

Indicator	Always		Often		Sometimes		Never		Total		Mean
	f	%	f	%	f	%	f	%	f	%	
The teacher explained the lesson to me (direct message).	199	74.0	70	26.0	0	0	0	0	269	100	3.74
I can access the internet to read information (indirect messages).	136	50.6	119	44.2	14	5.2	0	0	269	100	3.45
The library officer helped me with my needs regarding teaching materials.	126	46.8	139	51.7	4	1.5	0	0	269	100	3.45
My headmaster as a leader and supporter of the running of the school program in my school.	203	75.5	61	22.7	5	1.9	0	0	269	100	3.74
The existence of Student Worksheets (LKS) in my school.	95	35.3	135	50.2	35	13.0	4	1.5	269	100	3.19
The library in my school can be used as a place to study.	143	53.2	116	43.1	9	3.3	1	0.4	269	100	3.49
Availability of stationery in my school.	168	62.5	92	34.2	9	3.3	0	0	269	100	3.59
I as a student in the learning process is required to be more active.	120	44.6	148	55.0	1	0.4	0	0	269	100	3.44
There is a large, clean and quiet library in my school.	154	57.2	115	42.8	0	0	0	0	269	100	3.57
Grand Mean					**3.52**						

The results of the calculation of descriptive analysis for students' reading interest variables obtained by the Grand Mean of 2.32 were categorized quite well, thus indicating that students' interest in reading was good enough.

After doing a descriptive analysis, the next step is conducting inferential analysis using path analysis. The following are the results of path analysis.

1. There is a positive and significant influence of the school literacy movement (X) on learning resources (Z). This can be seen from the results of the positive beta coefficient of 0.515 with a significance value of t = 0,000 ≤ 0.05, thus the hypothesis that the school literacy movement has a positive and significant effect on learning resources is acceptable.

TABLE 3: Descriptive Analysis of Students' Reading Interest Variables.

Indicator	Always		Often		Sometimes		Never		Total		Mean
	f	%	f	%	f	%	f	%	f	%	
I always read carefully.	27	10.0	91	33.8	137	50.9	14	5.2	269	100	2.49
I sometimes don't know anything important from the reading.	5	1.9	62	23.0	190	70.6	12	4.5	269	100	2.22
I am always willing to read the text in front of the class without being told.	25	9.3	40	14.9	134	49.8	70	26.0	269	100	2.07
I am not willing if the teacher asks me to explain the book I read.	26	9.7	34	12.6	126	46.8	83	30.9	269	100	2.01
In my spare time I prefer to read books rather than playing.	16	5.9	32	11.9	171	63.6	50	18.6	269	100	2.05
I prefer reading rather than doing assignments.	20	7.4	48	17.8	164	61.0	37	13.8	269	100	2.19
I was always appointed by the teacher to answer questions related to the contents of the reading.	11	4.1	34	12.6	187	69.5	37	13.8	269	100	2.07
I never jealous if my friend gets better grades.	64	23.8	66	24.5	104	38.7	35	13.0	269	100	2.59
I can conclude the reading.	35	13.0	78	29.0	146	54.3	10	3.7	269	100	2.51
I can convey the weaknesses and advantages of the contents of the book.	22	8.2	58	21.6	165	61.3	24	8.9	269	100	2.29
There was satisfaction when I read a book.	42	15.6	77	28.6	125	46.5	25	9.3	269	100	2.51
I am only interested in certain books.	102	37.9	83	30.9	81	30.1	3	1.1	269	100	3.06
I have a large collection of books at home.	13	4.8	26	9.7	114	42.4	116	43.1	269	100	1.76
If I can't buy the book myself, I will borrow it from the library.	62	23.0	62	23.0	119	44.2	26	9.7	269	100	2.59
Grand Mean											2.32

2. There is a positive and significant influence on learning resources (Z) on students' reading interest (Y). This can be seen from the results of the positive beta coefficient of 0.172 with a significance value of t = 0,000 ≤ 0.05, thus the hypothesis that

reads the source of learning (Z) has a positive and significant effect on students' reading interest (Y) is accepted.

3. There is a positive and significant influence of the school literacy movement (X) on students' reading interest (Y). This can be seen from the results of the positive beta coefficient of 0.648 with a significance value of t of $0.000 \leq 0.05$, thus the hypothesis that the school literacy movement (X) has a positive and significant effect on students' reading interest (Y) is acceptable.

4. There is a positive and significant influence of the school literacy movement (X) on students' reading interest (Y) through learning resources (Z). This can be seen from the results of positive beta coefficients as 0.736 with a total value of 1,384 with a significance value of $t = 0,000 \leq 0,000$, thus the hypothesis that the school literacy movement (X) has a positive and significant effect on students' reading interest (Y) through learning resources (Z).

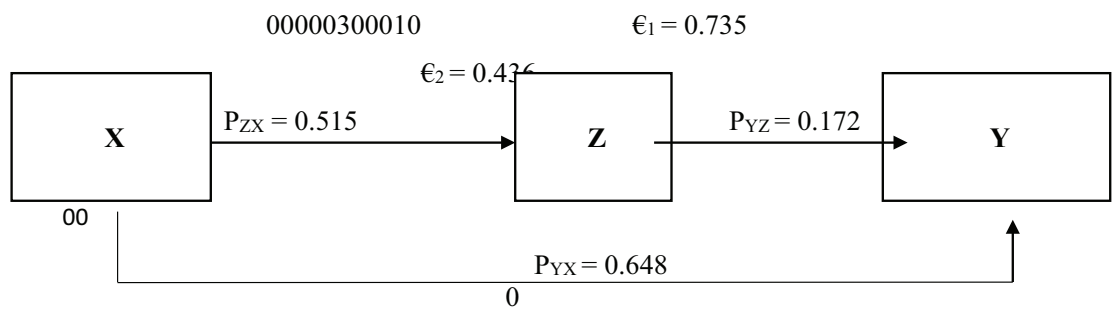Based on this, the path diagram can be described as follows:

Figure 1: Empirical Causal Path Diagram X against Y through Z.

TABLE 4: Summary of Path Analysis Results.

Variable Effect	Causal Effect		Remaining e_1 and e_2	Total Effect	Significance Value
		Indirect Effect			
	Direct Effect	Through Z			
X – Z	0.515	-	-	0.515	0.000
X – Y	0.648			0.667	0.000
		0.648 + (0.515 x 0.172) = 0.736	-	1.384	
Z – Y	0.172	-	-	0.172	0.000
X, Z – Y	0.564	-	0.436	1.00	

Based on table 4, to calculate the magnitude of the effect of X on Y through Z by summing the beta coefficient of path X to Y and multiplying the beta coefficient X to Z

with the beta coefficient Z path to Y, which is 0.648 + (0.515 x 0.172) = 0.648 + 0.088 = 0.736, so that the effect of total X on Y through Z is 0.736.

4. Discussion

Based on the results of the first path analysis, there is a positive and significant effect of the school literacy movement on learning resources. These findings indicate that with the school literacy movement the learning resources provided by the school have increased. The existence of adequate learning resources can help the school literacy movement program run optimally, in other words the school literacy movement program can run well if accompanied by adequate learning resources provided by the school. The results of this study are in accordance with the theory of Eveline Siregar & Hartini Nara (2011: 128-129) which explains that learning resources can stimulate someone to think more critically, be more positive, and develop further for example by reading reading books, textbooks, and the media electronics to stimulate users to think, analyze, and develop further. In connection with this matter, the existence of books as literacy material in the School Literacy Movement is very absolute. Wahyuni (2018: 679-684) adds that the first step taken by schools is to train students to love reading, which is the habit of reading non-learning books that called the School Literacy Movement. In this regard, teachers and school management should provide and select reading materials from various sources by choosing varied reading materials, not only from textbooks or textbooks of course material, so that the knowledge and insights gained by students become broad. In the study, Wahyuni (2018) recommended that the School Literacy Movement program, schools should provide support by completing facilities such as reading rooms, or adequate libraries, and schools were able to provide books from various sources. Wahyuni (2018) added that the existence of adequate learning resources could support the course of the School Literacy Movement program. Masbuhin (2018: 95-101) suggests that the main source of learning for students is the existence of a library. The school library serves as an education center which means as a center for learning resources that presents various needs of school residents, especially students. In the library there must be available learning materials required by the curriculum. Therefore, school libraries must provide collections, both textbooks from the Ministry of National Education, teaching aids, and other facilities that are expected to support the efficiency and effectiveness of the teaching and learning process. Based on this, the implementation of School Literacy Movement (SLM) needs support from learning resources, especially in this research, the library is so that the SLM program

runs smoothly. According to Sari (2017), To create a literate school ecosystem, it is supported by conditioning the literacy-friendly physical environment, by having a library and reading forest. The library and reading forest at SMK Negeri 1 Sidoarjo are made as comfortable as possible so students are interested in coming and reading books there. In addition, the library and reading forest have various collections of books including textbooks, science books, fiction and non-fiction books, dictionaries, encyclopedias, etc. Not only the library and reading forest, in the corners of the class there is also a mini library created by students. Collection of books in the mini library are books belonging to students that are collected and placed in the mini library. Based on the research, creating a literate ecosystem is expected to encourage students to have reading habits, so that they can encourage SLM activities.

The results of the second study, there are positive and significant effects of learning resources on students' reading interest. With the existence of complete and adequate learning resources, it will further increase students' reading interest. The statement is supported by the opinions of students and teachers who say that students' reading interest grows quite well if supported by adequate learning resources. The results of this study are in accordance with Sanjaya (2010) who say that learning resources are everything that exists around the learning environment that can be functionally used to help optimize learning outcomes. Optimization here is not only in the form of learning outcomes but can also be reviewed from the process of student interaction with various sources that can stimulate students with various sources. One of those things is to grow students' interest in reading so that they can understand and master something that has been read to gain more knowledge. Furthermore, according to Okongo (2015), the lack of adequate learning and learning resources influences the implementation of education. The results of the study in Nyamira Kenya stated that learning resources did not adequately affect the learning process, because reading is one of the learning activities so that to increase interest in reading there needs to be adequate learning resources.

Ziegler (2017) adds that learning resources can be used to achieve learning goals. A comprehensive category of learning resources, namely exogenous learning resources called education capital, and endogenous learning resources is called learning capital. The research conducted in Germany shows that the types of educational capital and learning capital are related to achievement, success, self-confidence and overcoming failure. Based on this, with the availability of complete learning resources, it is hoped that it can complement the problem of education more effectively, one of which is a low interest in reading. Library is the main source of learning which could enhance student's

reading interest Jahya (2006); Karyati (2018); Nafisah (2014); Rahma, et. al. (2007); Suradi (2010).

The third result of study finds that there is a positive and significant influence of the school literacy movement on students' reading interest. This proves that if the school literacy movement program increases, students' interest in reading will also increase. From the analysis, it was found that the school literacy movement program had gone quite well and students' reading interest had grown quite well, even though the school literacy movement program was still classified as a new program which had only been implemented for two years. The results of this study are something with the theory of Uno (2007) which states that stimuli and impulses that state what is meant are motivation. These impulses can arise from within the person or can be stimulated from the outside. Based on this, interest and hobby of reading is not necessarily owned by someone, interest in reading can grow and develop by being formed, so that with the existence of a school literacy movement program as a habit of reading so students who like to read can increase students' interest in reading. The results of this study are in accordance with Fatmawati's opinion (2016) which suggests that reading activities in developing countries are challenging. Good reading habits will allow students to gain more experience about discourse. Based on the results of the study, the reading activity is still far from expectations, reading has not become a habit. Based on these studies to attract students' interest in reading, namely by reading habits. This is one of the factors that influence reading interest. Habituation of readers is one indicator of the School Literacy Movement.

Other research results that are in accordance with this study are from Fahrurozi (2017) which states that the reader needs to use all of his abilities to digest the contents of the reading. Whereas interest is one dimension of aspects that influence, interest influences one's thoughts and actions. Interest can be a driving force for someone to act, so interest does not arise by itself, but there are certain elements such as interest in reading. Based on the results of the study that understanding reading is a difficult and complex activity. One of the activities that revealed a lack of reading comprehension was 2012. Program for International Student Assessment (PISA) in 2012. Related to the lack of reading comprehension in the study related to reading interest, so if reading interest is high, reading comprehension will also increase, and vice versa. Based on this, the School Literacy-Movement program which has habituation indicators, development and learning in reading activities is expected to foster reading interest so that reading comprehension also rises. Arisma, and Ade (2012)., proves that reading interest and reading skill of students could be improved by school literacy movement. In addition,

Hamzah and Sofyan (2015) argue that school literacy program could improve student's motivation in reading.

The fourth result of study shows that there is an indirect effect between the school literacy movement on students' reading interest through learning resources. The school literacy movement might not work well if it is not equipped with adequate learning resources. Ryan Dwi Puspita, Dadang Sunendar, Bachrudin Musthafa, Rully Agung (2017) argue: The PISA findings report that Indonesian elementary school students (IESS) achieved their goals of reading comprehension skills on average which were below the standards set by the OECD. This study proposes a school literacy movement (SLM) as a tool to foster reading and writing skills as a basis for achieving the 2013 Curriculum requirements. Abrori Attarbiyah: Journal of Islamic Culture and Education (2018), Strategy to increase reading interest: (1) By getting students to read for 60 minutes every morning. (2) Library Management; (3) Seminars and Workshops; (4) School Literacy Competition; (5) Book Review; (6) Literacy Awarding; and (7) Book Exhibition. The steps proved to inspire, motivate, and attract students to read books.

5. Conclusion

Based on the results of the research described, it can be concluded that there is a direct and indirect effects on the school literacy movement on learning outcomes by mediating learning motivation. The direct effect that occurs on the school literacy movement on students' reading interest shows that the results have a positive and significant effect so it can be concluded that reading interest can be influenced by the school literacy movement. In addition, the school literacy movement has a positive and significant effect on learning resources and learning resources have a positive and significant effect on students' reading interest. Thus, it can be concluded that if the school literacy movement program is carried out effectively and efficiently it will increase students' reading interest and vice versa

6. Suggestion

The education office of East Java Province is able to make this research as an input for the department in improving the quality of education in East Java, as well as the success of government programs to create competent schools in accordance with the 2013 curriculum, one of which is the school literacy movement program, and assist in providing learning resources.

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