

Assistance of the School Literacy Team (TLS) in the Implementation of the LEKSAM BEDAS Program in Improving Reading and Writing Literacy

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ABSTRACT

This community service activity aims to provide assistance to the School Literacy Team to face several challenges, including providing adequate reading materials and resources for students, low interest in reading, and lack of community involvement. The method of implementing community service activities includes mentoring activities, including discussion, training, direct practice and evaluation. The results of the mentoring activities were very effective in motivating TLS LEKSAM BEDAS to complete literacy challenges and improve their reading and writing literacy. This is proven by 1) It has increased the motivation of teachers and students in carrying out School Literacy Movement activities. Apart from that, the increase in participants' knowledge can be seen from the students' activeness in participating in the program from start to finish. 2) Increasing students' knowledge and skills because it is supported by the use of digital book reading sources

ARTICLE INFO

Article History:

Submitted/Received 20 Apr 2024

First Revised 29 Apr 2024

Accepted 30 Apr 2024

First Available online 30 Apr 2024

Publication Date 30 Apr 2024

Keyword :

Literacy

School Literacy Team

LEKSAM BEDAS

INTRODUCTION

Literacy is the skill of accessing or reading information both manually and digitally, and processing this information so that it can be useful in life (Nurjanah et al., 2017). These skills involve reading and writing skills and are closely related to the world of education. This is because literacy can develop high-level thinking skills, critical thinking, as well as develop intelligence both intellectually, emotionally, spiritually, socially and aesthetically (Rohman, 2018).

Indonesia ranks 62nd out of 70 countries regarding literacy levels, or is in the bottom 10 countries that have low literacy levels. This is based on a survey conducted Program for International Student Assessment (PISA) which was released Organization for Economic Co-operation and Development (OECD) in 2019 (Winangi, 2021). Indonesia is in second place in terms of world literacy, meaning that Indonesian people's interest in reading is still very low. According to data UNESCO, Indonesian people's interest in reading is very worrying, only 0.001%. This means that out of 1,000 Indonesians, only 1 person reads diligently (Hewi & Shaleh, 2020).

The low reading literacy Our nation causes our human resources to be uncompetitive due to a lack of mastery of science and technology, as a result of weak interest and ability to read and write (Teguh, 2020). Reading and writing have not yet become a necessity of life and have not become a national culture. The number of libraries and books is far from sufficient for the demand for reading as a basis for education. The problem of reading culture is not yet considered a critical problem, while many other problems are considered more urgent (Astuti, 2022). Literacy is a general phrase that refers to a person's ability to read, write, and digest information. According to the stages and components of literacy, the School Literacy Movement involves thinking skills apart from reading and writing (Sari, 2018). These three stages of habituation, development and learning are all included in the implementation of the School Literacy Movement. 1) The habituation phase seeks to stimulate students' enthusiasm for reading and activities related to reading. 2) Development stage. Literacy exercises at this level are intended to get children interested in reading and reading-related activities while also improving their comprehension and fluency. 3) The learning stage aims to ensure that children remain interested in reading and activities related to reading while improving their literacy skills through textbooks and enrichment materials (Wandasari, 2017).

As stated in Minister of Education and Culture Regulation Number 23 of 2015, the School Literacy Movement strengthens the character development movement. Before learning time begins, one of the activities in this movement is reading non-learning books for 15 minutes (Faizah et al., 2016). The goal of this exercise is to increase students' interest in reading and their reading comprehension so that they can understand the material more effectively. In accordance with the student's level of development, the reading material conveys local, national and global wisdom as well as moral values. This significant development includes all parties involved in the education system, starting from the federal, provincial, district/city and education unit levels (Palupi et al., 2020). The School Literacy Movement also emphasizes the need for participation from the community and students' parents (Kartikasari, 2022).

Interest in reading is an activity carried out with great perseverance and tends to persist in order to build communication patterns with oneself so that readers can find the meaning of writing and obtain information as a process of transmitting thoughts to develop intellectuality and lifelong learning (long – life learning) and is done with full awareness and brings feelings of pleasure, joy and joy (Halawa, 2020). A high interest in reading will have an impact on the ability to retell and conclude reading both orally and in writing. Interest in reading will improve writing skills because you are familiar with various writing styles, vocabulary and sentence structures (Aryodilah, 2022). A good understanding of grammar and expressions can improve the quality of writing. Through writing you can also improve your reading skills by better understanding the concepts and techniques of writing (Simbolon, 2023).

Bandung Regency is trying to improve its community's human resources through a literacy movement, namely LEKSAM BEDAS, which stands for Literacy, Family Education, Schools, Children and Communities, Rise Educative, Dynamic, Religious and Prosperous. The LEKSAM BEDAS program is a work program for the Regent of Bandung, DR. H.M. Dadang Supriatna, S.Ip, M.Si in order to advance the world of education, especially improving literacy culture, namely the ability to read and write by making review reading books. The objectives of the LEKSAM BEDAS program are: a) developing and fostering a culture of literacy in schools and communities in a reading culture, b) increasing the knowledge possessed by reading all kinds of information that is useful for students, teachers, supervisors, school principals and the community, c) increase a person's understanding in taking the initiation of a reading. The LEKSAM BEDAS literacy challenge will take place from January to October 2023.

The LEKSAM BEDAS program has a management structure at both district and sub-district levels. The parties involved in this program are called the LEKSAM BEDAS community. The LEKSAM BEDAS Community is holding the 2023 LITERACY CHALLENGE activity or reading challenge at the basic education level, namely elementary and middle school, for ten months. This activity aims to turn students into a community of lifelong learners, develop a culture of literacy and foster interest in reading and writing in students and the school community. This challenge program is attended by elementary and junior high school students within the Bandung Regency Education Office. Students are expected to be able to complete the reading and writing challenges given by TEAM LEKSAM BEDAS.

SDN Bojongkoneng Timur 01 is an educational institution located in Pameungpeuk District, Bandung Regency. SDN Bojongkoneng Timur 01 participated in the LEKSAM BEDAS literacy activity and followed the challenge. SDN Bojongkoneng Timur 01 formed a literacy team consisting of one accompanying teacher and five students called the School Literacy Team (TLS) LEKSAM BEDAS. In the implementation of the BEDAS LEKSAM challenge, TLS BEDAS LEKSAM SDN Bojongkoneng Timur 01 experienced obstacles, namely the low interest in reading, the motivation to follow the BEDAS LEKSAM challenge that fluctuates, as well as the lack of reading collections both in the school library and the reading corner in the classroom, this has a great impact especially in the implementation the challenge of the tenth month in October until the stage of reporting and monitoring evaluation in November which is the last challenge of the implementation of the LEKSAM BEDAS program. Based on this background, we chose SDN Bojongkoneng Timur 01 as a partner because we are interested in doing service that focuses on community support, namely "Assistance of the School Literacy Team (TLS) in the Implementation of the LEKSAM BEDAS Program in Improving Reading and Writing Literacy in SDN Bojongkoneng Timur 01, Pameungpeuk District, Regency Bandung"

METHOD

Community Service Activities (PKM) were carried out at SDN Bojongkoneng Timur 01, Pameungpeuk District, Bandung Regency. This PKM activity focuses on mentoring which includes several stages of activities, namely discussion, training, direct practice and evaluation. The service will be carried out in October 2023. This community service activity is carried out by a service team consisting of one lecturer and four students from the Master of Educational Administration Study Program, Postgraduate School, Nusantara Islamic University, Bandung. The service stages are arranged into several stages shown in Table 1.

TABLE 1. Stages of Community Service Activities in TLS Mentoring

No	Stages	Activity	Partner Participation
1	Preparation	Coordinate the delivery of the objectives of the service implementation and conduct initial discussions and interviews before carrying out the activities	Coordination, discussions, interviews

No	Stages	Activity	Partner Participation
2	Organizing	Develop a mentoring plan carried out by 3 researchers and allocate the necessary facilities and infrastructure.	Coordination, discussion
3	Implementation	Discussion and experience sharing in the implementation of LEKSAM BEDAS literacy challenge at SDN Bojongkoneng Timur 01 about: <ol style="list-style-type: none"> techniques for reviewing books by creating articles use of ebooks as a reading source and donation of children's reading books activate GLS in the classroom and school through readathon activities invite resource persons as motivators 	FGD, training, direct practice
4	Final (Evaluation)	Accompanying the implementation of the final activity of the LEKSAM BEDAS literacy challenge at SDN Bojongkoneng Timur 01 includes. <ol style="list-style-type: none"> Evaluate the results of reviews in the form of articles by TLS Collaborating with the creation of Ki LEKSAM as the final project of the LEKSAM BEDAS program Evaluating the monitoring and evaluation results of SDN Bojongkoneng Timur 01 from the LEKSAM BEDAS team, Bandung Regency 	Practice, discussion, evaluation

RESULTS AND DISCUSSION

Preparation

This community service is aimed at TLS LEKSAM BEDAS at SDN Bojongkoneng Timur 01. This service activity begins by conveying the purpose of the service by coordinating with the school principal (figure 1) and accompanying teachers for TLS LEKSAM BEDAS regarding the implementation of the LEKSAM BEDAS program which has been implemented at SDN Bojongkoneng Timur 01, as in Figure 2. From the discussion, it was discovered that the implementation of the LEKSAM BEDAS literacy challenge at SDN Bojongkoneng Timur 01 experienced obstacles in the last month of the challenge in October, namely making reviews in the form of articles and creating LEKSAM Ki.



FIGURE 1. Coordinating with the Principal regarding service research



FIGURE 2. Discussion and interview with TLS LEKSAM BEDAS companion teacher

The instruments given to the TLS accompanying teacher, namely Ineu Komala Dewi, S.Pd, regarding the implementation of the LEKSAM BEDAS program, a list of questions and answers from the resource persons. Ineu Komala Dewi as TLS companion stated that; First, The LEKSAM BEDAS program was her first experience as a companion teacher, although previously Ineu had also participated in a literacy challenge program as a member. Second, the school really supports the LEKSAM BEDAS program, because it is a very good program of the Regent of Bandung Regency and needs to be successful, the school contributes to facilitating TLS needs even with a limited budget. Third, in determining TLS, we have selected reading and writing abilities. The children of TLS members are children who are quite active and participative, although there are still challenges, especially motivation that fluctuates. Fourth, we experienced obstacles, especially TLS motivation, which fluctuated, because this program was implemented for 10 months, there was bound to be boredom and challenges in completing assignments each month. Apart from that, there are also limited sources and reading materials that are appropriate to the challenges, due to limited book collections both in libraries, classrooms and children's reading collections at home. Fifth, accompanying teachers have tried to collaborate with parents to provide support and motivation to TLS. The school has also tried to provide reading books even though the number is limited and does not meet the challenges. Sixth, TLS accompanying teachers hope that with this service, our school can be helped to complete the LEKSAM BEDAS literacy challenge and can also overcome the obstacles and challenges we have experienced so far.

Organizing

Based on the results of the discussion, community service in the form of assistance to the TLS team at SDN Bojongkoneng Timur 01 is scheduled for October to November 2023 with details of activities in table 2 below;

TABLE 3. Schedule of community service activities

No	Time	Place	Activity	Information
1	October 2nd week	Classroom	Practice directly how to review a book	Researcher, TLS Assistant Teacher
2	October week 3	Reading Corner	Utilization of Digital Books	Researcher, TLS Assistant Teacher
3	October 4th week	Field	Readathon (Motivation)	West Java Language Ambassador
4	November 1st week	Field	Literacy presentation	Researcher, Principal, TLS
5	November 2nd week	Classroom	Book Donation	Researcher, Principal
6	November week 3	Reading Corner	Monitoring and Evaluation	Researcher, TLS Assistant Teacher
7	November 4th week	Ciwidey	Literacy Jamboree	TLS Assistant Teacher

Implementation

Based on the results of coordination with the school principal as well as discussions and interviews with TLS assistant teacher LEKSAM BEDAS, the UNINNUS PKM Team took the initiative to provide assistance to TLS. At this implementation stage, the UNINUS PKM Team motivated TLS to complete the LEKSAM BEDAS literacy challenge at SDN Bojongkoneng Timur 01. However, the implementation was slightly different from previous literacy activities carried out by accompanying teachers. The activity that will be carried out is to provide direct practice on how to review books that are appropriate for the

LEKSAM BEDAS literacy challenge in October, namely writing articles. In making this article, the steps are simple, namely determining the topic according to the book you are reading, preparing a writing plan in the form of an article outline, writing according to the framework by paying attention to the appropriate language style, making edits, then concluding the content of the article. These activities are documented in figure 3.



FIGURE 3. TLS assistance in reviewing books, namely creating articles

The results of this mentoring activity are relevant in improving skills because they are able to explore students' abilities in the school literacy movement. Mentoring activities are very effective in increasing a person's knowledge and literacy skills). Another activity at this implementation stage is the use of digital book reading sources. Digital books can be used for easy access to information and saving physical space. Reading digital books also supports environmentally friendly efforts by reducing paper use. Apart from that, donations of reading books were also made to TLS because both of them were one of the inhibiting factors in implementing the LEKSAM BEDAS literacy challenge, namely the lack of reading books that would be reviewed according to the type of challenge.



FIGURE 4. Handing over donations of reading books to TLS



FIGURE 5. Utilization of Digital Books Different Lexemes

The response from TLS accompanying teachers was very good, with activities using digital books and providing book donations to overcome the problem of limited reading books in schools. Various factors can become obstacles in implementing the habit of reading by students, one of which is the lack of reading books (Setyawan & Gusdian, 2020). The UNINUS PKM team carries out activities *readathon* which is attended by the entire school community, the aim of implementation *readathon* This is to provide motivation for TLS to present the results of their reading reviews so that they will grow in self-confidence and be proud to be part of TLS LEKSAM BEDAS, this activity is documented in Figure 6. Another way researchers use to motivate TLS LEKSAM BEDAS SDN Bojongkoneng Timur 01 is by bringing in resource persons, namely West Javanese language ambassador named Andini Luthfiyyah Afifah, S.Tr.T to share knowledge and experience as a West Javanese language ambassador, because he is an alumni of

SDN Bojongkoneng Timur 01 who wants to contribute to cultivating the literacy movement. He shared his experiences on how to write and showed his work in the form of reading books which he donated to TLS LEKSAM BEDAS. These activities are documented in Figure 7 below.



FIGURE 6. Carrying out readathon activities and TLS presenting the results of the book review



FIGURE 7. Motivating TLS by inviting West Java Language Ambassador resource persons

The advantages and limitations of TLS require the support of various parties. Collaboration with internal and external school parties is one thing that can be done to make literacy culture a success.

Final Stage

In this final stage of activities, the researcher provides assistance as an implementation at the implementation stage. The activities carried out are monitoring and evaluating the results of reviews in the form of articles created by TLS and helping to improve them if they are not in accordance with the training and direct practice modeled on TLS by editing and providing input so that the results of the review in the form of articles are appropriate. These activities are documented in Figure 8. The activity at this final stage is to collaborate and provide input into the creation of Ki LEKSAM, namely in the form of information on a collection of reading books that have been reviewed by TLS LEKSAM BEDAS from January to October, this activity is documented in Figure 9.



FIGURE 8. Evaluation of TLS review results



FIGURE 9. Making Ki LEKSAM

SDN Bojongkoneng Timur 01 in November carried out monitoring and evaluation activities from the LEKSAM BEDAS Team, Bandung Regency. The implementing team assisted in the implementation of these activities by checking and checking the completeness of the LEKSAM BEDAS TLS documentation in accordance with the monitoring and evaluation instruments established by the Bandung Regency LEKSAM BEDAS Team. In this activity, the monitoring and evaluation results of SDN Bojongkoneng Timur 01 were very good and satisfactory because the documentation in the monitoring and evaluation instrument from the LEKSAM BEDAS Team, Bandung Regency was fulfilled, so that SDN Bojongkoneng Timur 01 received *reward* can take part in the LEKSAM BEDAS Literacy Jamboree activities. These activities are documented in figure 10.



FIGURE 10. Monitoring and Evaluation Team Leksam BEDAS Regency

Discussion

Community service program activities in the form of assisting the school literacy team (TLS) in implementing the LEKAS BEDAS program in increasing reading and writing literacy have relevance to the needs of the TLS team at SDN Bojongkoneng Timur 1 in increasing students' reading and writing literacy at school. In implementing this service program in the form of mentoring, the aim is to increase literacy, especially in reading and writing, among students. This activity highlights the challenges faced in implementing the program, including low interest in reading, fluctuations in motivation to take part in the LEKSAM BEDAS challenge, and a lack of reading materials both in the school library and in class reading corners.

Based on the results of unstructured interviews between the implementation team and accompanying teachers which were accompanied by direct observations during the activities, the implementation of community service program activities by the implementation team from Nusantara Islamic University Bandung resulted as follows: 1) The results of the implementation of community service program activities have been increase the motivation of teachers and students in carrying out School Literacy Movement activities. Apart from that, the increase in participants' knowledge can be seen from the students' activeness in participating in the program from start to finish. 2) Increasing students' knowledge and skills because it is supported by the use of digital book reading sources. Digital books can be used for easy access to information and saving physical space. Students' skills increase because they are able to explore their abilities in the school literacy movement. This service activity is very effective in increasing students' knowledge and literacy skills.

In implementing this community service program, there are several factors that support the implementation of this community service activity, namely(1) there is assistance provided by partners in providing the PKM team with the opportunity to provide assistance and make the community service program a success in the form of this assistance. (2) There is interest and enthusiasm from students and accompanying teachers during the activity. This can be seen from the number of participants who did not experience a reduction and the participants' response in carrying out the practice. Apart from that, the level of interest can also be seen through questions and answers aimed at obtaining information from the implementation team during practice. (3) There are no other activities that interfere with the ongoing community service program.

In implementing this community service program there are several inhibiting factors that occur during the implementation of activities, namely; (1) limited sources and reading materials that suit the challenges, due to limited book collections in libraries, classrooms and children's reading collections at home. (2) The time period is limited so that there is a need for a clear division of time in implementing this community

service program. (3) Uneven knowledge and understanding of students' parents so that the role of parents cannot fully support students' needs.

The results of this service are in line with what has been researched by previous researchers (Haifarashin et al., 2024) who revealed that SDN Cipaku 03 has implemented the Family Educational Literacy program, Children's School and Community, Awakening to Dynamic, Prosperous, Religious Education (Leksam Bedas) in order to improve literacy and creativity skills in students. The Bedas Leksam program can be carried out by utilizing libraries and other reading areas as literacy infrastructure that supports students. The Bedas Leksam program can be combined with cultural literacy and civic literacy.

Conclusion

This community service program aims to provide assistance for the LEKSAM BEDAS TEAM to face several challenges, including providing adequate reading materials and resources for students, low interest in reading, and lack of community involvement. This community service program in the form of mentoring has proven effective in motivating TLS LEKSAM BEDAS to overcome these literacy challenges and succeeded in improving students' reading and writing literacy skills.

Suggestion

- It is necessary to expand the collection of reading materials and resources in school libraries and support classroom reading corners to provide real support for literacy programs.
- It is necessary to involve the community by holding community forums, collaborating with local educational institutions, and carrying out joint activities with community organizations to increase awareness of the importance of literacy.
- It is necessary to implement various motivation strategies for students, such as holding competitions, providing incentives, and creating a learning environment that supports interest in reading.
- Carrying out comprehensive outreach and information exchange among all stakeholders, to increase awareness of the literacy program and its objectives and create more effective synergies.

Acknowledgment

Firstly, the author would like to express his deepest gratitude to the honorable Prof. Dr. H. Endang Komara, M.Sc. and Dr. Suharyanto H. Soro, M.Pd. as Lecturer in the Philosophy and Theory of Educational Administration course, we do not forget to thank the Principal of SDN Bojongkoneng Timur 01 who has accepted the UNINUS PKM TEAM to carry out service activities as well as thank the accompanying teachers and school literacy team (TLS) LEKSAM BEDAS SDN Bojongkoneng East 01

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