

One teacher one book literacy program in elementary schools



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ARTICLE INFO

Received 2022-10-13

Revised 2022-11-10

Accepted 2022-11-15

Keywords:

Analysis;

Literacy movement;

School literacy;

One teacher one book

ABSTRACT

Literacy is very important for learners and affects their success in terms of learning and living. The purpose of this study is to explore the implementation, obstacles, and solutions in the implementation of the one-teacher-one-book literacy program at SD Negeri 1 Kuripan, Grobogan. This research uses a qualitative approach with a case study research design. The data collection techniques used are interviews and documentation. Data analysis techniques are carried out with three procedures, namely data reduction, data presentation, and drawing conclusions. The results of the data analysis show that the implementation of the one-teacher-one-book literacy movement program in elementary schools is carried out by principals, teachers, and students with the main target being teachers. The implementation of the one-teacher-one-book literacy movement program in Grobogan District in 2020 was carried out by participating in a one-teacher-one-book movement training at the Kriyad Grand Master Hotel for 2 days which has been held by the local education office in collaboration with the Grobogan Writers Teachers Association (AGPG) and Media Teachers. Teachers can work on their work in between each teacher's free time. Teachers can print their own work into one book or combine their work with other teachers and then make it into one book. The obstacles encountered in the implementation of the literacy movement program for one-book teachers in elementary schools include constraints on the availability of funds and also time. The establishment of a literacy community is a solution to overcoming the obstacles that occur in the implementation of literacy programs to help teachers' self-development through activities with the community, such as joint book reviews, joint discussions, and exchange of information.

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1. INTRODUCTION

Quality education can develop with the presence of quality human resources. Renewal in the world of education is always carried out to improve the national education bag. The world of education is growing from year to year in accordance with the times. At this time education in Indonesia has arrived at education in the Era of the Industrial Revolution 4.0 or the 21st Century. The 21st century prioritizes the ability of learners in terms of critically perceiving, analyzing, and reflecting information. 21st Century Learning is learning that integrates literacy skills, knowledge skills, skills and attitudes, as well as mastery of technology (Sutanto, 2017). Literacy is very important for learners because literacy skills affect their success in terms of learning and living. According to the *Department of Education and Skills (DES)* cited by Kennedy et al. (2012) literacy includes the ability to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media. Good literacy skills will help students understand oral texts, writing and images /visuals (Syawaluddin and Nurhaedah, 2017). Based on the above understanding, literacy activities in schools can be carried out through reading, listening, writing or speaking activities. Literacy according to (Kemendikbud, 2016) is the ability to access,



understand, and use something intelligently through various activities, including reading, seeing, listening, writing, and speaking. According to Waskim (2017), it is explained that the types of literacy include: *Basic Literacy*, Library Literacy, Media Literacy, Technology Literacy, and Visual Literacy (Khairi et al., 2020)

The School Literacy Movement is a comprehensive effort that aims to make schools a learning organization whose citizens can be literate for life through community participation (Faizah et al., 2016). This literacy activity is carried out to foster students' interest and reading culture. The Ministry of Education and Culture, (2016a) stated that literacy activities are carried out to improve reading skills so that knowledge can be mastered better. According to Nurkaeti, Aryanto, & Gumala, (2019) reading literacy is a fundamental thing that must be mastered by elementary school students. That as the key to gaining knowledge. According to the Ministry of Education and Culture, (2016a) the School Literacy Movement has two objectives, namely general goals and special goals. The general goal in the School Literacy Movement is to cultivate the ethics of students through cultivating the school ecosystem embodied in the School Literacy Movement so that they become lifelong learners. There are four specific objectives in the School Literacy Movement, including fostering a culture of literacy in schools, increasing the capacity of residents and the school environment to be literate, making schools a fun and child-friendly learning park so that school residents are able to manage knowledge, and maintaining the sustainability of learning by presenting a variety of reading books and accommodating various reading strategies. According to Nurkaeti, Aryanto, and Gumala (2019) reading literacy is a fundamental thing that must be mastered by elementary school students. That as the key to gaining knowledge. The reality is that currently literacy in Indonesia is still very low. This is evidenced by a literacy survey conducted by Central *Connected National University in New Britain, Connecticut*, USA in 2016 revealed that Indonesia is in an alarming position with a ranking of 60th out of 61 countries. Supiandi, (2016) stated that GLS is also constrained by not understanding the importance of reading and writing (literacy), thus causing low interest in literacy for school residents.

Batubara & Ariani, (2018) who stated that there are several obstacles faced by the Muij Banjarmasin River Cluster State Elementary School in implementing GLS, namely low teacher awareness, enrichment books that suit the needs of children are difficult to find, teachers are lazy to read, teachers do not understand the application of the literacy movement, and schools lack funds so that there needs to be an improvement in its implementation. It can be concluded that to overcome some of these findings from the teachers, it is necessary to improve the literacy movement through several programs, one of which is the literacy movement program of one teacher one book. Several studies on literacy programs analyze more about the evaluation of literacy movement programs held for students such as research from Magdalena, Akbar, and Situmorang (2019) which states that the School Literacy Movement in Elementary Schools in Tangerang Regency and City helping to improve students' culture and interest in literacy, therefore in addition to improving students' skills and understanding, the School Literacy Movement also instills independence and reactivity that will support student achievement. The forms of achievement obtained through the implementation of the school literacy movement include: students can be creative and produce works: rhymes, poems, recitations, lectures, short stories, pictures of ideals, make summaries of student readings, pop books, journal books, independent and creative attitudes, story calendars, clippings, wall magazines, and master storytelling.

One Book One Teacher (OBOT) is a program designed for teachers to become book authors. This program has the potential for activities as an integrated program in preparing teachers to become professional book writers. This program can motivate and increase the creativity of teachers in developing the subject matter into subject books. (Oebaidillah, 2017) *OBOT* is defined as a course book writing program or other books for teachers who have teaching materials or important ideas to write in printed or electronic books as a source or reference for teaching and learning activities in the classroom or reading, material for students and the general public (Hartono et al., 2019). The One Teacher One Book program is a program to write a book aimed at teachers. Books written by the teacher himself can be life experiences, or bright ideas and creative thoughts that inspire the reader. These books are expected to fill school libraries. The purpose of this movement is to build writing habits and produce written works in the form of books among teachers as part of the National Literacy Movement program. Based on the explanation above, it can be seen that many previous studies have focused on the literacy movement for students and teachers only, but the literacy movement in teachers needs to be improved, one of which is through the literacy movement program of one teacher one

book. So far there is still very little research on the one-teacher-one-book movement, therefore it is necessary to conduct a deeper study or research to explore the one-teacher-one-book literacy movement program, especially in the elementary school environment.

2. Method

This research uses a qualitative approach. In this study, the researcher directly acts as a *key instrument* that carries out the research process. The design of this study is a case study, with the process of collecting data and information in-depth, detailed, intensive, whole, and systematically about people, events, social environments, or groups using different methods and techniques as well as many sources of information to understand effectively how people, events, natural social environments that operate or function according to their context (Joseph, 2014). Data collection techniques are carried out through interviews and documentation. Interviews were conducted to explore information about the implementation, constraints, and solutions of the one-teacher-one-book literacy movement program. This interview was conducted with the principal and one of the class teachers at SD Negeri 1 Kuripan using a semi-structured interview sheet. The documentation in this study was carried out during the interview process using a mobile camera, this was done to strengthen the interview results. The documents in this study are in the form of written sources (teacher work, teacher activity schedules) and pictures (photos) all of which provide information for the research. In this study, the data validity test technique was carried out by triangulating sources, namely comparing and double-checking the answers obtained through different data sources, in this case, teachers and principals. As well as triangulation techniques, namely checking the data obtained through interviews and documentation. Data analysis techniques in the study are carried out with the stages of data reduction, data presentation, and drawing conclusions. The subjects of this study were principals and teachers who participated in the One Teacher One Book Movement program at SD Negeri 1 Kuripan. This research was conducted from April 2021 to August 2022. The location in the study is SD Negeri 1 Kuripan.

3. Results and Discussion

3.1. Implementation of the one-teacher-one-book literacy program at SD Negeri 1 Kuripan, Grobogan

Based on the results of interviews with principals which were strengthened by interviews with teachers and then strengthened by documentation, it was obtained that the implementation of the one-teacher-one-book literacy movement program in elementary schools was carried out by principals, teachers, and students with the main target being teachers. The implementation of the one-teacher-one-book literacy movement program in Grobogan District in 2020 was carried out by participating in a one-teacher-one-book movement training at the Kriyad Grand Master Hotel for 2 days which has been held by the local education office in collaboration with the Grobogan Writers Teachers Association (AGPG) and Media Teachers. The purpose of the one-teacher-one-book literacy movement program is to build the habit of teachers who like to write and produce written works in the form of books. The local office conveyed information related to the implementation of the one-teacher-one-book program to the principal which was then passed on to the teachers. Then teachers who volunteer to join the program are given approximately one month to design a book. Books written can be poems, short stories, village legends, study tips, self-experience, fiction, and life journeys with a minimum of 1500 words or 3-4 folios. Teachers can work on their work in between each teacher's free time. Teachers can print their own work into one book or combine their work with other teachers and then make it into one book. If the book is finished, the teacher can report to the local office. An example of a work made by one of the teachers at SD Negeri 1 Kuripan is "Pelangi di Langit Pandemi" as presented in Fig 1.

From the results of the study, it can be seen that the implementation of the existing one-one-book one-book literacy program has gone quite well even though it is not yet comprehensive, this is supported by the teacher's mastery of the one-teacher-one-book literacy movement program that is actively involved during implementation and from the training obtained by the teacher greatly affects the understanding and implementation of the teacher's understanding of the one-one-book movement program. The mastery of the meaning of the movement of one teacher one book for the two respondents was seen based on the explanation, namely the program designed by the government through the Ministry of Education and Culture so that teachers can build writing habits in the form of

experiences, collections of poems, short stories, and the like which are then combined into books. This is in accordance with the opinion of Oebaidillah (2017) *One Book One Teacher (OBOT)* is a program designed for teachers to become book authors. This program has the potential for activities as an integrated program in preparing teachers to become professional book writers. Thus, to be able to become a professional book writer, teachers must master and understand the literacy movement program of one teacher one book.



Fig. 1. Books by teachers

The understanding of teachers and principals regarding the purpose of holding a one-teacher-one-book literacy movement program itself is to build the habit of teachers to like to write and produce written works in the form of books. This was also conveyed by (Mindarti, 2018) to increase interest in reading and writing, the media of teachers encourages and facilitates each teacher can produce at least one book as a useful work. With this program, teachers become of supporters in realizing literacy activities and reviving libraries in schools. Teachers become able to create literacy works that can motivate their students in reading and writing literacy. The same thing from the research conducted by Fazila (in Dasor, Mina, & Sennen, 2021) that the role of teachers in growing student literacy skills is as an example, motivator, facilitator and creator. This shows that the one-teacher-one-book literacy movement program is one of the teachers' efforts in developing a culture of literacy. This one-teacher one-book literacy movement program does not only involve teachers but involves all those involved in education, namely school principals, teachers, students, education and education personnel with the main target being teachers. This is also conveyed by (Wiedarti, 2016) literacy movement is a comprehensive effort that involves school residents, both teachers, students, parents and the community as part of the education ecosystem to foster and improve literacy skills. In line with this, the Ministry of Education and Culture (in Wiedarti, 2016) explained that the school literacy movement (GLS) is a participatory activity, involving school residents (teachers, students, principals, school supervisors, education staff, parents / guardians of students and committees), publishers, academics, the community and mass media under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture. Parents as guardians at home must be directed to provide opportunities for their sons/daughters to start literacy early considering that the three education centers will not run without a relationship from the family.

3.2. Obstacles in implementing the one-teacher-one-book literacy program at SD Negeri 1 Kuripan, Grobogan.

In implementing a program, of course, it will not run smoothly continuously, it must have encountered some obstacles such as those experienced by SD Negeri 1 Kuripan. According to the results of interviews strengthened by documentation, in carrying out the literacy movement program, one teacher one book at SD Negeri 1 Kuripan has various obstacles, namely from the availability of funds, and also time. Limited funds are one of the inhibiting factors in the implementation of the one-teacher-one-book literacy program. The results of the interview above are in line with the results of research from Fanani, Pitoewas, & Nurmalisa, n.d., (2017) factors that hinder the implementation of the literacy movement program, namely the availability of funds that are not supportive, lack of

sources of funds, so they cannot support the fulfillment of proper facilities and infrastructure in the implementation of the literacy movement. In terms of time, teachers experience problems in terms of division with administrative tasks, teaching, and division in writing time. This is in line with Kristiyono (2017) who said that as a teacher, teachers are educators and implementers of school administration tasks, such as reviewing lesson materials, checking student worksheets, creating lesson units, preparing learning media, making test questions, processing grades, fostering extracurricular activities, fostering children who are categorized as naughty and so on. These tasks sometimes cannot be completed at school, so most of them are forced to be taken to the house to be completed, taking up the teacher's time at home. The implementation of the one-teacher-one-book literacy movement must be supported by the sufficient allocation of funds and good time management. According to Wandasari (2017) literacy is an important skill in life. Much of the educational process depends on literacy skills and awareness. The culture of literacy embedded in learners affects their success rate, both in school and in social life. This was also conveyed by Maharani (2017) The school literacy movement is very important to be implemented, so that as the successor of the nation, students are not only smart and intelligent in reading and writing, but also able to understand, use knowledge and information obtained from books and other media provided by the school, and can distinguish good and true things, Not only in the school environment but also in the environment outside the school. This shows that the one-teacher-one-book literacy movement has a very positive impact on the school environment.

3.3. Solutions in facing the obstacles of the one-teacher-one-book literacy program at SD Negeri 1 Kuripan, Grobogan

To overcome the limited funds in the implementation of the literacy movement program of one teacher one book, teachers use personal funds because teachers already get professional benefits, one of which is used for self-development. This is explained in the results of Hamirul and Apriana's research (2019) which explained that BOS funds are used for several activities such as financing new student administration, exam activities, remedial, and extracurriculars, paying honorary teachers, purchasing teacher learning reference books, and purchasing textbooks for school libraries. So that BOS funds are not able to meet the implementation of the one-teacher-one-book literacy movement program. Therefore, teachers use personal allowance funds so that the implementation of the one-teacher-one-book program can run smoothly. To overcome the obstacles in terms of time that occur in the implementation of literacy programs, teachers suggest that one of them can create a literacy community so that teachers can spend time on literacy activities. This is in line with the results of research from Kristiyono (2017) The literate community aims to help teachers' self-development through joint community activities, such as joint book reviews, joint discussions, exchanging information and so on. In terms of writing, the literate community can be one of the forums for exchanging information and reference materials. Exchange books when creating writings or articles and other writing activities. The teacher must be good at timing, unable to focus. This does require a very extra effort to make the one-teacher-one-book activity successful in the long run and the hope is that schools also implement the literacy movement according to their current opinions.

4. Conclusion

Based on the results of research on the analysis of the literacy movement program of one teacher one book at SD Negeri 1 Kuripan, the following conclusions can be drawn; (1) The implementation of the one-teacher-one-book literacy program in elementary schools is carried out by the principal, teachers, and students with the main target being the teacher. The implementation of the one-teacher-one-book literacy movement program in Grobogan District in 2020 was carried out by participating in a one-teacher-one-book movement training at the Kriad Grand Master Hotel for 2 days which has been held by the local education office in collaboration with the Grobogan Writers Teachers Association (AGPG) and Media Teachers. The purpose of the one-teacher-one-book literacy movement program is to build the habit of teachers who like to write and produce written works in the form of books. The local office conveyed information related to the implementation of the one-teacher-one-book program to the principal which was then passed on to the teachers. Then teachers who volunteer to join the program are given approximately one month to design a book. Books written can be poems, short stories, village legends, study tips, self-experience, fiction, and life journeys with a minimum of 1500 words or 3-4 folios. Teachers can work on their work in between each teacher's free time. Teachers can print their own work into one book or combine their work with other teachers and then make it into one book. If the book is finished, the teacher can report to the local office. An

example of a work made by one of the teachers at SD Negeri 1 Kuripan is "Pelangi di Langit Pandemi"; (2) The obstacles encountered in the implementation of the one-book teacher literacy movement program at SD Negeri 1 Kuripan include constraints on the availability of funds and also time; (3) The establishment of a literacy community is a solution in overcoming the obstacles that occur in the implementation of literacy programs to help teachers' self-development through activities with the community, such as joint book reviews, joint discussions, exchange of information and so on.

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