

Effectiveness and Efficiency of the Literacy Program Implementation in Phase a at Sine 2 Sragen Public Elementary School

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ABSTRACT: Measuring the activities of the literacy program phase A at Sine 2 Sragen Elementary School which is one of the contributors to the school's education report card to be better. The purpose of this study is to describe the effectiveness and efficiency of the implementation of the literacy program phase A at Sine 2 Sragen Elementary School. This type of research is descriptive qualitative with a case study approach. The subjects of the study were the principal, teachers, and students. Data collection techniques with document analysis and interviews. Data analysis with Miles & Huberman interactive analysis. The results of the study, namely: 1) the objectives of the literacy program are effective, indicated by the ability to: understand, use, reflect, and evaluate various types of texts (informational texts and fictional texts), increasing from 72.73 in 2023 to 100 for 2024, or an increase of 27.27; 2) the activities of the reading and writing literacy program are efficient, indicated by the aspects: competence in reading informational texts, increasing by 18.51; competence in reading literary texts, increasing by 26.41; Competence in accessing and finding text content (L1), increased by 16.65; competence in interpreting and understanding text content (L2), increased by 25.78; and competence in evaluating and reflecting text content (L3), increased by 17.06. The conclusion of the study is that the objectives and activities of the reading and writing literacy program phase A at Sine 2 Sragen Elementary School are effective and efficient in improving the school's education report.

KEYWORDS: Effectiveness, efficiency, literacy

INTRODUCTION

Learners' readiness to enter formal education in primary school (SD) or in phase A is necessary to have reading and writing skills. This is because reading and writing skills are needed to develop learners' knowledge in mastering technology. The reading and writing program is one part of literacy activities. Cahyono & Ardhyantama (2020) explain that the literacy program is a self-conscious activity in building knowledge and facing the demands of the development of science and technology in the 21st century. Meanwhile, Setiawan (2020) explains that literacy is a phenomenon that is being echoed in Indonesian education, due to the rapid development of technology and socio-cultural influences in the community, it is necessary to strengthen reading and writing skills. Mastery of reading and writing skills needs to be done since students enter elementary school education. Cahyono & Ardhyantama (2020) explain that literacy is one of the most important things and must be owned by elementary school students for the development of learning at school and in order to improve the quality of human resources.

Students in phase A are potential human resources to become the next generation of the Indonesian nation. This awareness is the foundation for implementing literacy implementation methods at SD Negeri Sine 2 Sragen. Setiawan (2020) explains that literacy is one of the most important things and must be owned by elementary school students for learning development at school. Shela (2020) explains that literacy is the ability to listen, speak, read and write. Chasanah (2021) explains that literacy can be said to be the ability of individuals to process and understand information; individuals in processing and understanding information when writing or reading. Taking into account this description, the focus of literacy activities at SD Negeri Sine 2 Sragen is the reading and writing program in phase A involving the principal, teachers and school supervisors.

The word literacy comes from the Latin *literatus*, which means a learned person. Changes in meaning occurred in medieval times, where the word *literatus* changed to someone who could read, write and speak in Latin. The definition of literacy or literacy explained by Rohman, A. (2022) explains that literacy is a person's ability to interpret reading and finally be able to produce writing. Teale, William, & Sulzby, Elizabeth (1986: 1) explain the meaning of literacy as the language skills possessed by a person in

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communicating (reading, speaking, listening and writing) in different ways according to their purpose. If defined briefly, the definition of literacy is the ability to write and read. Meanwhile, Hartini, Apriliya, Saputra, and Mulyadi (2023) explain that literacy is the ability to recognize information needs to solve problems, develop ideas, ask important questions, use various information gathering strategies, determine relevant, suitable, and authentic information. Rahman, Sopandi, Widya, Yugafia. (2019) explains more broadly, literacy is defined as language skills, which include the ability to listen, speak, read and write, and think, which is an element therein. Based on the description above, researchers can conclude that literacy is the ability to listen, read, speak, and write, so as to be able to understand and process information by utilizing technology.

Literacy programs in schools need to pay attention to the grade level learning stages. Surya & Nafi'ah (2024) explained that the Merdeka Curriculum has learning stages in each education unit based on grade level, often referred to as phases. Primary school education units (SD) grades I and II enter phase A; grades III and IV enter phase B, and grades V and VI enter phase C. Ningrum, Ahmad (2024) explains that Phase A in the implementation of the independent curriculum emphasizes strengthening and developing students' basic literacy and numeracy skills. Considering this, phase A, which is the focus of research in this study, needs to pay attention to the literacy component.

Hardiyanti and Sabardila (2022) explain that literacy components can be grouped into: early literacy, basic literacy, library literacy, media literacy, technology literacy and visual literacy. The definition of Early Literacy is explained by Hardiyanti and Sabardila (2022) that the focus of literacy development is on listening skills, understanding spoken language, and communicating through oral interaction; Basic Literacy is focused on developing listening, speaking, reading, writing and counting skills; Library Literacy is focused on developing how to distinguish between fiction and non-fiction reading, utilizing reference and periodical collections; Media Literacy is focused on developing skills to know and utilize intelligently and wisely various forms of media; Technology Literacy is focused on developing skills to understand the completeness of technological devices, such as: hardware and software, ethics and etiquette; Visual Literacy is focused on developing the ability and need to learn by utilizing technological advances. Astuti & Aziz (2019) explain that Literacy in phase A or basic is something that leads to a person's ability and skills in reading, writing, and solving problems at a certain level of expertise needed in life.

Teguh (2017-30) explains that basic literacy is an ability that includes reading, writing and counting activities. Furthermore, Teguh explained that basic literacy involves the ability to listen, speak, read, write, and calculate related to calculating analysis, perceiving information, communicating, and describing information. Zua (2020) explains that basic literacy is a basic ability that every individual must have. There are six basic types of literacy that must be mastered, namely reading and writing literacy, numeracy literacy, scientific literacy, financial literacy, digital literacy, and cultural and civic literacy. The explanation can be interpreted that basic literacy is a basic ability that must be possessed by every individual. There are six types of basic literacy that must be mastered, namely reading and writing literacy, numeracy literacy, scientific literacy, financial literacy, digital literacy, and cultural and civic literacy.

Satinem, Juwati, & Noermanzah (2020) explained that basic literacy is the basic ability to read, write, listen and also count. This definition can be interpreted that basic literacy is the basic ability to read, write, listen, and also count. Based on the description above, the definition of basic literacy is the ability to read, write, listen, and count.

Based on the description of the literacy components above, literacy in phase A is basic literacy in the ability to read, write, listen and count to be able to understand and solve problems faced by learners in their environment.

The basic literacy program aims to develop learners' competencies. Kusmiarti, Yuniati, & Noermanzah (2020) explain that the goal of basic literacy is to increase individual understanding and mastery of the skills of reading, writing, critical thinking, and using information effectively. Karto, Suhartono, Susetyo, Noermanzah, Maisarah (2019) explained that the aim of basic literacy is to optimize a person's ability to read, write, count and also communicate with others. Meanwhile, Gultom, Utari, Rahmawati (2023) explained that the objectives of literacy itself are as follows: 1) Help increase knowledge by reading various useful information; 2) Help increase the level of understanding of learners in drawing conclusions from the information read; 3) Improve the ability of learners to provide critical assessment of a written work; 4) Help foster and develop good character in learners; 5) Increase the value of learners' personalities through reading and writing activities; 6) Foster and develop a culture of literacy in the community at large; and 7) Help improve the quality of the use of learners' time so that it is more useful.

The literacy program implemented has benefits for students. Winarni, Hambali, Purwandari (2020) explained that the benefits of literacy are as follows: 1) Adding to the vocabulary of students; 2) Optimize brain performance because it is often used for reading and writing activities; 3) Get a variety of new insights and information; 4) Learners' interpersonal skills will get better; 5) The ability to understand eating information will increase; 6) Improve students' verbal abilities; 7) Improve learners' analytical and thinking skills; 8) Help improve learners' focus and concentration skills; 9) Improve one's ability to string meaningful words and write.

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The activities of the literacy reading and writing program in phase A at SD Negeri Sine 2 Sragen, the results of pre-research from November 5 to December 6, 2024, show that the activities of the literacy reading and writing program, including: reading 15 minutes before lessons, reading assistance after school, discussing the meaning of stories from storybooks; programming the procurement of storybooks, thickening letters, and writing creatively in picture books. Pre-research results also obtained data, 21 out of 23 grade I students can read and write. While in class II, all students are fluent in reading and writing. This is the focus of research on the methods used by schools in reading and writing literacy activities for phase A.

The literacy program activities at SD Negeri Sine 2 Sragen have had an impact on the education report card. A good education report card can be interpreted as a reflection of students' literacy skills (Kiriana and Widiasih, 2023). The education report card is a document that contains information about students' learning progress. This is because there are several indicators that form the basis of assessment related to the literacy skills of these students. The first indicator is student literacy skills. Student literacy is an individual's ability to access, understand, evaluate, use and create information in various forms, both oral and written (Feriianti, 2020). Literacy is not only limited to the ability to read and write, but also includes the ability to think critically, analyze information, and communicate effectively. Good literacy enables learners to learn independently, develop knowledge and actively participate in society. The second indicator is student character. Student character refers to the values, attitudes and behaviors possessed by learners (Purnama, 2019: 65). Literacy can also help develop student character. Good character includes honesty, responsibility, discipline, cooperation, tolerance and respect for others. Strong characters will help learners to face life's challenges, build positive relationships with others and contribute to society. Through reading different types of texts, learners can learn about positive values, develop empathy, and understand others' perspectives. In addition, writing activities can also help learners to self-reflect and develop good character.

The next indicator is school safety conditions. School safety conditions include physical and psychological aspects (Sujaya et al., 2024). Physically, schools must have a safe and comfortable environment for students to learn. This includes adequate facilities, a good security system, and a clean environment. Psychologically, schools should create an atmosphere conducive to learning, free from violence, bullying and discrimination. A safe and comfortable school environment will encourage learners to focus more on learning. When learners feel safe, they will be more courageous to ask questions, discuss and explore new ideas. In addition, the next indicator is the condition of school diversity. School diversity refers to the diversity of learners in terms of ethnicity, religion, race, and socioeconomic background (Retnaningdyah et al., 2016). By maintaining the condition of school diversity, schools can create an environment of mutual respect and appreciation among differences in learners, especially in terms of school literacy. Learners can learn about different cultures, understand other people's perspectives and develop tolerance. Literacy can also help learners to communicate with people from different backgrounds.

The fifth indicator is learning quality. Learning quality refers to how effective the learning process is in helping learners achieve learning objectives (Masitoh, 2018). Good learning quality is characterized by learning activities that are active, interesting and relevant to the needs of students. By doing good literacy, it will improve the quality of learning. When learners have good literacy skills, they will find it easier to understand subject matter, analyze information and solve problems. The sixth indicator is students' numeracy skills. Numeracy skills are the ability of individuals to understand and use mathematical concepts in everyday life (Nurcahyono and Putra, 2023). Good numeracy skills enable learners to solve problems, make decisions, and think logically. The ability to read and understand mathematical texts will help learners in learning mathematical concepts. Conversely, numeracy skills can also help learners in understanding texts that contain quantitative elements.

Reading and writing literacy at SD Negeri 2 Sine, Sragen sub-district is a program activity that needs to have a measuring tool. Sugiyono (2022: 207) explains that a program is a series that contains instructions in the form of language that can be read by a computer. The preparation of the program is done systematically and logically. Gora, Winastwan, & Sunarto. (2010: 162) explains that a program is a package of instructions in various forms such as schemes, codes and languages. Its purpose is to perform certain functions on the computer. Almost the same meaning was also stated by Sindhunata (2019: 89) who explained that the definition of a program is a statement that is arranged sequentially and has something in common. More fully, the statement serves as a guideline so that it can work according to orders. Based on the descriptions above, researchers can conclude that programs are guidelines that are made in detail to carry out activities so that they can be measured and achieve goals that have been outlined or set by an organization or institution.

The program as a guideline in carrying out an activity needs to be measured to see its achievement in realizing its goals. Suharsimi (2018: 165) explains that program evaluation is an effort to provide information to be conveyed to decision makers. Wirawan (2012: 173) explains that program evaluation is a systematic method for collecting, analyzing, and using the resulting information to answer basic questions about the program. Based on the descriptions above, researchers can synthesize that

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program evaluation is a method of finding data, processing data, and utilizing data to describe the effectiveness and efficiency of activities and for the basis of policy making.

The form of program evaluation is explained by Dunn (1999: 610) that in determining program evaluation criteria there are 6 (six) important aspects and indicators, including aspects: 1) Effectiveness, the indicator is the achievement of the desired results (according to the objectives set); 2) Efficiency, an indicator of the amount of effort required to achieve the desired results; 3) Adequacy, an indicator of how far the achievement of the desired results solves the problem; 4) Equity, an indicator that costs and benefits are evenly distributed to different groups; 5) Responsiveness, an indicator that the policy results satisfy the needs, preferences or values of certain groups; and 6) Accuracy, an indicator that the desired results (objectives) are actually useful or valuable.

Based on the description above, the purpose of this study is to describe the effectiveness and efficiency of the implementation of the phase A literacy program at SD Negeri Sine 2 Sragen, which has an impact on the education report card. Based on the description of these objectives, the researcher can formulate the research title, namely: effectiveness and efficiency in the implementation of the phase A literacy program at SD Negeri Sine 2 Sragen.

RESEARCH METHOD

This type of research is descriptive qualitative with a case study approach. The research subjects were the principal, teachers and students of SD Negeri Sine 2 Sragen. Data collection techniques with interviews. Analysis of program effectiveness with the formula:

$$\text{Program Effectiveness} = \frac{\text{Realization of Activities}}{\text{Activity Targets}} \times 100\% \quad (\text{Budiani, 2024})$$

Table 1. Program Effectiveness Criteria

Effectiveness Ratio	Level of Achievement
Under 40	Very Ineffective
40 -59.99	Ineffective
60 – 79.99	Quite Effective
Above 80	Very Effective

Source: Budiani, 2024

$$\text{The efficiency formula is: Efficiency} = \frac{\text{Output}}{\text{Input}} \times 100\% \quad (\text{Budiani, 2024})$$

Outputs are the results achieved from activities or programs, such as: the number of products produced, the number of participants involved in activities, changes in behavior.

Inputs are the resources used in the activity, such as: budget, labor, raw materials, technology.

Table 2. Program Efficiency Criteria

Efficiency Ratio	Criteria
100%	Inefficient
90 – 100%	Less efficient
80 – 90%	Quite efficient
60 – 80%	Efficient
< 60%	Very efficient

Source: Budiani, 2024

The data that has been collected is then analyzed using Miles & Huberman's interactive analysis.

RESULTS AND DISCUSSION

The results of document analysis obtained program planning data and have been implemented by schools. The school budget in 2022 and 2023 focuses on the fulfillment of textbooks. The results of the interview obtained data that the purpose of fulfilling textbooks is that literacy activities can be uniformed and the form of evaluation can be easy to be able to distinguish the ability of each student. The determination of this policy has an impact on the results of the Education report card score. The results of the

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education report card for the aspect of literacy skills which is indicated by the percentage of students based on the ability to understand, use, reflect, and evaluate various types of texts (informational texts and fictional texts), in 2022 the Education report card score was 82.14, while the 2023 lesson year obtained 72.73. this decreased 11.46. The effectiveness of the school literacy program is 40% and the efficiency of the school is 40%.

Details of the literacy skills aspects of phase A of SD Negeri 2 Sine Sragen, are arranged in the table below, namely:

Table 3. Acquisition of the 2022 and 2023 Literacy Program Education Report Card

Aspects and Indicators	School Year Scores		Information
	2022	2023	
Competence in reading informational texts, indicators: Students' competence in understanding, using, reflecting, and evaluating informational texts (non-fiction).	60.77	58.89	Down 3.09%
Competence in reading literary texts, indicators: Students' competence in understanding, using, reflecting, and evaluating fictional texts.	61.95	55.57	Down 10.30%
Competence in accessing and finding text content (L1), indicators: Students' competence in the ability to find, identify, and describe an idea or explicit information in informational texts (non-fiction) and literature.	67.76	64.93	Down 4.18%
Competence in interpreting and understanding text content (L2), indicators: Students' competence in the ability to compare and contrast ideas or information in or between texts, draw conclusions, group, and combine ideas and information in texts or between informational texts (non-fiction) and literature.	56.51	54.41	Down 3.72%
Competence in evaluating and reflecting on text content (L3), indicators: Students' competence in the ability to analyze, predict, and assess content, language, and elements in informational texts (non-fiction) and literature.	58.19	54.04	Down 7.13%

As a result of the literacy program in 2024, SD Negeri Sine 2 Sragen took the policy of fulfilling non-lesson books. The program is structured to realize the broader goals of the literacy program. The program is arranged in the table as follows:

Table 4. Work Program for Fulfilling Reading and Writing Facilities

Learning Facilities	Activities Literacy	Program Objectives
Purchase of non-textbook books	Religious story book Folk story book	1. Ease of access 2. Ease of understanding 3. Ease of use 4. Ease of evaluation 5. Ease of creating information

The basis for determining the procurement of learning facilities to support learning programs which include: 15-minute morning reading activities with many variations of non-lesson books, independent reading in the reading corner, letter recognition and copying stories, telling stories from reading, giving assignments to understand meaning. Providing evaluations carried out by teachers, including: the number of students reading non-lesson books, understanding letters, storytelling results from understanding meaning as a result of assignments at home.

The data from document analysis shows that the aspect of literacy ability of SD Negeri Sine 2 Sragen, in 2024 with the indicator of the percentage of students based on the ability to understand and use, reflect, and evaluate various types of text (informational text and fiction text), has increased from 72.73 in 2023 to 100 for 2024, or an increase of 27.27. The results of this increase place SD Negeri Sine 2 Sragen in the upper rank (in the interval of 1 to 20%). The increase can be described through the following table:

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Table 5. Acquisition of the 2023 and 2024 Literacy Program Education Report Card

Aspects and Indicators	School Year Scores		Information
	2023	2024	
Competence in reading informational texts, indicators: The average score of students in understanding, using, reflecting, and evaluating informational texts (non-fiction)	58.89	77.40	Naik 18.51
Competence in reading literary texts, indicators: The average score of students in understanding, using, reflecting, and evaluating fictional texts	55.57	89.98	Naik 26.41
Competence in accessing and finding text content (L1), indicators: The average score of students in the ability to find, identify, and describe an idea or explicit information in informational texts (non-fiction) and literature	64.93	81.58	Naik 16.65
Competence in interpreting and understanding text content (L2), indicators: The average score of students in the ability to compare and contrast ideas or information in or between texts, draw conclusions, group, and combine ideas and information in or between informational texts (non-fiction) and literature	54.41	80.19	Naik 25.78
Competence in evaluating and reflecting on text content (L3), indicators: The average score of students in the ability to analyze, predict, and assess content, language, and elements in informational texts (non-fiction) and literature	54.04	71.10	Naik 17.06

DISCUSSION

The courage to make policies to fulfill textbooks and non-lessons has an influence on program development and implementation that adjusts the ability of teachers and students. Programs set by schools and able to be implemented by teachers have increased. In 2023 the literacy program focuses on literacy activities that can be uniformed and the form of evaluation carried out in the classroom. Meanwhile, in 2024, the literacy program developed into: 1) 15-minute reading activities in the morning with a wide variety of non-lesson books; 2) independent reading in the reading corner; 3) letter recognition and copying stories; 4) telling stories from reading; 5) giving tasks to understand meaning. The evaluation carried out by the teacher includes: 1) the number of students reading non-lesson books, 2) understanding letters, 3) telling the results of understanding the meaning of the results of assignments at home. The development of program results is in line with the definition of literacy. Ota, Amrin, Parera, Banda, Nande, Djou, & Gaa (2023) explain that More broadly, literacy is defined as language skills, which include the ability to listen, speak, read and write, and think, which is an element therein. Meanwhile, Rahman, Sopandi, Widya, Yugafia (2019) explained that More broadly, literacy is defined as language skills, which include the ability to listen, speak, read and write, and think, which is an element therein.

The literacy program in 2024, which is able to develop programs for listening, understanding spoken language through letter and word recognition, and communicating to understand meaning, was developed to improve students' reading and writing literacy. this is implemented by Sine 2 Sragen public elementary school, because the program is in line with early literacy and basic literacy for phase A. This is in line with what Hardiyanti and Sabardila (2022) stated that literacy components can be grouped into: early literacy, basic literacy, library literacy, media literacy, technological literacy, and visual literacy. The definition of Early Literacy is explained by Hardiyanti and Sabardila (2022) that the focus of this literacy development is on listening skills, understanding spoken language, and communicating through oral in the form of interaction; Basic Literacy is focused on developing listening, speaking, reading, writing, and counting skills.

The literacy program in 2024 is focused on the ease of: accessing, understanding, using, evaluating, and creating information. Accessing is manifested in the form of fulfilling non-lesson books, understanding is manifested in the form of students being given different non-lesson books and adjusting the learning style of students, using is manifested in the form of many non-lesson books and the existence of a reading corner, evaluating is manifested in the form of recording the progress of students through books held for mastery, and creating information is by giving assignments at home to read which is useful for understanding the meaning of reading content. This is in line with the objectives of the basic literacy program. The program is in line with the basic literacy program which aims to develop learners' competencies. Kusmiarti, Yuniati, & Noermanzah (2020) explained that the goal of basic literacy is to increase individual understanding and mastery of the skills of reading, writing, critical

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thinking, and using information effectively. Meanwhile, Karto, Suhartono, Susetyo, Noermanzah, Maisarah (2019) explained that the aim of basic literacy is to optimize a person's ability to read, write, count and also communicate with others.

The increase in the literacy program at Sine 2 Sragen Elementary School, in the ability to understand and use, reflect, and evaluate various types of texts (informational texts and fictional texts), increased from 72.73 in 2023 to 100 in 2024, or increased by 27.27, giving an increase in the Top ranking (in groups 1 to 20%). This shows that the many literacy goals set, including: ease of access; ease of understanding; ease of use; ease of evaluating; and ease of creating information can be implemented well. This shows that the effectiveness of achieving the goals of the literacy program is 100%. Meanwhile, the increase that was observed from the aspects: competence in reading information texts, increased by 18.51; competence in reading literary texts, increased by 26.41; Competence in accessing and finding text content (L1), increased by 16.65; competence in interpreting and understanding text content (L2), increased by 25.78; and competence in evaluating and reflecting on text content (L3), increased by 17.06. This means that the efficiency of the literacy activity program has increased to 100%. This increase is one of the effects of the policy of fulfilling non-textbooks and the development of literacy programs. This is in line with the statement of Gultom, Utari, Rahmawati (2023) that the purpose of literacy itself is: 1) to help increase knowledge by reading various useful information; 2) to help increase the level of understanding of students in drawing conclusions from the information read; 3) to improve students' ability to provide critical assessments of a written work; 4) to help foster and develop good character in students; 5) to improve students' personality values through reading and writing activities; 6) foster and develop a culture of literacy in the wider community; 7) help improve the quality of students' use of time so that it is more beneficial.

CONCLUSION

The objectives of the literacy program at Sine 2 Sragen Elementary School, which include: ease of access; ease of understanding; ease of use; ease of evaluating; and ease of creating information can be implemented well. This implementation places the school in the Top ranking (in group 1 to 20%). This shows that the effectiveness of achieving the objectives of the literacy program has increased by 100%. Meanwhile, the increase observed from the aspects of: competence in reading information texts, increased by 18.51; competence in reading literary texts, increased by 26.41; competence in accessing and finding text content (L1), increased by 16.65; competence in interpreting and understanding text content (L2), increased by 25.78; and competence in evaluating and reflecting on text content (L3), increased by 17.06. This means that the efficiency of the literacy program activities has increased to 100%.

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