
LITERACY MOVEMENT IN INDONESIAN AND SPANISH CONTEXT: A COMPARATIVE CASE STUDY**Siti Hanna Sumedi¹**¹Universitas La Tansa Mashiro**Article Info**

Keywords: *literacy movement, literacy competence, reading skills, indonesia and spain*

Abstract

Literacy movement serves a vital role to support, facilitate, and enhance literacy skills that is crucial to every human being overall development including character, social, and professional development. This comparative study on literacy movement in Indonesia and Spain analyze how these nations promote literacy movement to accelerate students' literacy skills and how the literacy movement implemented. Likewise, this study adopts a case study in which the data were derived from observation protocol, document analysis, questionnaires, and interview transcripts. The data analysis revealed that Indonesia through *Gerakan Literasi Nasional* (GLN) promotes the literacy by creating literacy culture in educational ecosystem start in family, school, and society as a mean of long-life learning to improve life quality whereas the Ministry of Education Culture and Sport in Spain created a program called Act on The Improvement of the Quality of Education (LOMCE in Spanish) to promote and create a literate environment and improve educational result. As it further investigated, the most noticeable comparison between the practice of literacy movement in Indonesia and Spain is on the equality of literacy movement in every region. In Spain, the literacy movement is equally-well-established in every region whereas the equality of literacy movement in Indonesia region is still not equal yet. In this matter, the implementation of literacy movement should be supported by qualified educators, appropriate materials, adequate infrastructure, and effective literacy policies in order to effectively promote the students' literacy skills and development.

INTRODUCTION

As United Nations Educational Scientific and Cultural Organization (UNESCO) put literacy at the topmost of its primary human development agenda, literacy becomes globally popular because of its role in making a huge change in various issues/fields especially education. In education, literacy is defined as a foundation of all learning that is aspiring to raise the educational outcome for greater national development (Elley, 2009). UNESCO stressed that literacy is a survival skill in the social and global society that makes every human being keep catching up with fast-moving world development (UNESCO, 2004). Pamela Mason, a faculty director at Harvard Graduate School of Education, said that a person who literate, meaning can read confidently, comprehend fully, and write clearly opens doors to the world of discovery in literature, science, math, and history. Additionally, Program for International Students Assessment (PISA) stated literacy involves the capacity or ability of individuals to use written information to gain their goals, hence they are able to use the information to function effectively in modern and global societies (OECD, 2003, p.21). Therefore, it can be said that the concept of literacy in today's world education is not only a skill in terms of reading, writing, and numeracy but a literate skill in other skills such as science, technology, and social integration.

Furthermore, as a mean of advancing the vision of literate world for all, UNESCO proposed a literacy development project named Capacity Development for Education (CAPED). UNESCO through CAPED required all nations to have a literacy movement in reinforcing their education reforms including improving literacy levels for young and adults, increasing the supply of qualified teachers, widening access to technical and vocational skills education and training for youth, and enlarging access to Information Communication and Technology (ICT) for all (UNESCO, 2004). Moreover, every nation is required to have a literacy movement program along with a report on the state of literacy that covers literacy policies as a realization of creating and advancing the literate world (UNESCO citied in OECD, 2020, p. 29).

Indonesia become one of countries that support the literacy movement program purposed by UNESCO. Literacy movement program is currently established by the government through Ministry of Education and Culture (Kemendikbud) in forms of National Literacy Movement or *Gerakan Literasi Nasional* (GLN) and School Literacy Movement or *Gerakan Literasi Sekolah* (GLS). Likewise, the policies around GLN and GLS in Indonesia are compiled in a report book called *Panduan Gerakan Literasi Nasional and Gerakan Literasi Sekolah*. Those books written and formed by literacy movement team consists of governmental people, lectures, and practitioners who have adequate and profound competence in literacy field. Meanwhile, Spain is widely known as a one of European countries that reliable, up-to-date in reporting a comprehensive report on literacy movement and policy (HLG report 2016, p. 9). Therefore, Literacy in Spain: Country Report, a report on the state of literacy in Spain produced by European Literacy Policy Network (ELINET) is used as literacy policy report. Literacy in Spain: Country Report covers information about Spanish literacy movement, policy areas, literacy performance data, key literacy policy areas for development, general information about the Spanish Education System, and so on.

This study aims to investigate the (a) how nation promotes literacy movement to accelerate students' literacy skills and (b) how the literacy movement implemented in Indonesia and Spain. In discussing these problems, this study will describe and explain the literacy movement in Indonesia and Spain along with its literacy policies especially in language teaching policies. Likewise, it will inform a description of current literacy policies in Indonesia

and Spain, comparison and analysis in findings and discussion, and conclusions along with recommendations in the next following sections.

LITERATURE REVIEW

Generally, literacy is the ability to understand, evaluate, utilize, and engage with the written text as a means to participate in society, achieve the intended goal, and develop knowledge and potential. However, since literacy becomes globally popular because of its role in making a huge change in various issues thus literacy is not simply about reading and writing, but also critical thinking, creativity, collaboration, technology, and ICT (Bekker, Bakker, Douma, van der Poel, & Scheltenaar, 2018). In today's world, literacy is defined as a foundation of all learning that is aspiring to raise the educational outcome for greater national development (Barza & von Suchodoletz, 2019). UNESCO stressed that literacy is a survival skill in the social and global society that makes every human being keep catching up with fast-moving world development (UNESCO, 2004).

Moreover, the Program for International Students Assessment (PISA) stated literacy involves the capacity or ability of individuals to use written information to gain their goals, hence they are able to use the information to function effectively in modern and global societies (OECD, 2016). Therefore, it can be said that the concept of literacy in today's world of education is not only a skill in terms of reading, writing, and numeracy but a skill for social practice, cultural integration, and technology.

The general purpose of the literacy movement is to foster students' character through the cultivation of school literacy ecosystems embodied in the School Literacy Movement so that students become lifelong learners (Kemendikbud, 2019). Besides, as an effort to overcome low reading interest of Indonesian students, the Ministry of Education and Culture proposed literacy policies. The literacy policies grounded upon a concept of literacy and Nawacita, 9 priority agendas related to the tasks and functions of the Ministry of Education and Culture (MoE, 2019). In Spain, literacy movement is implemented as means to increase the quality of life, character building, social restoration, and strengthen unity and diversity. The focus of literacy movement includes six basic literacies, language, science, numeracy, digital, financial, and culture. Furthermore, the literacy movement covers activities revolving around modelling about literacy concept, providing literacy area for everyone, facilitating individual educators as they work to develop literacy and teaching skills, and increasing students' strong knowledge of literacy skills and development.

RESEARCH METHOD

This study deployed a case study method. The participants enrolled in the study were literacy activists, junior high school principals, and junior high school teachers in Indonesia and Spain. There were 5 literacy activists of Indonesia and 3 literacy activists of Spain, 9 junior high school principals of Indonesia and 8 junior high school principals of Spain, and 21 junior high school teachers across Indonesia and 17 high school teachers across Spain. The data of this study collected through observation protocol, documents, questionnaires, and interview. First, the researcher collected the data by observing and exploring the current literacy policies, concepts, and principles provided on the Gerakan Literasi Nasional (GLN) handbook and reports and European Literacy Policy Network (ELINET) handbook along with its reports. Furthermore, the researcher distributed questionnaires to all the participants as purposed to know how nation promotes literacy movement to accelerate students' literacy skills and how the literacy movement implemented. Therefore, the researcher conducted an interview in order to check and justify data validity and trustworthiness.

FINDING AND DISCUSSION

Indonesia has 300 thousand schools and 49 million students supported by 3,4 million teachers across the country. Yet, Indonesian Human Development Index (HDI) or *Indeks Pembangunan Manusia* (IPM) is still below other ASEAN countries (Kemdikbud, 2017, p.4). Hence, what factors make the Indonesian Human Development Index (HDI) left far behind other countries and hasn't reached its highest peak until now? According to Gerakan Literasi Nasional (GLN) report, reading interest and literacy level can affect the position of Human Development Index (HDI) as measured by life expectancy (health level), economic growth, and education quality (Kemendikbud, 2019, p.4). It means that reading interest and literacy level become highly possible factors that contributed to the low Indonesian Human Development Index (HDI). Besides, it also can be said that Indonesian reading interest and literacy level are generally low. This is justified and proved by "Most Littered Nation in the World" research study conducted by Central Connecticut State University in March 2018, Indonesia ranked 60th out of 61 countries in terms of public interest in reading. Meanwhile, in terms of literacy level based on a survey conducted by Program for International Student Assessment (PISA), Indonesia is on 64th out of 74 nations. Most tragically, reading ability in Indonesian children aged 9 up to 14 years ranked in the bottom ten. Those factual data explain enough why Indonesian Human Development Index (HDI) is still low until now. Furthermore, poor reading culture, inadequate reading materials, and incapability of teaching literacy are other facts that contributed to the low Indonesian Human Development Index.

As observed, in response to the low reading lifestyle in Indonesia, Indonesian government through Ministry of Education and Culture created a Literacy Movement program including School Literacy Movement or *Gerakan Literasi Sekolah* (GLS). The general purpose of the School Literacy Movement is to foster students' character through the cultivation of school literacy ecosystems embodied in the School Literacy Movement so that students become lifelong learners. Besides, as an effort to overcome low reading interest of Indonesian students, The Ministry of Education and Culture proposed literacy policies. The literacy policies grounded upon a concept of literacy and *Nawacita*, 9 priority agendas related to the tasks and functions of the Ministry of Education and Culture. The current literacy policies in Indonesia can be found in several areas, such as policy in reading sources or materials, literacy activities in classroom or outdoor, and assessment.

In terms of literacy policy in materials, the government provided a guide, module, and reading material as a mean to support reading-writing program. Besides, the government also provided the supporting literacy syllabus that divided into several level of input, process, output, and covers methodology, learning aspect, reading material, supporting technology, and so on. Then, in order to create literacy environment and reading interest, the ministry of education and culture established a fifteen-minutes reading book activity before study time begins in school. In addition, the ministry of education and culture cultivate literacy in classroom by providing reading material contains the values of manner, in the form of local, national, and global wisdom which are delivered based on the development stages of every student (Mayuni et.al, 2020); (Wandasari et.al, 2020). Furthermore, an assessment or evaluation is conducted as one of policies proposed by the ministry of education and culture. The actual evaluation aims to find out the overall picture of the programs that have been run or implemented that covers evaluation of inputs including the use of various types resources (funds, energy and infrastructure), evaluation of the process focused on the implementation of the program, whether it is in accordance with the specified plan or not, evaluation of outputs is the assessment of results achieved, and evaluation of impacts that includes impacts arising from the program being implemented (Kemendikbud, 2019, p. 39-40). The evaluation activity can be carried out

by assessing, for instance *Indikator Keberhasilan Gerakan Literasi Keluarga, Sekolah, dan Masyarakat* as written in *Pedoman Penilaian dan Evaluasi Gerakan Literasi Nasional* book.

In the context of Spain and considering the standard of education in Spain that has extremely increased in the last 25 years, this country is quite acknowledged for its educational reforms. Recently, Program for International Students Assessment (PISA) showed that Spain's literacy performance has developed and currently peaking at a higher level (ELINET, 2016, p. 3). Additionally, PISA released that Spain is currently ranked 30th out of 70 nations. The success of Spain's educational reforms and literacy performance is because the curriculum in Spain promotes the development of literacy from a communicative approach. As observed, the curriculum promotes its contextualized use in teaching situations, so students can develop their linguistic communication competence. Therefore, in order to keep improving the national literacy performance and educational reforms, the government through The State General Authority (Ministry of Education, Culture and Sport) and the Autonomous Communities (Regional Ministries or Departments of Education) created a program called Act on The Improvement of the Quality of Education (LOMCE in Spanish). LOMCE program consist of general framework of literacy movement and literacy policies in Spain.

The Spain literacy movement aims to broaden the linguistic and communicative competence, so that students are able to participate in the different social spheres in which they will become involved. Besides, literacy movement also introduce students to reading and understanding literary texts, as well as reflecting on the language itself (ELINET, 2016, p. 47). In terms of literacy policies, the Ministry of Education Culture and Sport proposed a motto *hoy lee, mañana conduce*, meaning "today read, tomorrow leads" that underlying the main purpose of Spain literacy movement, creating a literate environment. Likewise, there are three main purpose of literacy movement in Spain, these are 1) creating a literate environment at home, 2) creating a literate environment in school, 3) and providing a digital environment. Thus, the Ministry of Education Culture and Sport made a very first literacy policy by supplying a bunch of literacy materials across the country. In primary schools, the literacy materials considered comic books, daily basis books, fiction books, and an animated history book whereas in secondary schools, the literacy materials considered encyclopedia, science books, history books, fiction books, biography, and autobiography. Most importantly, every reading content or material include explicit instruction of grapheme-phoneme correspondences (phonics), and reading strategies.

Moreover, policies in terms of literacy activities, the Ministry of Education Culture and Sport promoted literacy activity in the classroom by providing a class library supported by various kind of books such as encyclopedia, dictionary, science book, biography, math, fantasy, and bilingual book. In primary, literacy activities are considered: reading books, telling stories, singing songs, playing with alphabet toys, talking about things done, talking about things read, playing word games, writing letters or words, reading signs and labels aloud. Meanwhile, in secondary up to upper secondary, students are required to read at least two books in a day. Then, they also have to share the story of the books they've read. Besides, as an awareness of the importance of school literary activities, once a week there always a literary meeting with a popular author that gives a lecture about his or her work, then followed by an open discussion with students. In larger context, literacy activity is also done by doing a monthly event called *María Moliner*, a competition of finding the best story teller that usually held at Capitol Park. Every student can join the monthly event starting freshmen students until senior students. Furthermore, Spain is also identified as a country in which the assessment and evaluation of literacy programs are specified. The assessment criteria for each literacy program is established and completed by Regional Ministries or Departments of Education in their perspective regions.

Those assessment criteria are used as reference points and evaluation to assess and review and improve literacy performance in order to fulfill pupils' needs (ELINET, 2016, p. 11). In addition, the evaluation results are finalized by the Ministry of Education Culture and Sport with the consent and advice of the Regional Ministries or Departments of Education with the final aim of adopting measures to improve literacy performance as well as literacy activities.

The data analysis showed that the concept of literacy between Indonesia and Spain is on the equality of literacy movement in every region. In Spain, the literacy movement is equally-well-established in every region, whereas the equality of literacy movement in Indonesia region is still not equal yet. Then, the concept of literacy of creating a more literate environment in Indonesia is still not effective yet. Meanwhile, the concept of literacy, creating a more literate environment in Spain remains stable as supported by qualified teachers, appropriate materials, adequate infrastructure, and effective literacy policies. Then, those mentioned comparisons showed that Indonesia and Spain have different concept of literacy and policies, hence it comes to the analysis that Indonesia didn't adopt either Spain's concept of literacy or literacy policies. Therefore, it can be said that every country has different policies based on its country or nation's needs and regulations. Even if some countries might have same policies, yet the implementation of those policies would be different (Mullis, Martin, Minnich et al., 2019, p. 71).

First, according to the result of questionnaires, Indonesian students show low levels of proficiency in literacy and numeracy compared to students in other countries. In further, the participants explained that less than 1 % of students in Indonesia attain the highest levels of proficiency (Level 4 or 5) in literacy. In numeracy, 1,4% Indonesian students attain Level 4 or 5 (OECD, 2016, p.2). Meanwhile, Spanish show higher levels of proficiency in literacy and numeracy than Indonesia yet below other European countries. 11 % Spanish students attain literacy proficiency level 4 while 9 % Spanish students attain numeracy proficiency level 4. Second, further result of questionnaires relieved that the gap between the most and least proficient students in Indonesia is quite wide. However, the gap between the most and least proficient students is not showed in Spain. Generally, all Spanish students have equal proficient level in literacy especially reading performance. Even the reading performance level in Spain is higher than Indonesia, yet the reading performance level in Spain is still below EU average. Third, in terms of literacy activities, Spain showed the satisfying literacy activities than Indonesia. The literacy activities in Spain nearly successful implemented as supported by appropriate curricula, teaching instructions, and adequate supporters including parents, educational staff, teachers, school principal, and society. In Spain, creating reading for pleasure culture starting from pre-primary years, because the more words the children are exposed to, the more they can learn. In the first three years is extremely important or can be said as a golden age because children are in the most powerful language development stage, both receptive and expressive in the context of everyday activities. Besides, the Ministry of Education Culture and Sport emphasized every school principal along with teachers and other educational staffs must develop a reading plan in order to establish all students devote a daily school time to reading.

As we can see, the findings from questionnaires and interview revealed that there are some differences and gaps between Indonesia and Spain in terms of literacy situation and policy. Even though both Indonesia and Spain's literacy proficiency level are still below OECD and EU average score, yet Spain performs significantly better than Indonesia. In Spain despite of having obstacles in passing other European countries in terms of literacy performance level, yet most of Spanish students' literacy performance improve sharply with the level of educational attainment and literacy movement. Therefore, it can be said that all Indonesian need to wake up and aware of the essence and the importance of the literacy movement. Specifically, a government needs to further provide a literacy coaching training for educators, expanding

rooms to read, and providing an age appropriate reading materials to facilitate literacy teaching and learning for all Indonesian across country.

CONCLUSION AND RECOMMENDATION

This study concludes that creating, implementing, and integrating literacy in everyday life is a must. The demand of creating literacy movement in every country is the best policy ever proposed by UNESCO yet. In Indonesia, the Ministry of Education and Culture created *Gerakan Literasi Nasional* (GLN) aim to build literacy culture in educational ecosystem start in family, school, and society as a mean of long-life learning to improve life quality. Meanwhile, the Ministry of Education Culture and Sport in Spain created a program called Act on The Improvement of the Quality of Education (LOMCE in Spanish) that aim to create a literate environment and improve educational result. Therefore, it can be said that every country has a meaningful purpose in creating literacy movement as an effort to improve their country development.

Nevertheless, the literacy movement program is like a ship, there must be a wave that shakes it. It means that in implementing a literacy program, it doesn't always run smoothly because there are obstacles and failures occurred within it. Likewise, Indonesia is currently facing tough situation, as justified by the result of questionnaires and interview on students' literacy performance that indicated reading and numeracy performance are still low in Indonesia. Therefore, as a mean to decrease the low literacy habit among Indonesian people, students precisely, feasible and effective actions should be done in order to overcome that serious problem.

Moreover, there are some potential actions to make literacy movement better and well implemented in Indonesia. First, creating the literacy activities everywhere and everytime by integrating ICT in order to create fun, appealing, and modern learning. Second, expanding literacy activities by creating a weekly or monthly literacy event that demanding every student from all levels to join. Lastly, the most important, reforming information and management systems by increasing monitoring and evaluation systems, such as discovering literacy education services and mapping illiterate community to facilitate the formulation of the program goals. In sum, creating a literate environment such as expanding library and incorporating reading opportunities into daily life is not only government or policy makers responsibility but also the responsibility of all Indonesian citizen across the country. Therefore, every individual must be able to create a literate environment start from themselves by regularly doing literacy activities specifically read a book every day.

REFERENCES

Ahmadi, A., & Yulianto, B. (2017). Descriptive-Analytical Studies of Literacy Movement in Indonesia, 2003-2017. Retrieved from <http://www.ijhcs.com/index.php/ijhcs/index>

Barza, L., & von Suchodoletz, A. (2019). Home literacy as cultural transmission: Parent preferences for shared reading in the United Arab Emirates. *Learning, Culture and Social Interaction*, 11, 142–152. <https://doi.org/10.1016/j.lcsi.2016.08.002>

Bekker, T., Bakker, S., Douma, I., van der Poel, J., & Scheltenaar, K. (2018). Teaching children digital literacy through design-based learning with digital toolkits in schools. *International Journal of Child-Computer Interaction*, 5, 29–38. <https://doi.org/10.1016/j.ijcci.2015.12.001>

Elley, B. W. (2009). Review of Research on Reading Literacy. University of Canterbury.

ELINET (2016). Literacy in Spain: Country Report Children and Adolescents. Retrieved from http://www.eli-net.eu/fileadmin/ELINET/Redaktion/user_upload/Spain_Long_Report.pdf

Mayuni, I., Leiliyanti, E., Agustina, N., & Antoro, B. (2020). The praxis of literacy movement in Indonesian context. International Conference on Humanities, *Education and Social Sciences*, 2020, 897–909. <https://doi.org/10.18502/kss.v4i14.7946>

Kemendikbud. (2019). Panduan Gerakan Literasi Nasional. Retrieved from <http://dikdasmen.kemdikbud.go.id/index.php/panduan-gerakan-literasi-nasional/>

Kemendikbud. (2019). Modul Pedoman dan Evaluasi Gerakan Literasi Nasional. Retrieved from <http://dikdasmen.kemdikbud.go.id/index.php/modul-pedoman-dan-evaluasi/>

Kemendikbud. (2019). Desain Induk: Gerakan Literasi Sekolah. Retrieved from <http://dikdasmen.kemdikbud.go.id/index.php/gerakan-literasi-sekolah/>

Mullis, I.V.S., Martin, M.O., & Minnich, C.A. (2018). PIRLS 2016. Encyclopedia: Education Policy and Curriculum in Reading (Volumes 1 and 2), TIMSS & PIRLS. Chestnut Hill, MA: International Study Center, Lynch School of Education, Boston College. http://timssandPIRLS.bc.edu/PIRLS2011/downloads/PIRLS2016_Enc-v1.pdf.

OECD. (2016). 2016 Results: An International Perspective on Teaching and Learning, TALIS, OECD Publishing.

OECD. (2016). Skills Matter: Further Result from The Survey of Adults Skills. Retrieved from <https://www.oecd.org/skills/skills-matter-9789264258051-en.htm>

UNICEF (2004). Annual Report. Retrieved from http://www.unicef.org/publications/files/Annual_Report_2004.pdf

UNESDOC. (2016). Increasing Literacy in Indonesia. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000146018>

Wandasari, Y., Kristiawan, M., & Arafat, Y. (2019). Policy Evaluation of School's Literacy Movement on Improving Discipline of State High School Students. *International Journal of Scientific & Technology Research*, 8(04), April 2019

Yin, R. K. (2003). *Case study research: Design and method*. SAGE Publications Ltd.