

**PENGEMBANGAN PROGRAM LITERASI KOMPREHENSIF
BERBASIS LITERASI INTEGRAL UNTUK PenguATAN
GERAKAN LITERASI SEKOLAH DI SMP KOTA CIMAHI**

DISERTASI

diajukan untuk memenuhi sebagian dari syarat memperoleh gelar
Doktor Ilmu Pendidikan dalam Bidang Pendidikan Bahasa Indonesia



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PENGEMBANGAN PROGRAM LITERASI KOMPREHENSIF BERBASIS LITERASI INTEGRAL UNTUK PENGUATAN GERAKAN LITERASI SEKOLAH DI SMP KOTA CIMAHI

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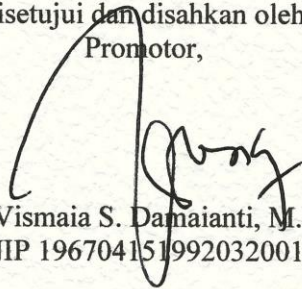
HALAMAN PENGESAHAN

DISERTASI

PENGEMBANGAN PROGRAM LITERASI KOMPREHENSIF BERBASIS
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Sekolah di SMP Kota CIMAHI

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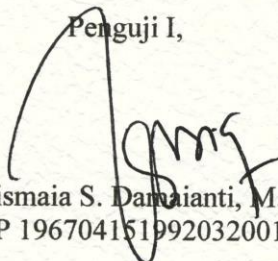
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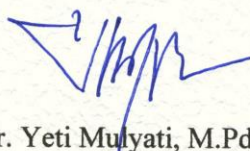
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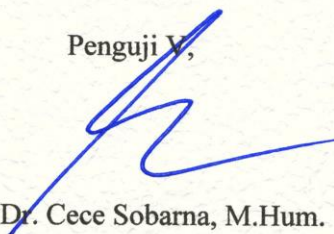
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PENGEMBANGAN PROGRAM LITERASI KOMPREHENSIF BERBASIS LITERASI INTEGRAL UNTUK PENGUATAN GERAKAN LITERASI SEKOLAH DI SMP KOTA CIMAHI

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ABSTRAK

Gerakan Literasi Sekolah (GLS) yang bermula sejak 2015 terimplementasi di luar waktu pembelajaran. Implementasi semacam ini dapat dimaknai oleh sekolah sebagai program tambahan. Akibatnya tujuan GLS untuk menumbuhkan budaya membaca menjadi tidak terprogram secara sistematis. Penelitian ini bertujuan mengembangkan program literasi sekolah yang menyeluruh, konseptual, dan berkesinambungan. Penelitian ini menghasilkan program literasi sekolah yang menjadi masukan bagi kebijakan penguatan pengembangan program literasi di sekolah yang dikenal dengan Gerakan Literasi Sekolah. Program yang dikembangkan adalah Program Literasi Komprehensif Berbasis Literasi Integral. Pendekatan penelitian pengembangan yang digunakan adalah penelitian desain (*educational design research*). Tahap penelitian mencakup: (1) kajian implementasi GLS dan analisis kebutuhan, (2) perancangan program literasi komprehensif, dan (3) pengujian program. Hasil kajian implementasi dan analisis kebutuhan menunjukkan bahwa terjadi persoalan teknis di sekolah karena kegiatan GLS di luar struktur kurikulum yang berlaku dan ketidakjelasan konsep literasi. Hal yang menjadi masalah adalah soal keterbatasan waktu, kurangnya evaluasi membaca, dan kesinambungan antarjenjang pendidikan. Penelitian ini menghasilkan (1) evaluasi implementasi program GLS, (2) Desain Induk Literasi Komprehensif Berbasis Literasi Integral (Literasi Fungsional, Literasi Informasional, dan Literasi Etikal), dan (3) Panduan Operasional Program Literasi Komprehensif Berbasis Literasi Integral di SMP. Hasil validasi produk penelitian dengan uji validasi kelayakan oleh pakar dinyatakan layak; dan uji keterpahaman oleh praktisi dinyatakan bahwa desain dan panduan dapat dipahami dan diterapkan sebagai penguatan program literasi sekolah. Pengembangan program literasi di sekolah harus didasarkan pada konsep literasi yang jelas dan sejalan dengan kurikulum yang berlaku.

Kata Kunci: Gerakan Literasi Sekolah, Literasi Komprehensif, Literasi Integral, Literasi Fungsional, Literasi Informasional, Literasi Etikal

**THE DEVELOPMENT OF AN INTEGRAL LITERACY BASED
COMPREHENSIVE LITERACY PROGRAM TO STRENGTHEN THE
SCHOOL LITERACY MOVEMENT IN JUNIOR HIGH SCHOOL
CIMAHI CITY**

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ABSTRACT

The School Literacy Movement (GLS), which started in 2015, has been implemented outside of the learning time. The implementation of the movement could be interpreted by schools as an additional program. As a result of this, the goal of SLP to infuse a culture of reading is not systemically programmed. This research aims to develop a comprehensive, conceptual, and sustainable school literacy program as an input for the policy of strengthening the development of the School Literacy Movement. The developed program is the Integral Literacy Based Comprehensive Literacy Program. The approach used for the development research is *educational design research*. The research phase includes: (1) SLM implementation studies and needs analysis, (2) comprehensive literacy program design, and (3) program testing. The result of the implementation study and needs analysis shows that there are technical issues in schools due to SLM activities outside the valid curriculum structure and unclear literacy concepts. The issues are caused by limited time, lack of reading evaluation and continuity between the levels of education. This research resulted in (1) evaluation of the implementation of the SLM program, (2) Comprehensive Literacy Master Design Based on Integral Literacy (Functional Literacy, Informational Literacy, and Ethical Literacy), and (3) Operational Guidelines for Comprehensive Literacy Program Based on Integral Literacy in Junior High Schools. The validation results of the research product using the validation test of eligibility by experts were declared feasible; and tests of understanding by practitioners stated that designs and guidelines can be understood and applied to strengthen school literacy programs. The development of literacy programs in schools must be based on clear literacy concepts and in line with the valid curriculum.

Keywords: School Literacy Movement, Comprehensive Literacy, Integral Literacy, Functional Literacy, Informational Literacy, Ethical Literacy

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