Factors of Influence on School Literation Movement in Basic School: Evidence from Indonesia

Iskandar Agung[1*], Novrian S. Perdana[2], Etty Sofyatiningrum[3], Lucia H. Winingsih[4] and Ferdi Widiputera[5],** [1,2,3,4,5]Center for Policy Research, Research and Development and Books Agency - The Ministry of Education and Culture, The Republic of Indonesia, Jakarta, Email: [1*]safrusal.1958@gmail.com, [5**]pompito2006@gmail.com

This paper aims to explain the influence of exogenous latent variables of government policy, local government, the role of teachers, parental participation, and community participation on school literacy movement programs as endogenous latent variables, as well as their impact on latent endogenous variables of reading culture, reading activities, reading creativity and reading writing, and learning achievement. This paper is the result of a study of 260 grade V elementary school students in three districts / cities, with data collection carried out through a questionnaire distribution that was previously tested to determine the validity and reliability of the question items asked. The analysis technique using SEM was processed with Lisrel version 8.70. This research results in the above exogenous latent variables having a positive effect on the endogenous latent variables of the school literacy movement, and subsequently the school literacy movement becomes an exogenous latent variable that also has a positive effect on the endogenous latent variables of reading culture, reading activity, reading-writing creativity, and achievement student learning. It is recommended that various related parties (the central government of the Ministry of Education and Culture, local government, teachers, parents, and the community) further enhance their roles and functions, and pay attention to strengthening the contribution of indicators in each variable that will support the implementation of the school literacy movement.

Key words: *government, policy, participation, reading, writing, literacy.*

1. Introduction

From year to year the PISA test results always showed that Indonesian students' reading ability is in the low position compared with other countries. PISA is a survey evaluating the education system in the world to measure the performance of students in grade secondary education. This assessment is conducted every three years and is divided into three main points, namely literacy, math, and science. Specifically for reading, the 2015 survey showed an increase in students' reading ability even though it was still ranked low 64, but in 2018 that ability dropped to 6th from the bottom (position 74 out of 79 countries) with an average score of 371. Achievement of this result is poor as the world average score is 487. Even from other Asian countries, such as China which achieved a score of 555 and Singapore which reached a score of 549, it appears that the ability to bring Indonesian students up to standard is very far behind (Kemdikbud, 2015; Tohir, 2016; PISA, 2018; Putri, 2019).

Students' reading skills are still at a lower level that requires improvement. The Indonesian government has become aware of the condition of reading ability, and issued a policy to improve it. The Ministry of Education and Culture has launched the 2016 School Literacy Movement (GLS) as part of strengthening the character development movement (Minister of Education and Culture Regulation No. 23/2015, Sari, 2018). One of the activities in the movement is reading 15 minutes of non-learning books before learning time begins, so that it is expected to foster student interest in reading and improve reading skills, understanding, analytical skills, evaluation and creativity. For this reason, the School Literacy Movement guidebook has also been published (Directorate General of Primary and Secondary Education, 2017).

So far it has not seemed significant to improve the students' reading ability. Thus, the Minister of Education and Culture of the Republic of Indonesia period 2019 - 2024 has put forward the concept of an Independent Study, in which one gives attention to the efforts of literacy reading with an emphasis on evoking understanding as a basis towards higher order thinking skills (HOTS), as has been proposed by Bloom (1956). Eisner (in Kist, 2005) suggests literacy is more than just reading and writing, but includes thinking skills to find and make meaning from various forms of representation that are around us. Therefore, the ability to read is not limited to listening, reading, writing, and communicating, but it is also critical, analytical, creative, and other literacy factors (media, technology, and visual).

For this reason, a systematic study of the factors influencing exogenous variables and the indicators contained therein is still needed. The results of the study will bring a good understanding and bring conclusions to make recommendations in an effort to improve students' reading skills. Influencing factors include exogenous variables of central government commitment, local government commitment, teacher/learning activities, parent participation, and community participation in improving students' reading skills through reading movement programs in schools as endogenous variables. It also saw the impact of increasing students'

reading skills on developing reading culture, increasing reading comprehension, increasing reading and writing creativity, and improving learning achievement.

2. Literature Review

2.1. Government Policy (GP)

The emergence of the spirit of reform in 1998 has brought various changes in various aspects of the life of the Indonesian people, one of which is in a centralised system of government shifting to the principle of autonomy, in which regions are given greater authority to manage all aspects of development in their region, except in aspects of foreign policy , defence and security, justice, monetary and fiscal, religion and other fields of authority (Republic Act No. 22/1999 on Regional Governance, and the first amendment by Law No.23 /2014, and the second amendment by Law No. 9/2015). In the aspect of education, greater authority is given to the regions to manage all aspects of education in their area. The authority of the central government is limited to issuing national policies and regulations in setting standards to achieve quality in education, implementing national-scale teacher training programs, school operational assistance, allocating funds for school infrastructure, determining a new student admission system, and so on.

The problem that arises is the implementation of policies that are often not well coordinated between the centre and the regions. For the application of textbooks and enrichment for example, the assessment is carried out by the centre for the feasibility of books, but according to the principle of autonomy, the procurement of books is carried out by the regions. Procurement and distribution of books to schools often do not take place smoothly. Likewise, for the provision of books through e-books as described in the regulation of the Minister of National Education No. 2/2008, the mechanism of its application does not lead to satisfactory results. One reason for uploading e-books requires a relatively higher cost than buying printed books (see: Agung, 2008; Kompas.com, 2008).

2.2. District Government (DG)

In Indonesia regulations have delegated the authority of education affairs to the provincial government for high schools and district / city governments for primary and junior high schools (Republic Act No. 9/2005). On this basis, efforts to improve students' reading skills cannot be separated from the commitment and role of local governments to mobilise all physical and non-physical potential in their areas. One of the authorities held by local governments is to spend, provide, and distribute books to schools. Likewise, the task of local governments is to develop public libraries in the regions, including motivating the community, teachers, and students to make use of existing books. The regional government also has the duty and obligation to develop a reading garden organised by individuals and groups in the community.

The situation needs to be changed by realising the optimal role of local government in supporting reading habits in schools. Various studies show the important role of the local government. Kartika and Nugrahanto (2014) suggested that the procurement of books by the local government to school libraries had developed an interest in reading among elementary school students. Maulida (2015) shows the role of local governments to develop libraries capable of increasing public interest in reading, including students. Hendrik et al (no years) show that the Surabaya city government has an important role in fostering a culture of reading among students. On that basis, there is still a need to increase the commitment and role of the local government in relation to the procurement of selected books and stimulate interest in reading; developing regional libraries and reading parks that are managed by individuals and groups in the community; developing reading communities; develop complete school library books, motivate teachers and students to increase their interest and reading skills, and more.

2.3. The Role of Teacher (RT)

Schools as educational institutions of modern society have the core learning activities between teachers and their students. Learning is an effort to spread and instil the values of science and technology that are carried out, programmed, and structured, systematically through intra and extracurricular activities. Intrakurikuler is the learning of theory and practice of subjects between teachers and students in the classroom and outside the classroom; extracurricular activities are to expand student knowledge to develop values, and apply knowledge that has been learned in core subjects and choices according to students' interests and talents (Minister of Education and Culture Regulation No. 23/2015; Unknown, 2017). In this context the teacher acts as a person who designs, motivates, facilitates, guides, directs, etc. to their students. Lately, opinions have developed that have begun to minimise the role of the teacher in learning (teacher centred), so students tend to be objects, passive, unidirectional, monotonous, boring, less creative, etc., on the contrary more directed towards students as subjects of learning (student centred) that is active, creative, critical thinking, collaborative, communication, and oriented to solving real problems. (De Graaf and Kolmos, 2003; Lambros, 2004; Hmelo and Silver, 2004; National Institute of Education, 2015; ISTE, 2006; Sanders, 2008; Sanders, 2012; Pearlman, 2009, Richard, Akmal, and Petrie, 2015).

Nurrahmawati (2016), Sumitra and Sumini (2019), and Sugiantoro (2019) showed the teacher's role in increasing students' interest in reading, among others: done by packing books in reading corners that attracted students to read, making library visits, asking students to summarise their reading, holding a reading contest, and more.

2.4. Parent Participation (PP)

Reading habits of students cannot be separated from the participation of parents in creating conducivity in the family. Simplified participation is defined as the involvement of one's awareness, material, and emotions to support the achievement of certain goals and to take

responsibility for them (see: Huneryear, & Hecman, 2009; Davis, 2008; Bianchini & Verhangen ed., 2016). Parent participation can be interpreted as awareness, responsibility and involvement materially and emotionally in motivating and creating the habit of reading children through various ways, such as: buying books in bookstores, providing interesting reading at home, providing time to read at home, discussing and helping children understand the contents of the book, and so on.

Retno (2011) shows the role of parents in providing guidance to children, giving examples, and building a conducive atmosphere when reading in a reading garden (a kind of small library managed by individuals / groups in society), so that children become fond of reading. Demak (2011) suggests the role of parents is very large in fostering children's interest in reading, including introducing reading the Koran. Dewasti, Chandra, and Pusari (2019) suggested the importance of parental involvement in motivating and encouraging children's interest in reading. Shohibah (no year) suggests the role of parents in developing a culture of literacy in primary school-age children through the provision of varied, interesting book reading facilities that can stimulate children's interest and literacy skills.

2.5. Community Participation (CP)

Various understandings expressed by experts about the term community: Hunt and Horton (2004) argue that communities are social groups or groups of people who have an awareness of their membership and interact with one another. Etinenner and Trayner (2015) argue that people are social groups that have the same habitat and environmental interests. Christensson and Robinson (2016) argue that people are people who live in geographically restricted areas, they communicate with each other and have ties. In this paper the notion of society refers to social groups or groups of people who live in certain administrative areas, and interact and communicate with each other (see: Koentjaraningrat, 2013). In the context of the division of the administrative government in Indonesia, this understanding of society can refer to the area of the Village, Sub-District, Regency, Province and country.

Individuals or groups in a community often show participation in efforts to awaken the habits of children (students) around them. Various forms of participation have been realised by the community, ranging from donations of funds, books, provision of facilities, and so on. Some cases show individuals traveling around the village carrying free reading books for children every day (BBC News, 2016; Susanto, 2017; Syafii, 2020). Ramadhan (2012), Hidayanto (2013) and Rahayu and Nurizatti (2018) show that community participation in providing reading parks is able to increase interest in reading among the community, including students. Some of the community's participation was realised in the form of funds and goods towards the management of reading parks in (Fatwani and Laksmi, 2013; Sa'diyah, 2015; Kartikasari, 2015).

2.6. School Literacy Movement Program (SLMP)

The low ability of students to read is the main reason for the issuance of the literacy movement policy in schools in 2015, with the aim to foster student interest and reading habits. The School Literacy Movement is a comprehensive effort involving all school members (teachers, students, parents / guardians of students) and the community, as part of the education ecosystem (Agustin and Cahyono, 2017). The concept of literacy refers to productive and receptive literacy activities which means passive language (reading, listening), and being active (writing, speaking). That is, literacy is not only about knowing and understanding, but also creativity, critical thinking, and able to communicate ideas and thoughts verbally and in writing. Implicitly, the literacy movement in schools is expected to improve the reading ability of Indonesian students and compete with students from other countries.

One of the programs launched in the school literacy movement is reading for 15 minutes before students learn in class, so it is expected to be an entry point to motivate students' interest in reading. Observations show that schools from elementary to high school have implemented reading instructions 15 minutes before the lesson begins, but also other activities. Batubara and Ariani (2008), for example, show that efforts made by schools to increase students' interest in reading include creating reading areas, carrying out various forms of literacy activities, and involving the community in implementing literacy movements. Lestari (2018) argues that some schools determine strategies to provide reading angles in class, write summary readings or make synopses, discuss, visit the library, and others. Hidayat, Basuki, Akbar (2018) showed that to increase students' interest in reading, schools conduct activities such as: reading before learning, displaying student work, reading calmly, reading aloud, summarising book content, discussing, involving parents and community members as book donors, and others.

2.7. Reading Culture (RC)

The school literacy movement is also expected to be able to create a culture of reading in students. Culture is a set of values used by individuals as a value orientation in realising everyday behaviour (see: Keesing and Keesing, 1971; Spraedly, 1972; Suparlan, 1993). Reading culture is a value system that is internalised in students and is used as a need and guide to improve quality, competitiveness, and self-ability to recognise, understand, and utilise all aspects of potential development in the surrounding environment (local, national and global).

There are at least 4 (four) important aspects in students' reading culture. The first aspect is habituation as an effort to internalise the value of the meaning of reading that can be passed by increasing the ability to read well, accessing interesting literature, and linking reading with real life (https://wikihow.com /Developing-Reading Habits; Rahayu, Winoto, and Rohman, 2016; Hidayah, 2017). The second aspect is the availability of reading space in the school environment, a reading corner in the classroom, a school corner, in the school garden, and others (see: Hartyatni, 2018; Rofi'uddin and Hermintoyo, no year). The third aspect is the role of stakeholders

(formal and informal community leaders, parents, school principals, teachers, etc.) to encourage reading habits, by providing books, providing space for reading, designing reading programs, inviting resource persons / experts to schools, and others. (see: Marwan, 2017; Amilia, 2018). The fourth aspect is the role of school libraries, regional / public libraries, community reading parks (individuals / groups). This role is not only limited to the relatively complete collection of textbooks and other readings, but also other facilities such as: comfortable reading rooms, availability of audio-visual technology, availability of adequate digital and internet technology, friendly service personnel, and so on (see: Indramayana, 2015; Dewi, 2017; Kemdikbud, 2018).

2.8. Reading Activity (RAct)

The Cambridge Dictionary defines activity as a situation where many things happen or people move (https://dictionary.cambridge.org/dictionary/english/ activity). Your dictionary defines something done (individual or group) or something that happened (https://www.yourdictionary.com/activity). Another opinion said that activity is doing something both physical and non-physical related in their interactions with their environment (Pintar, 2013). In this paper activities are defined as stakeholder activities that directly or indirectly motivate and support the development of students' reading habits. Through this activity it is expected to encourage changes in student behaviour in reading, which if done continuously will foster student reading habits.

Various forms of activities can be realised to develop reading habits. First, it is the concern of parents to encourage children's reading behaviour at home, by providing books that are interesting and appropriate to the child's age development, inviting children to find and buy books they like in bookstores, providing time to discuss content books, take it to public libraries and reading parks, and others (see: Retno, 2011; Demak, 2011; biMBA, 2016). Second is school activities to develop students' reading habits that can be done by completing a collection of books in the school library, providing space for students to read (for example: in school libraries, school parks, school corners, etc.), asking stakeholders (local government , the community, students' parents, etc.) to donate books to the school, implement a mandatory reading program at certain times, etc. (see: Atmojo, 2017; Rahadian, Rohanda, and Anwar, 2014). Third is the activity of regional libraries, reading parks, and others in encouraging the development of students' reading habits from starting to completing book collections, providing audio visuals and other digital technology devices, providing adequate internet networks, implementing mobile libraries, and others. (Indramayana, 2015; Nashruddin, no year; Nurjanah, 2017). Fourth is the activities of the local government in developing students' reading habits, which can be done by providing and completing a collection of regional library books, providing reading facilities in a comfortable, clean and quiet regional library, distributing textbooks and other reading materials to schools, campaigning for reading movements, and providing mobile library facilities that are easily accessible to students, etc. (Hendrik et al, no year; Indramayana, 2015).

2.9. Reading Writing Creativity (RC)

Literacy not only refers to the passive ability to recognise and understand the contents of books, but also to actively apply them in oral and written forms. Especially the last one, the ability to actively read-write is a unity of creative concepts to make notes or information using word media. Reading is a form of receiving, analysing and interpreting the contents of the reading, while writing is an activity to create something new based on the material obtained from the reading. Explicitly, reading-writing is the creative ability to generate new ideas or thoughts in the form of words and sentences or written language, from nonexistence to existence (Ayan, 2002; Boden, 2004; Adair, 2007).

 2.10. Learning Achievement (LAch)

The low literacy ability of Indonesian students is thought to be the cause of low student achievement. Even in the results of reading and writing the beginning of elementary school students is still an important issue to date; reading is the basis for mastery and scientific ability, if you want to achieve good learning achievement.

Strictly speaking literacy is not only intended to improve the ability in the field of reading and writing, but also other learning outcomes. Hasibuan (2018) shows that there is a significant influence using the integrated literacy method on students' reading achievement in narrative texts. Yanti, Rochmiyati, and Loliyana (2019), and Rismaida (2019) found that success in carrying out the literacy movement in schools through the provision of books, reading parks, book contributions from guardians and alumni, involvement of principals and teachers, and others, has led to an increase student learning achievement, not only in terms of reading and writing skills, but also learning achievements of other subjects.

2.11. Theoretical Framework and Hypothesis

Government Policy (GP), District Government (DG), Teacher Role (RT), Parental Participation (PP), and Community Participation mentioned above are exogenous variables that are considered to have an influence on the School Literacy Movement Program (SLMP) as endogenous variables. Furthermore, SLMP is considered to have an impact on endogenous variables Reading Culture (RC), Reading Activities (RAct), Reading-Writing Creativity (RWC), and Learning Achievement (LAch). On this basis, a theoretical framework is built to approach the problem, as shown in diagram 1.
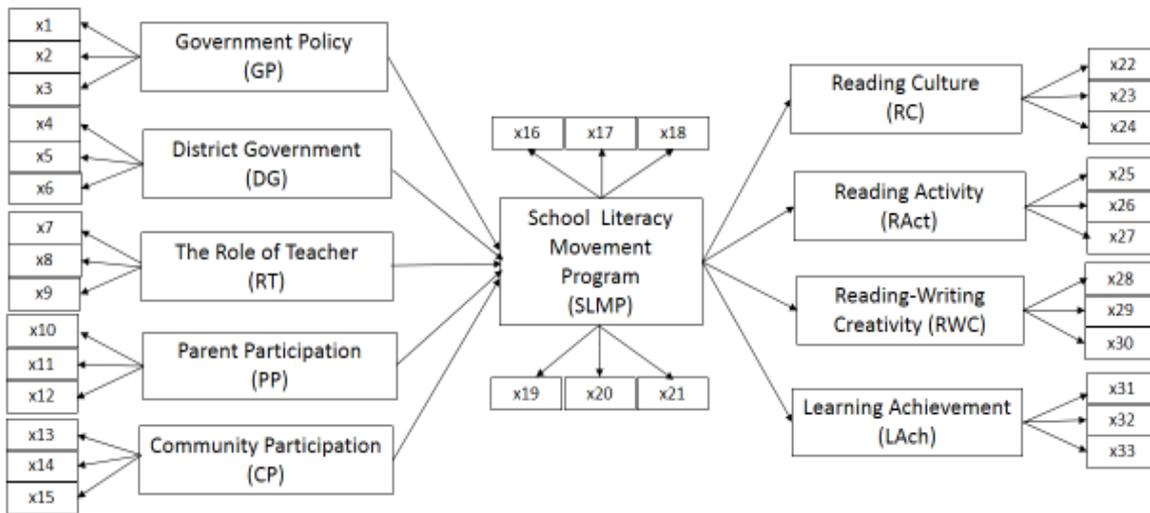
Diagram 1: FACTORS OF INFLUENCE ON SCHOOL LITERATION MOVEMENT IN BASIC SCHOOL AND ITS IMPACT: CASE STUDY

* Source: Study factors of influence on school literation movement in basic school and its impact: case study, 2020.

The proposed hypothesis is as follows:

- There is an influence of the exogenous latent variables GP, DG, RT, PP, and CP on the endogenous variable SLMP
- SLMP as an exogenous latent variable has an impact on the endogenous latent variables RC, RAct, RWC, and LAch.

3. Methodology

This paper is the result of research in 3 (three) cities, namely: Central Jakarta, DKI Jakarta Province; Tangerang Selatan, Banten Province; and Bogor City, West Java Province. From each city, 3 (three) elementary schools (SD) were chosen, consisting of 2 (two) public statuses and 1 (one) private sector. Education in elementary schools is carried out for 6 (six) years, starting from class I to class VI. School selection is done through purposive techniques, with criteria that are categorised well in the region. From each of these schools, 30 fifth grade students were selected as samples using random techniques. The total sample was 270 students. However, the discussion will not distinguish between students from public and private schools.

Data collection was carried out by distributing questionnaires to students, supported by interviews with principals and teachers. Specifically, the questionnaire, before being used in the collection of actual data, conducted tests on 30 students to determine the validity and reliability using criteria from Pearson and Cronbach Alpha using the SPSS program version 24.0. The analysis was performed using SEM with the Lisrel program version 8.70. In processing through this technique, the CFA test results will also be shown the validity and reliability of the data, as

a basis for seeing the suitability of the model, the structural relationship between variables, and the strength of indicators for each variable.

4. Results and Findings

4.1. Characteristic Respondent

Only 260 questionnaires from 270 student respondents were eligible for use in this study, while 10 others did not for some reason.

Table 1. Elementary School Student Respondents' Answers Related to Reading Activities

No.	Reading Activities	Answer (%)		Total
		Yes	No	
1.	Buy textbooks from school cooperative businesses	93.85	6.15	100.00
2.	Borrowing a school library book	44.23	55.27	100.00
3.	Regional / public library members	13.85	86.15	100.00
4.	Visit and borrow regional / public library books	28.08	71.92	100.00
5.	Borrow books in the nearby reading park	28.85	71.15	100.00
6.	Borrow books from friends	36.92	63.08	100.00
7.	There is time to read textbooks at home	36.54	63.46	100.00
8.	There is a special time reading in the regional / public library	9.62	90.38	100.00
9.	Upload books / reads from the internet	26.15	73.85	100.00
1o.	Buy a book from a bookstore	34.62	65.38	100.00
11.	Read newspapers	39.23	60.77	100.00
12.	Read children's magazines	25.38	74.62	100.00
13.	Parents buy books to read to children	30.77	69.23	100.00
14.	Parents bring children together to read at home	25.00	75.00	100.00
	Average	33.79	66.31	100.00

Source: Author's own calculation

4.2. CFA (Validity and Reliability)

Confirmatory Factor Analysis (CFA) is one of the widely used validity and reliability tests. CFA is used to test unidimensional, validity and reliability of construct measurement models that cannot be measured directly or also called descriptive measurement theory models or confirmatory factor models that show the operationalisation of variables or research constructs into measurable indicators formulated in the form of equations and / or specific path charts. (Joreskog and Sorborn, 1993; Ferdinand, 2002; Kusnendi, 2008; Hair et al, 2010; Haryono and Wardoyo, 2017; Sarjono and Yulianita, 2019). The purpose of the CFA is to confirm or test the model, which is a measurement model whose formulation is derived from theory. CFA can be

said to have two focuses, namely: whether indicators that are conceptualised are unidimensional, precise, and consistent; and what are the dominant indicators that make up the construct under study.

The CFA should be implemented as a test of validity to determine whether the indicator variable actually forms the latent variable being studied (Hair et al, 2010; Haryono and Wardoyo, 2017). The validity test is related to the measurement of variables so they are valid or not. The validity test is done by comparing the loading factor to a minimum of 0.5. If the load factor value is greater than 0.5 then the indicator is valid. Reliability tests show how well the gauge can produce relatively similar results if repeated measurements on the same object. Reliability values were measured with Construct Reliability (CR) and Variance Extract (VE). It is said to be reliable if CR values> 0.70 and VE> 0.50. Error measurement (ei) is intended to overcome the effect of parameter estimators and large or small size variances provided that the higher the loading factor value means the smaller the error value, thus indicating that the indicator truly reflects the latent variable. Below is shown the results of the validity and reliability of the indicators of each variable studied (Table 2).

Table 2. Validity and Reliability Results

Variables	Indicators	SLF	ei	CR	VE	Conclusion
Gov Policy (GP)	x1 = Provision of textbooks	0.97	0.10	0.9129	0.7798	Valid & Reliable
	x2 = Book funding assistance	0.94	0.12			
	x3 = Improved work coordination	0.74	0.45			
District Gov (DG)	x4 = Procurement and distribution of books	0.91	0.17	0.9327	0.8225	Valid & Reliable
	x5 = Regional library facilities	0.96	0.07			
	x6 = Reading policies and regulations	0.84	0.29			
Role Teacher (RT)	x7 = Borrowing reading books	0.89	0.20	0.9298	0.8155	Valid & Reliable
	x8 = Reading and summarising tasks	0.93	0.13			
	x9 = Learning problem solving	0.88	0.22			
Parent Part. (PP)	x10 = Provision of reading books	0.87	0.24	0.9298	0.8157	Valid & Reliable
	x11 = Invites to a routine bookstore	0.88	0.22			
	x12 = Allocation of reading time at home.	0.95	0.09			
Comm Part. (CP)	x13 = Establishment of reading gardens	0.84	0.30	0.9182	0.7894	Valid & Reliable
	x14 = Campaign reading at school	0.91	0.17			
	x15 = Reading activities together	0.91	0.16			
School lit. Move.	x16 = Read before studying in class	0.95	0.09	0.9442	0.7393	Valid &
	x17 = Completing the school library book	0.77	0.41			
	x18 = Provision of space to read	0.81	0.34			

(SLMP)	x19 = Contribution of parent and community	0.85	0.27			Reliable
	x20 = Invite popular community leaders	0.85	0.28			
	x21 = Providing complete digital technology	0.91	0.17			
Reading Cult. (RC)	x22 = Time to read a book every day	0.77	0.41	0.9218	0.7857	Valid & Reliable
	x23 = Improve reading habits	0.75	0.44			
	x24 = Routinely borrow books from the library	0.82	0.33			
Reading Act. (LAct)	x25 = Read and summarise the content of the book	0.91	0.17	0.8227	0.6077	Valid & Reliable
	x26 = Discuss the contents of the book with a friend	0.84	0.30			
	x27 = Look for interesting books	0.86	0.27			
ReadWri Creative (RWC)	x28 = Active reading books	0.92	0.16	0.9419	0.8442	Valid & Reliable
	x29 = Following the writing competition	0.98	0.05			
	x30 = The pleasure of writing	0.86	0.26			
Learning Ach. (LAch)	x31 = Improve reading skills	0.82	0.33	0.9075	07665	Valid & Reliable
	x32 = Improve learning outcomes	0.95	0.10			
	x33 = Increasing mastery of subject matter	0.85	0.27			

Source: Author's own calculation

4.3. Goodness of Fit (GOF) Models

In modelling the suitability test system is very important because the goodness of fit test is a test of compatibility or goodness between certain observations (frequency of observations) with the frequency obtained based on the expected value (theoretical frequency). Structural model analysis in SEM begins by testing the overall suitability of the model seen based on the Goodness-of-Fit (GFI) statistical indicators of the LISREL output (Hair et al, 2010). Overall, a summary of the critical value of the model match testing can be seen from the summary in table 3.

Table 3. Results of Conformity Criteria for SEM Models

Goodness-of-Fit	Cut-off-Value	Results	Conclusion
RMR (Root Mean Square Residual)	≤ 0,05 atau ≤ 0,1	0.0235	Good Fit
RMSEA (Root Mean square Error of Approximation)	≤ 0,08	0.0218	Good Fit
P-value	≥ 0,05	0.06376	Good Fit
GFI (Goodness of Fit)	≥ 0,90	0.97	Good Fit
AGFI (Adjusted Goodness of Fit Index)	≥ 0,90	0.96	Good Fit
CFI (Comparative Fit Index)	≥ 0,90	0.98	Good Fit
Normed Fit Index (NFI)	≥ 0,90	0.98	Good Fit
Non-Normed Fit Index (NNFI)	≥ 0,90	0.95	Good Fit
Incremental Fit Index (IFI)	≥ 0,90	0.94	Good Fit
Relative Fit Index (RFI)	≥ 0,90	0.96	Good Fit

Source: Author's own calculation

Based on the GOF table, most of the indicators show that the SEM model is Fit or good. Data from the questionnaire has been able to answer that the theory is built.

4.4. Structural Equation Results

Data processing using the help of the Lisrel 8.70 program produces a structural model of the variables and indicators studied, as follows:
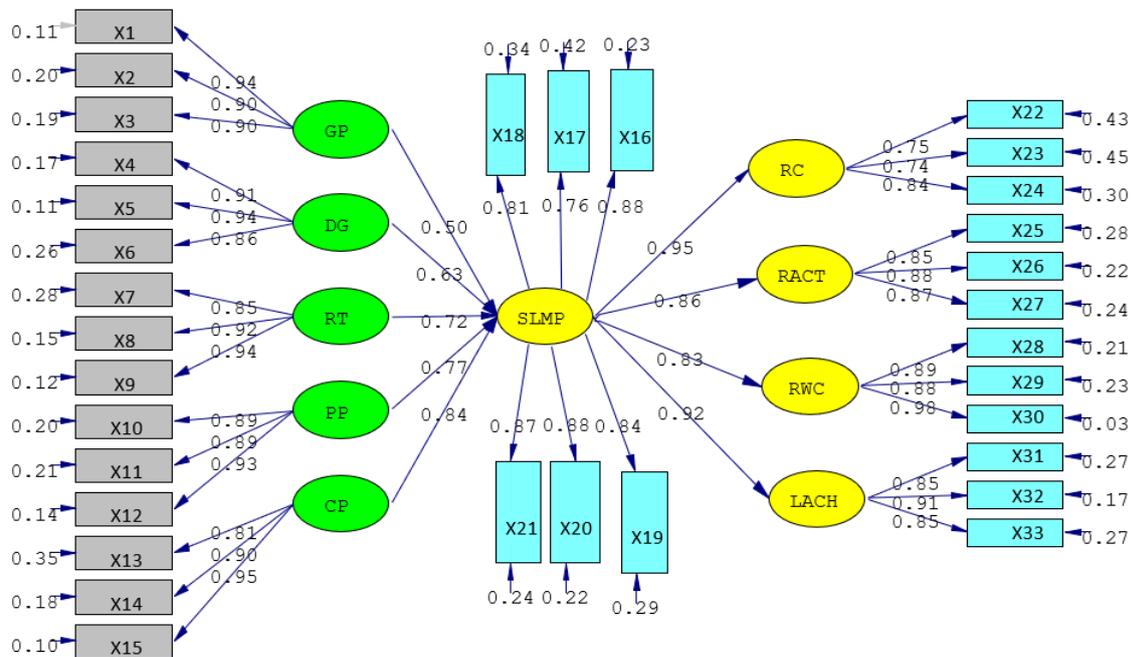
Chi-Square=88.81, df=47, P-value=0.06376, RMSEA=0.0235

Diagram 2. Standardised Loading Factor

Source: Author's own calculation

Hypothesis test results are as in table 4 below.

Table 4. Hypothesis Testing

Hypothesis			SLF	Conclusion
GP	⬜	SLMP	0.50	significant positive
DG	⬜	SLMP	0.63	significant positive
RT	⬜	SLMP	0.72	significant positive
PP	⬜	SLMP	0.77	significant positive
CP	⬜	SLMP	0.84	significant positive
SLMP	⬜	RC	0.95	significant positive
SLMP	⬜	LAct	0.86	significant positive
SLMP	⬜	WC	0.83	significant positive
SLMP	⬜	LAch	0.92	significant positive

Source: Author's own calculation

Table 4 shows the exogenous latent variables, GP, DG, RT, PP, and CP have a positive influence on the endogenous latent variables SLMP. The biggest influence is community participation (CP), followed by parental participation (PP), the role of the teacher (RT), local government (DG), and government policy (GP). This shows that the community environment is very important in supporting literacy movements in schools, not only providing a place to read by individuals or groups (for example, libraries in the form of reading parks) but also in motivating and encouraging reading habits (e.g. providing books and reading activities in houses of worship, provision of digital technology Personal Computer (PC) / laptop and internet that is adequate and can be used by students, and others). Likewise, the participation of parents occupies the second position in influencing the movement of school literacy with various roles and functions that can be realised, and so on. Furthermore, the school literacy movement (SLMP) as an exogenous latent variable has a positive effect on endogenous variables of reading culture (RC), reading activity (RAct), literacy reading creativity (RWC), and learning achievement (LAch). The biggest positive impact is on habituation to developing a reading culture (RC), which is followed by an impact on LAch, LAct, and RWC.

4.5. Relationship of Indicators in Variables

One of the advantages of SEM is the latent variable which is able to contain many indicators. SEM can be used to determine the strength of an indicator's contribution to its latent variable (Golob, 2003; Kusnendi, 2008; Haryono and Wardoyo, 2017). Table 5 below shows the contribution of the indicators for each of the exogenous and endogenous latent variables studied.

Table 5. Relationship of Indicators in Variables

Variables	Indicators	Loading value	Construct Coefficient	Contribution
Gov. Policy (GP)	x1 = Provision of textbooks	0.11	0.94	0.1034
	x2 = Book funding assistance	0.20	0.90	0.1800
	x3 = Improved work coordination	0.19	0.90	0.1710
District Gov (DG)	x4 = Procurement and distribution of books	0.17	0.91	0.1547
	x5 = Regional library facilities	0.11	0.94	0.1034
	x6 = Reading policies and regulations	0.26	0.86	0.2236
Role Teacher (RT)	x7 = Borrowing reading books	0.28	0.85	0.2380
	x8 = Reading and summarising tasks	0.15	0.92	0.1380
	x9 = Learning problem solving	0.12	0.94	0.1128
Parent Part. (PP)	x10 = Provision of reading books	0.20	0.89	0.1720
	x11 = Invites to a routine bookstore	0.21	0.89	0.1869
	x12 = Allocation of reading time at home.	0.14	0.93	0.1302
Comm. Part. (CP)	x13 = Establishment of reading gardens	0.35	0.81	0.2835
	x14 = Campaign reading at school	0.18	0.90	0.1620
	x15 = Reading activities together	0.10	0.95	0.0950
School lit. Movement (SLMP)	x16 = Read before studying in class	0.34	0.81	0.2754
	x17 = Completing the school library book	0.42	0.76	0.3192
	x18 = Provision of space to read	0.23	0.88	0.2024
	x19 = Contribution of parent and community	0.24	0.87	0.2088
	x20 = Invite popular community leaders	0.22	0.88	0,1936

	x21 = Providing complete digital technology	0.29	0.84	0.2436
Reading	x22 = Time to read a book every day	0.43	0.75	0.3225
Culture	x23 = Improve reading habits	0.45	0.74	0.3330
(RC)	x24 = Routinely borrow books from the library	0.30	0.84	0.2520
Reading	x25 = Read and summarise the content of the book	0.28	0.85	0.2380
Activity	x26 = Discuss the contents of the book with a friend	0.22	0.88	0.1936
(LAct)	x27 = Looking for interesting books	0.24	0.87	0.2088
ReadWri Creative	x28 = Actively reading books	0.21	0.89	0.1869
	x29 = Following the writing competition	0.23	0.88	0.2024
(RWC)	x30 = The pleasure of writing	0.03	0.98	0.0285
Learning	x31 = Improve reading skills	0.27	0.85	0.2295
Achieve	x32 = Improve learning outcomes	0.17	0.91	0.1547
(LAch)	x33 = Increasing mastery of subject matter	0.27	0.85	0.2295

Source: Author's own calculation

6. Conclusion

The above results show that the school literacy movement launched by the government is not only limited to the compulsory reading activities 15 minutes before the lesson begins, but also the emergence of activities, such as preparing space for reading at school, giving reading and summarising assignments, discussing the contents of books, borrowing books from the library, and so on. The literacy movement has a positive impact on efforts to cultivate reading in schools, reading activities, creative reading and writing, and increasing student achievement. However, this movement itself is inseparable from the influence of various factors, including: central government policy, increasing local government participation, the role of teachers, parent participation, and community participation.

On this basis, efforts to improve literacy movements in schools need to pay attention to and involve the role of various factors of influence on an ongoing basis, as well as indicators that

contribute strongly in influencing each of the variables studied. Without continuous effort, literacy movement programs tend to be temporary with a lack of ability to create reading habits in schools.

Author's Contributions

All authors contributed to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

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