Jurnal Guru Dikmen dan Diksus
Volume 7 Number 1, 2024. Page 7-16
p-ISSN: 2655-481x, e-ISSN: 2723-6404

Actualizing The School Literacy Movement Through a Pancasila-Based "Tambak Beras" Method in Vocational Education

Kinasih Dwijayanti
SMK Negeri 1 Probolinggo, Indonesia

Email: kinkafarya@gmail.com

(Received: June 10, 2022; Accepted: October 25, 2022; Published: June 30, 2024)

ABSTRACT

This best-practice study describes the actualization of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) through a Pancasila-based "Tambak Beras" method at SMK Negeri 1 Probolinggo. Tambak Beras operationalizes literacy through storytelling, book writing, meaningful cooking, enjoyable participation, learner choice, and religious habituation. The documented activities included storytelling competitions, a new-student anthology project involving more than 500 student writers before editorial selection, "Cooking Literacy" based on collaborative preparation and book reading, student-selected competitions, and centralized recitation before first-period lessons. Evidence was drawn from school documentation, activity records, photographs, published products, and reflective descriptions of student participation. The practice indicates that literacy can be positioned as a participatory school culture rather than a narrowly print-based routine, while Pancasila values are embedded through cooperation, fairness, deliberation, responsibility, and religious practice. Because the source is a descriptive best-practice account without a comparison group, standardized character measures, or pre-post quantitative indicators, the findings should be interpreted as documented implementation outcomes rather than causal evidence of character change. The approach offers a context-sensitive model for integrating literacy, civic values, creativity, and vocationally relevant participation in Indonesian secondary education.

Keywords: School Literacy Movement; Pancasila; character education; vocational education; school culture

INTRODUCTION

Literacy in contemporary education extends beyond decoding print to participation in social, cultural, digital, and civic practices. Research on adolescent literacy emphasizes disciplinary meaning-making, identity, motivation, and access to multiple modes of communication (Moje, 2008; Shanahan & Shanahan, 2008; Goldman et al., 2016; Alexander, 2012). At the same time, school-wide literacy initiatives are more sustainable when they are embedded in routines, relationships, and institutional culture rather than treated as isolated reading events (Guthrie et al., 2007; Klauda & Guthrie, 2015; Merga, 2020; Cremin et al., 2014). These principles are especially relevant in vocational schools, where literacy can be connected with authentic products, collaborative tasks, and everyday practices.

Character and civic learning provide a complementary rationale. Character education is strengthened when values are enacted through repeated participation, social interaction, reflection, and school norms (Berkowitz & Bier, 2005; Lickona, 1996; Althof & Berkowitz, 2006; Nucci, 2004; Arthur, 2011). Civic education similarly benefits from participatory opportunities that allow students to deliberate, cooperate, make choices, and connect abstract values with lived experience (Torney-Purta, 2002; Kahne & Sporte, 2008; Campbell, 2008; Geboers et al., 2013; Reichert & Print, 2017). In the Indonesian context, this creates a productive space for linking the School Literacy Movement with the enactment of Pancasila values.

The source practice emerged from concerns that academic achievement alone does not guarantee the internalization of respectful, cooperative, responsible, and civic-minded behavior. It therefore sought to actualize GLS at SMK Negeri 1 Probolinggo through "Tambak Beras," a locally designed method combining storytelling, book writing, meaningful cooking, enjoyable activities, learner choice, and religious habituation. The present article reorganizes that best-practice account into an academic format and asks: how was the Tambak Beras method implemented, what literacy and Pancasila-oriented practices were documented, and what can reasonably be inferred from the available evidence?

LITERATURE REVIEW

School Literacy as a Social and Multimodal Practice

Literacy is increasingly conceptualized as situated practice. Students read, write, speak, design, and interpret texts within communities and purposes, and these practices are shaped by identity and context (Street, 2003; Gee, 2001; New London Group, 1996; Rowsell & Walsh, 2011). Multimodal and digital literacy research further shows that meaning is constructed through combinations of language, image, gesture, media, and material activity (Jewitt, 2008; Mills, 2010; Kress, 2003; Leu et al., 2015). Consequently, storytelling, anthology production, posters, cooking-related reading, and public presentation can be understood as legitimate literacy events when they require purposeful meaning-making and communication.

Literacy Engagement, Choice, and Participation

Engagement is a central mechanism linking literacy opportunities with sustained participation. Choice, relevance, social interaction, and perceived competence can support reading motivation and persistence (Guthrie et al., 2006; Wigfield et al., 2016; Schiefele et al., 2012; Ryan & Deci, 2020). Collaborative learning also creates opportunities for explanation, negotiation, and shared responsibility (Johnson & Johnson, 2009; Gillies, 2016; Laal & Ghodsi, 2012). Student-created texts and public products can strengthen authorship and audience awareness, particularly when teachers provide scaffolding and feedback (Graham et al., 2012; Graham & Perin, 2007; Graham et al., 2018).

Character, Civic Values, and School Culture

Character formation is not reducible to moral instruction; it is also influenced by the quality of relationships, opportunities for agency, and the norms embedded in school life (Thapa et al., 2013; Berkowitz et al., 2017; Cohen et al., 2009). Social-emotional research similarly indicates that structured opportunities for cooperation, self-management, and responsible decision-making can support developmental outcomes (Durlak et al., 2011; Taylor et al., 2017). For civic development, open classroom climates and participatory school experiences are associated with stronger civic knowledge and engagement (Torney-Purta, 2002; Kahne & Sporte, 2008; Geboers et al., 2013). These perspectives support examining Tambak Beras as a school-culture practice that connects literacy with Pancasila-oriented participation rather than as a single instructional technique.

METHODS

Design and Setting

The original work is best classified as a descriptive best-practice report conducted at SMK Negeri 1 Probolinggo. It does not report experimental assignment, a comparison group, standardized pre-post measures, or inferential statistics. Accordingly, this reformatted article treats the evidence as implementation documentation and reflective observation, not as a causal effectiveness study. The unit of analysis is the set of GLS activities organized under the Pancasila-based Tambak Beras method.

Data Sources and Analytical Procedure

Evidence available in the source comprised activity descriptions, school documentation, photographs dated 2020, a published anthology and its ISBN evidence, participation records, and practitioner reflections. The analysis used descriptive categorization: each activity was mapped to its literacy practice, the Pancasila-related value explicitly claimed in the source, the form of student participation, and the tangible output. This approach preserves the original account while separating documented observations from interpretive claims.

Table 1. Operationalization of the Pancasila-based Tambak Beras method

Tambak Beras component	Documented activity	Literacy/participation focus
Storytelling	Storytelling competition	Oral literacy, expression, healthy competition
Book writing	MPLS student anthology	Writing, editing, publication, authorship
Meaningful cooking	"Cooking Literacy" / Nasi Goreng Literasi	Collaboration, task sharing, reading while waiting
Enjoyable & choice-based	Choice of storytelling/poster/3D wall-magazine competition	Agency, creativity, participation
Religious habituation	Centralized Asmaul Husna recitation	Collective routine and religious value

RESULTS AND DISCUSSION

Storytelling and Healthy Competition

The storytelling component was actualized through a school competition connected with Teacher's Day and National Children's Day. Students participated in storytelling and related creative competitions. In the source, this was interpreted as practice of the fifth principle through fair participation and healthy competition. From a literacy perspective, the activity broadened GLS beyond silent reading by emphasizing oral narrative, audience awareness, and expressive communication. Such participation is consistent with evidence that social and authentic literacy contexts can increase engagement when students perceive purpose and audience (Guthrie et al., 2007; Wigfield et al., 2016; Cremin et al., 2014).



Figure 1. Participants in storytelling and three-dimensional wall-magazine activities (personal documentation, 2020)

Student Anthology as Authorship and Deliberative Participation

The book-writing component was implemented during the 2019/2020 student orientation period. More than 500 new students were invited to write their experiences; submissions were then sorted and edited, and selected texts were compiled into a printed anthology with an ISBN. This is the strongest tangible literacy output in the source because it documents a complete pathway from writing to editorial selection and publication. Writing research emphasizes that authentic audiences, clear purposes, feedback,

and publication can strengthen students' investment in composing (Graham & Perin, 2007; Graham et al., 2012; Graham et al., 2018). The source associated this activity with the fourth principle of Pancasila, particularly participation and deliberative processes.

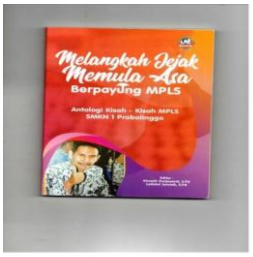


Figure 2. Cover of the published MPLS student anthology (personal documentation, 2020)

Cooking Literacy, Cooperation, and Situated Reading

The "Cooking Literacy" activity required students to cooperate in preparing and selling Nasi Goreng Literasi for Rp5,000 per serving. Students divided tasks for preparing ingredients, cooking, serving, and delivering orders. Books were also provided for customers to read while waiting. The source framed the activity as an enactment of gotong royong and the third principle of Pancasila. Analytically, the activity demonstrates situated literacy: reading was embedded in a social event rather than separated from practical activity. Collaborative-learning research supports the value of structured interdependence and shared responsibility, although the present evidence does not quantify changes in collaboration (Johnson & Johnson, 2009; Gillies, 2016; Laal & Ghodsi, 2012).



Figure 3. Students collaborating in the Cooking Literacy activity (personal documentation, 2020)

Choice, Enjoyment, and School Culture

Students were offered choices among storytelling, poster, and three-dimensional wall-magazine competitions, and the source reports that students described the activities as enjoyable because literacy

could occur outside the classroom. Choice and autonomy are theoretically important because they can support intrinsic motivation when accompanied by competence and social relatedness (Ryan & Deci, 2020; Schiefele et al., 2012). The practice also included centralized Asmaul Husna recitation before first-period lessons as a religious habituation routine. Together, these activities illustrate how GLS was embedded in school culture through recurring, public, and participatory practices rather than confined to a fifteen-minute reading routine (Merga, 2020; Thapa et al., 2013; Cohen et al., 2009).

Interpretive Synthesis

Across the documented activities, Tambak Beras functioned as an organizing framework that linked multiple literacy modes with value-laden participation. Its strongest contribution is programmatic integration: oral literacy was linked with storytelling; written literacy with anthology publication; practical collaboration with cooking; creative agency with competition choice; and religious values with habituation. This aligns with multimodal literacy perspectives (Jewitt, 2008; Mills, 2010; Rowsell & Walsh, 2011) and with character-education scholarship emphasizing practice, relationships, and institutional ethos (Lickona, 1996; Althof & Berkowitz, 2006; Berkowitz et al., 2017). However, the source claim that the method "changed character for the better" is stronger than the available evidence can support. The documentation demonstrates participation, products, and routines, but it does not provide validated measures of character change or a counterfactual comparison.

LIMITATIONS

Several limitations constrain interpretation. First, the source is a practitioner best-practice account rather than a controlled or quasi-experimental study. Second, participant numbers are only explicitly reported for the anthology activity (more than 500 new students); denominators for the other activities are not provided. Third, no validated literacy, civic-value, or character instrument was administered before and after implementation. Fourth, student statements about enjoyment are reported descriptively without a documented interview or survey protocol. Fifth, the photographs and published anthology verify that activities occurred, but they do not independently establish changes in Pancasila-oriented character. Future evaluation should use a clear logic model, baseline and follow-up measures, student voice data, participation records, and triangulation across teachers, students, and school documents.

CONCLUSION AND RECOMMENDATIONS

The Pancasila-based Tambak Beras method provides a locally grounded way to actualize the School Literacy Movement through storytelling, book writing, meaningful cooking, enjoyable choice-based activities, and religious habituation. The documented implementation at SMK Negeri 1 Probolinggo

produced observable literacy events and tangible outputs, including a student anthology, public competitions, and collaborative Cooking Literacy activities. The evidence supports the conclusion that GLS can be broadened into a participatory school culture that connects literacy with cooperation, creativity, civic values, and authentic products. It does not, however, establish that Tambak Beras alone caused measurable character change. Schools wishing to replicate the approach should define indicators for each Pancasila value, document participation systematically, assess literacy and character outcomes with validated instruments, and retain student choice and authentic publication as central design features.

REFERENCES

Alexander, P. A. (2012). Reading into the future: Competence for the 21st century. Educational Psychologist, 47(4), 259–280.

Althof, W., & Berkowitz, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. Journal of Moral Education, 35(4), 495–518.

Arthur, J. (2011). Personal character and tomorrow's citizens: Student expectations of their teachers. International Journal of Educational Research, 50(3), 184–189.

Berkowitz, M. W., & Bier, M. C. (2005). What works in character education: A research-driven guide for educators. Journal of Research in Character Education, 5(1), 29–48.

Berkowitz, M. W., Bier, M. C., & McCauley, B. (2017). Toward a science of character education. Journal of Character Education, 13(1), 33–51.

Campbell, D. E. (2008). Voice in the classroom: How an open classroom climate fosters political engagement among adolescents. Political Behavior, 30, 437–454.

Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. Teachers College Record, 111(1), 180–213.

Cremin, T., Mottram, M., Collins, F., Powell, S., & Safford, K. (2014). Building communities of engaged readers: Reading for pleasure. Routledge. [Research synthesis].

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis. Child Development, 82(1), 405–432.

Geboers, E., Geijsel, F., Admiraal, W., & ten Dam, G. (2013). Review of the effects of citizenship education. Educational Research Review, 9, 158–173.

Gee, J. P. (2001). Reading as situated language: A sociocognitive perspective. Journal of Adolescent & Adult Literacy, 44(8), 714–725.

Gillies, R. M. (2016). Cooperative learning: Review of research and practice. Australian Journal of Teacher Education, 41(3), 39–54.

Goldman, S. R., Snow, C., & Vaughn, S. (2016). Common themes in teaching reading for understanding: Lessons from three projects. Journal of Adolescent & Adult Literacy, 60(3), 255–264.

Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. Journal of Educational Psychology, 99(3), 445–476.

Graham, S., Harris, K. R., & Chambers, A. B. (2016). Evidence-based practice and writing instruction. Journal of Writing Research, 7(3), 463–486.

Graham, S., Kiuhara, S. A., McKeown, D., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. Journal of Educational Psychology, 104(4), 879–896.

Graham, S., Liu, X., Bartlett, B., Ng, C., Harris, K. R., Aitken, A., Barkel, A., Kavanaugh, C., & Talukdar, J. (2018). Reading for writing: A meta-analysis of the impact of reading interventions on writing. Review of Educational Research, 88(2), 243–284.

Guthrie, J. T., Hoa, A. L. W., Wigfield, A., Tonks, S. M., Humenick, N. M., & Littles, E. (2007). Reading motivation and reading comprehension growth in the later elementary years. Contemporary Educational Psychology, 32(3), 282–313.

Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. Journal of Educational Research, 99(4), 232–246.

Jewitt, C. (2008). Multimodality and literacy in school classrooms. Review of Research in Education, 32, 241–267.

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. Educational Researcher, 38(5), 365–379.

Kahne, J. E., & Sporte, S. E. (2008). Developing citizens: The impact of civic learning opportunities on students' commitment to civic participation. American Educational Research Journal, 45(3), 738–766.

Klauda, S. L., & Guthrie, J. T. (2015). Comparing relations of motivation, engagement, and achievement among struggling and advanced adolescent readers. Reading and Writing, 28, 239–269.

Leu, D. J., Forzani, E., Rhoads, C., Maykel, C., Kennedy, C., & Timbrell, N. (2015). The new literacies of online research and comprehension. Reading Research Quarterly, 50(1), 37–59.

Lickona, T. (1996). Eleven principles of effective character education. Journal of Moral Education, 25(1), 93–100.

Merga, M. K. (2020). How can school libraries support student wellbeing? Evidence and implications for further research. Journal of Library Administration, 60(6), 660–673.

Mills, K. A. (2010). A review of the "digital turn" in the New Literacy Studies. Review of Educational Research, 80(2), 246–271.

Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning. Journal of Adolescent & Adult Literacy, 52(2), 96–107.

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. Harvard Educational Review, 66(1), 60–92.

Nucci, L. (2004). Reflections on the moral self construct. Journal of Moral Education, 33(4), 413–417.

Reichert, F., & Print, M. (2017). Civic participation of high school students: The effect of civic learning in school. Educational Review, 69(3), 318–336.

Rowsell, J., & Walsh, M. (2011). Rethinking literacy education in new times: Multimodality, multiliteracies, & new literacies. Brock Education Journal, 21(1), 53–62.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective. Contemporary Educational Psychology, 61, 101860.

Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. Reading Research Quarterly, 47(4), 427–463.

Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents. Harvard Educational Review, 78(1), 40–59.

Street, B. (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. Current Issues in Comparative Education, 5(2), 77–91.

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions. Child Development, 88(4), 1156–1171.

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. Review of Educational Research, 83(3), 357–385.

Torney-Purta, J. (2002). The school's role in developing civic engagement. Applied Developmental Science, 6(4), 203–212.

Wigfield, A., Gladstone, J. R., & Turci, L. (2016). Beyond cognition: Reading motivation and reading comprehension. Child Development Perspectives, 10(3), 190–195.

Nudiati, D., & Sudiapermana, E. (2020). Literasi sebagai kecakapan hidup abad 21 pada mahasiswa. Indonesian Journal of Learning Education and Counseling, 3(1), 34–40.

Teguh, M. (2020). Gerakan literasi sekolah dasar. Jurnal Pendidikan Dasar Flobamorata, 1(2), 1–9.

Torang, D. (2020). Aktualisasi pelayanan pendidikan melalui budaya literasi pagi di SMPN 1 Latambaga. Jurnal Teknologi Pendidikan Madrasah, 3(1), 100–117.

Mindarti, S. (2018). Penguatan Gerakan Literasi Sekolah melalui konsep satu buku satu siswa pada era generasi milenial. Jurnal Guru Dikmen dan Diksus, 1(2), 47–54.

Mulyani, F., & Haliza, N. (2021). Analisis perkembangan ilmu pengetahuan dan teknologi dalam pendidikan. Jurnal Pendidikan dan Konseling, 3(1), 101–109.

Debora, K., & Han, C. (2020). Pentingnya peranan guru dalam membentuk karakter siswa. Diligentia: Journal of Theology and Christian Education, 2(1), 1–14.

Jenilan, J. (2018). Filsafat pendidikan. EL-AFKAR: Jurnal Pemikiran Keislaman dan Tafsir Hadis, 7(1), 69–74.

Ayuningtiyas, G. W., Printina, B. I., & Subakti, Y. R. (2021). Implementasi collaborative learning dalam pembelajaran sejarah. Historia Vitae, 1(2), 69–83.

Rokim, R. (2022). Implementasi program literasi sebagai aktualisasi pendidikan agama Islam di sekolah. Kuttab: Jurnal Ilmu Pendidikan Islam, 1(2), 1–14.

Wahid, F. S., & Purnomo, A. (2020). Kajian pendidikan karakter pada sekolah dasar ramah anak di Kabupaten Brebes. Syntax Literate, 5(4), 49–58.