

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After searching, collecting, observing, processing and analyzing the data obtained from the research about the implementation of Curriculum 2013-based Literacy in Al Ulum Integrated Islamic Senior High School, it can be concluded that:

1. The implementation of Curriculum 2013-based Literacy which has been applied after Curriculum 2013 implemented in this school are in the reflection and development phases. These phases are applied by concerning the academic circumstances namely physical, social and even affective to support literacy by having mini library and literacy's corner, 15 minutes reading before the teaching-learning process, required schedule to visit the library and rewarding the class of best literacy implementation.
2. Supporting factors of the implementation of Curriculum 2013-based Literacy are supporting programs such as Language Month, encouraging from homeroom teachers, the facilities availability such as the cupboard for mini library and literacy's corner, books and textbooks availability, the complete book collections of school's library, spacious and comfortable library and surely supported by digital application. However, the problems in implementation of Curriculum 2013-based literacy are the students' indiscipline in treating the books of mini library and literacy's corner.

Moreover, there many students who have lack interest in reading so the literacy program does not run well since they think reading is supposed to be a boring activity. Another obstacle is the number of posters for supporting Curriculum 2013-based literacy movement is still low and also the library obstacle which is not maximum in room design, application system and human resources as well. And the last obstacle is Curriculum 2013-based literacy is not fully implemented in the teaching-learning process due to the lack cooperation between teachers and students' parents in gaining students' interest in reading reflection and reading development.

5.2 Suggestions

With reference to the conclusions, suggestions are staged as the following:

1. The government is expected to be more committed to support the implementation of curriculum 2013-based literacy in order the curriculum 2013 targets can be achieved. The government's commitment is not only having a policy but also controlling, supervising and evaluating to giving the assistance which can be in the form of facilities or even foundation assistance. It aims to support literacy program to run more effective and maximum so the literacy generation will be created.
- 2.a The principal is expected to do many efforts in supporting the curriculum 2013-based literacy. One starting point of the efforts is supervising actively the literacy program so all teachers can be more active in conducting this literacy program. In addition to, the principal also needs to gain more efforts in

completing the facilities which are supporting Curriculum 2013-based literacy and also having literacy programs concerned with society in the term of school development.

2.b All teachers and school's staff are expected to support the implementation of Curriculum 2013-based literacy by guiding the implementation of school literacy to be more effective. They need to collaborate each other to create literacy atmosphere around the school by using all facilities based literacy. Moreover, all teachers and school's staff are expected to gain more information concerns to the implementation of literacy's movement so new and more ideas can be created and applied at school.

2.c Society around the school are expected to take a part in school's development. In literacy movement, society also has similar tasks with the teachers in activate literacy's movement. Therefore, society requires to have good relationship with school in order to create public literacy movement and finally literacy environment will appear since basically literacy movement can be implemented well if school and society have good collaboration.