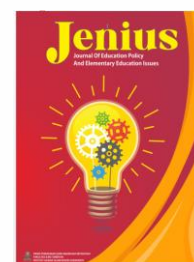




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Post-Pandemic Implementation of the School Literacy Movement (GLS) at Islamic Elementary School

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ABSTRAK

Since 2019, the corona outbreak has spread so that learning is online. The tasks the teacher gives do not fully help children learn but burden children and parents, hampering children's literacy habituation. This research is deemed necessary to determine the School Literacy Movement (GLS) implementation and the inhibiting and supporting factors of literacy. This research uses a descriptive qualitative method. The location in this study is MIN 4 Sukoharjo. Data collection techniques are interviews, documentation and observation. The research instruments included field note sheets, documentation, and interview sheets. The subjects of this study were deputy heads in the field of R&D, homeroom teachers, and grade 1 and grade 4 students. The results showed that implementing the School Literacy Movement at MIN 4 Sukoharjo was not optimal due to changes in offline-online-offline learning returning after the pandemic. Factors inhibiting the implementation of GLS at MIN 4 Sukoharjo are limited reading materials, some classes do not have reading corners, library transfers, parental economics and parenting. Factors supporting the implementation of GLS include: the availability of facilities, excellent programs, learning that is designed with various methods, and teachers can build good communication with parents.

INTRODUCTION

The education unit is the organisation of education, one of the aspects needed in society. Global society in the 21st century is required to adapt to technological advances. Progress is marked by the ease with which humans receive information, so students must have literacy skills (Nudiati & Sudiapermana, 2020).

One of the literacy activities is reading. The ability to use words and visuals in a rich and varied way to read, write, listen, speak, see, present, and critically analyse ideas is referred to

as literacy. (Abidin et al., 2021). The younger generation will benefit from better literacy by understanding spoken and written information (Ningrum et al., 2019). According to Budiharto et al. (2018), literacy is the capacity to receive, understand, and apply information effectively through literacy tasks, including reading, writing, listening, and speaking. According to Suyono et al. (2017), literacy is also described as having reading, writing, and thinking skills that enable a person to critically, creatively, and innovatively analyse material. Reading, writing and using critical thinking skills are all parts of literacy.

Literacy plays an important role in achieving learning objectives at the micro and macro levels. Literacy shows the progress of a country (Tryanasari et al., 2017). According to Yulianti et al. (2021), literacy culture, science and technology will develop. Literacy culture never stops, and someone will excel wherever someone is with literacy. Seeing the importance of literacy, this is not in line with literacy in Indonesia which is relatively low. According to Nirmala (2022), the causes of the low literacy skills of elementary school students include (1) socio-economic conditions; (2) communication and guidance of children at an early age; (3) communication and tutoring during school days; (4) facilities/book collection at home; (5) HP, computer, television facilities; (6) gender; (7) the relationship between family, school and community; and (8) the use of learning strategies or models.

Widayoko & Muhardjito (2018) state that the GLS program aims to develop a literacy culture of reading and writing among students and community members, changing the idea that school is a fun place to learn, facilities and infrastructure that support literacy activities such as fairy tales or folklore books, and use appropriate and varied reading strategies. A movement known as GLS works to improve reading skills among students by involving the community, all citizens, and educational institutions (Prasrihamni et al., 2022). Besides modifying the school curriculum, the Indonesian government carries out steps such as the GLS (Faradina, 2017).

Reading literacy test shows Indonesia ranks 42nd out of 45 countries in the 2011 PIRLS and shows a one-point increase in PISA 2012 to PISA 2015 (Kharizmi, 2015). The implementation of the 2013 curriculum in Indonesia and the government have also made many efforts through regulations and contributions in the world of education, which are not enough to raise Indonesia's literacy ranking (Setiawan, 2019; Sholahudin et al., 2019; Wiratsiwi, 2020). This is reinforced by the results of data analysis conducted in the City of Padangsidempuan regarding the low literacy skills of students. Reading literacy skills (58.89%) are classified as low, and scientific literacy skills (46.93%) are very low (Harahap et al., 2022). This situation requires the government to create programs related to literacy. The activity launched by the

government in 2016 is called the Student Literacy Movement (GLS) (Satgas GLS Kemendikbud: 2018). GLS is implemented by schools in Indonesia, including MIN 4 Sukoharjo.

MIN 4 Sukoharjo implements GLS in school activities, as evidenced by a reading corner in each class. However, since 2019 the corona outbreak has resulted in system changes in the learning process. Learning activities are carried out online. Based on interviews, the assignments given by the teacher did not fully help children learn but burdened children and parents and hampered children's literacy habituation. Based on these changes, it is necessary to study the implementation of the Student Literacy Movement at MIN 4 Sukoharjo after the pandemic. Similar research has previously been carried out, but it has not been optimal, especially at the development stage of the GLS (Ratnawati, 2018). The difference between this research and previous research lies in the research object. This research at MIN 4 Sukoharjo is deemed necessary to know the application of literacy and the inhibiting factors and supporting factors accompanying it to develop literacy habits. This research is expected to be a guideline for evaluating the implementation of GLS at MIN 4 Sukoharjo for education providers and the government as the designer of the GLS program.

METHOD

This study uses a qualitative descriptive research design. This research is located at Madrasah Ibtidaiyah Negeri 4 Sukoharjo, Central Java. This research was conducted on September 12-24, 2022. Data collection techniques in this study were interviews, documentation and observation. The subjects of this study were deputy heads of literacy and development, homeroom teachers, and grade 1 and grade 4 students. The research instruments included: field note sheets, documentation, and interview sheets. Data analysis in this study is about implementing the three stages of the School Literacy Movement (GLS): habituation, development, and learning at MIN 4 Sukoharjo. Data analysis in this study includes (1) data collection and selecting the main points that follow the research objectives, (2) data presentation, and (3) conclusion.

RESULTS AND DISCUSSION

Madrasah Ibtidaiyah Negeri 4 Sukoharjo is located in the centre of Baki District, precisely on Jalan WR. Supratman No.145, Bakipandeyan Village, Baki, Sukoharjo, Central Java. MIN 4 Sukoharjo has adequate facilities for students to develop literacy skills. The facilities available

at MIN 4 Sukoharjo include a library, a reading corner in each classroom, a computer laboratory, a prayer room, beautifully decorated classrooms, and posters around the school. MIN 4 Sukoharjo also pioneered a special learning program, namely literacy and numeracy tutoring (calistung), for children who need more guidance. This helps students with difficulties in calistung activities have good literacy skills.

Implementation of the School Literacy Movement

The School Literacy Movement (GLS) is an overall effort to make schools a learning organisation whose citizens are literate for life through public involvement. (Prasrihamni et al., 2022). GLS is a collaborative social movement from various elements such as school members, academics, publishers, mass media and the community. These various elements in MIN 4 Sukoharjo have contributed to implementing the GLS and cooperation between teachers and guardians, principals and teachers, schools and other institutions. The School Literacy Movement aims to make schools a literacy cultural organisation and form literate school members in reading and writing, numeracy, science, digital, finance, and culture and citizenship (Satgas GLS Kemendikbud, 2018). The application of GLS at MIN 4 Sukoharjo has taken into account the readiness of the school's capacity as evidenced by the presence of reading materials in each classroom, library and computer laboratory, as the result of an interview with MIN 4 Sukoharjo to the deputy head Mrs NK:

" MIN 4 Sukoharjo has implemented literacy, but because there is a pandemic, we are taking a break (on leave), and children are not allowed to enter class, so the current application is not optimal. Apart from the library, each class has a corner with various reading books. Books are provided in every class, but books were scattered everywhere during the pandemic because learning was online. At the time of learning, 50% have been unable to increase literacy activities. Learning can be done 100% now, so we start from 0 again. "

The results of this interview indicate that the GLS has been implemented at MIN 4 Sukoharjo. However, the Covid-19 outbreak has caused MIN 4 Sukoharjo students not to study in class, so books are scattered, and students cannot take care of and read books in the reading corner. This has an impact on the current GLS implementation. MIN 4 Sukoharjo must pioneer the implementation of the School Literacy Movement (GLS). The application of GLS at MIN 4 Sukoharjo goes through three stages, as stated in the book "Main Design of the School Literacy Movement": habituation, learning, and development.

1. Habituation Stage

This stage aims to foster interest in reading and reading activities among school members. This activity is implemented without billing until the interest in reading in the school community grows, develops, and reaches the stage of liking/liking reading (Satgas GLS Kemendikbud: 2018). The habituation at MIN 4 Sukoharjo has been implemented as evidenced by the availability of literacy facilities such as reading materials in each class, a library with various kinds of books, laboratories, UKS, mosques, and classrooms decorated with various writings and crafts.

There are quite a lot of book collections at MIN 4 Sukoharjo. The data shows that the collection of books at MIN 4 Sukoharjo is 194 books. The books available include picture stories, folklore, fairy tale, simple text, study guide, and history books. Based on the GLS guidelines, the types of books for the lower classes include picture story books, books without text, books with simple texts, and fiction and non-fiction. Types of books for the upper class include picture story books, rich-text picture books, and beginner novels, both in print/digital/visual form (Kemendikbud: Satgas GLS, 2018). MIN 4 Sukoharjo also has a computer laboratory so that students can get used to using the facility.

The existing facilities at MIN 4 Sukoharjo are a supporting factor and consideration for the smooth running of the GLS. The teacher familiarises students with literacy in applying learning methods. Teachers also work with parents by encouraging parents to accustom students to reading textbooks and other reading books at home as a result of an interview with Waka MIN 4 Sukoharjo Mrs NK:

"Supporting factors are facilities and infrastructure, both at school and home. For schools, it will be maximal in supporting literacy activities. If at home, we also recommend that you often get into the habit of reading textbooks or other reading. These activities can add to the knowledge and skills of children. In addition, teachers who have a passion for literacy in class during learning according to the method in the subject."

MIN 4 Sukoharjo is an environment rich in literacy. The observations showed that at MIN 4 Sukoharjo, posters were posted on the school building walls. These posters include habituation posters of 5 good things (smiling, sharing with friends, helping friends, making friends with anyone), maintaining cleanliness, greeting and so on.



Figure 1. Poster on the Classroom Door

Classrooms at MIN 4 Sukoharjo are also decorated with various wall decorations such as motivational words, class schedules, and class picket schedules. Window hangers and paper flowers are placed around the board. This makes the class atmosphere feel colourful and beautiful to look at. This classroom decoration is student work.



Figure 2. Class Decoration Results, To Develop Student Literacy

The facilities at MIN 4 Sukoharjo are also equipped with a mosque building. The mosque in the schoolyard is a place for 5 daily prayers for school residents, the surrounding community, and travellers. The mosque courtyard is also the place for BTA (Reading, Writing and Al-Qur'an) for the lower grades every morning before starting to study.

MIN 4 Sukoharjo is a school that is thick with Islamic teachings. Each level in MIN 4 Sukoharjo is required to achieve the target of memorising surahs in Juz 30 and reciting 5 prayers and prayers for the dead. The teacher guides students every morning before starting lessons to read short letters and prayer readings. In the lower grades, the teacher guides by reading one verse by verse in short surahs followed by students. MIN 4 Sukoharjo also implements the activity of reading books for 10-15 minutes. According to one homeroom teacher, Ms FT, students used their break time to read books in class, in the book corner before the pandemic. Students at MIN 4 Sukoharjo rarely read books during recess because the pandemic hit about 2 years ago, so the book corner is not well maintained, and some books are missing. This makes students less enthusiastic about reading books.

According to Mrs NK, literacy is reading, writing, and culture. The good culture built in students is expected to become a habit until they become adults. His statement on literacy is as follows:

" At MIN 4 Sukoharjo, implementing a culture of 5 good things, praying dhuha, shaking hands with the picket teacher and father before entering class, disposing of trash in its place because each class has a trash order. Bathroom cleanliness has also been implemented at MIN 4 Sukoharjo. At MIN 4 Sukoharjo, there is a healthy canteen, so every child's snack takes a break in the healthy canteen. Every Monday-Thursday, the children pray midday prayers in the mosques to accustom children to praying in congregation. Because Friday and Saturday go home before midday, then pray dhuhr at each other's homes."

The results of interviews and observations show a culture instilled in students at MIN 4 Sukoharjo. This culture includes carrying out 5 good things, praying dhuha in between breaks, disposing of trash in its place, cleaning the bathroom, snacking on students in a healthy canteen, and praying midday prayers in the congregation every Monday-Thursday. Every morning students listen to murrotal juz 30, a recorded reading from the teacher. This improves students' listening skills and makes it easier for students to memorise the Qur'an. This culture is expected to be rooted in students so that it becomes a habit.

This habit is not only carried out in the school environment. Teachers also collaborate with parents to familiarise students with re-reading the lessons taught at school. The Sukoharjo MIN 4 teacher encourages parents to supervise students at home to repeat lessons, as stated by Mrs NK below:

"The teacher has discussed with the parents so that they get used to reading the meaning at home, even though the lessons have been given at school so that they are repeated at

home. If possible, in addition to textbooks, they are provided."

The results of the interviews show that teachers also encourage parents to provide textbooks at home. This is because students also spend much time at home. Reading books other than textbooks also aligns with the recommendations for implementing GLS in the book "Main Design of the School Literacy Movement" that students can read story books, fairy tales, novels and others.

2. Development Stage

Literacy activities at this stage aim to develop the ability to understand reading, connect with personal experiences, think critically, and foster creative communication skills. Development of reading interest based on 15 minutes of daily reading activities develops literacy skills through non-academic activities (Mansyur & Indonesia, 2019).

This activity has been running at MIN 4 Sukoharjo. Even after studying during breaks, students use the time to read books in the book corner, or students visit the library. This development is carried out at school and home with parents because they need cooperation with other people, as stated by Mrs NK below:

" In improving students' reading skills, both at school and home. At MIN 4 Sukoharjo, cooperation with parents is needed because children have many roles at home "

Collaboration with parents needs to be done because the student's place besides school, the participants also spend much time at home. Certain conditions, such as parents' economic conditions and facilities such as mobile phones or computers not at home, are obstacles and challenges for teachers, as stated by Mrs NK:

"The inhibiting factor comes from parents' economic factors. If parents are not busy working or caring for children, parents usually support children's activities by buying textbooks or other reading books. Sometimes, some parents cannot accompany their children in reading. Then, facilities at home are lacking. For example, cell phones and computers are also influential. Surely, if there are facilities and parental support, children can implement reading habits".

The results of the interviews show that if parents can accompany and pay attention to students, they can improve their reading habits. This concern can be in providing facilities such as reading materials and computers to develop digital literacy. Parents can also accompany students while studying at home or take students to the regional library.

Developing students' abilities at school is carried out by taking advantage of the national day commemoration time to hold competitions such as reading contests and poetry creation, writing short stories, and making speeches. Sukoharjo MIN 4 students were also enthusiastically participating in the activity. The following are excerpts from Mrs NK's interview regarding literacy activities at MIN 4 Sukoharjo.

"Usually, there are rewards and district-level competition activities such as KSN. Coincidentally, yesterday someone won the championship. Then, last August, MIN 4 Sukoharjo held a class cleanliness competition, a poetry creation and reading competition and so on".

Student participation in competitions between schools at the district level is literacy development at MIN 4 Sukoharjo. Students who have seen their talent and interest in a field are usually guided to participate in sub-district, district or national-level competitions. MIN 4 Sukoharjo has extracurricular activities to equip students in academic and non-academic fields. Through extracurricular activities, students get a place to develop their talents. There are two types of extracurriculars that students must take part in, where one is a mandatory extracurricular from the madrasah and one extracurricular activity that can be chosen. Such a mandatory extracurricular activity is scouting.

MIN 4 Sukoharjo also has a special program to equip students and an effort to develop literacy at MIN 4 Sukoharjo. Learning programs that are superior in MIN 4 Sukoharjo include:

- a. Guidance on learning to read, write, and count (calistung) for children who need more guidance. Calistung guidance is carried out outside of study hours.
- b. Science Olympiad Guide. There are two clubs in this coaching: the Mathematics Club and the Natural Sciences Club.
- c. Extracurricular activities, including Drum band, Tambourine, Art of Reading the Qur'an/Qiro'ah, Karate
- d. Dhuha prayer before the break time takes place.

3. Learning Stage

This learning stage is related to subjects, meaning that this stage is academic in nature. Students with teacher guidance can experience fun and more meaningful learning by implementing learning that uses certain literacy strategies. MIN 4 Sukoharjo teachers use literacy strategies in carrying out learning in all learning, such as an interview with Mrs NK as follows:

" At school, the teacher plays a role in communicating, which can be applied in various subjects according to the method applied by the teacher."

Based on the results of the interviews, various learning methods were applied by the teacher, including Contextual and scientific learning models. This learning model can motivate children to be more active. For example, the scientific teaching model in science lessons, where students are required to find their own according to knowledge. Searching for knowledge from several sources can foster students' literacy skills. After searching, students convey it to other friends before class. Learning stage activities are responding to reading in oral, written, artistic, craft, and other activities according to students' literacy abilities. Some lessons are also formed in groups to motivate children to be more active, innovative and creative. Another model is PAIKEM which requires students to be more innovative and active in learning. This aligns with research by Sinaga et al. (2023) that active, innovative, creative, effective, fun, joyful and meaningful learning can improve student literacy and numeracy.

MIN 4 Sukoharjo teachers have high enthusiasm and are active and creative in designing lessons (RPP) independently from various sources. This is in line with the opinion of Satgas GLS Kemendikbud (2018), teachers are expected to be creative and proactive in finding relevant learning references. The use of graphic organisers supports the implementation of literacy strategies. All subjects are also expected to be able to use various texts (print/visual/digital) available in enrichment books or other information outside of textbooks. Implementing literacy-based learning supports the implementation of the 2013 Curriculum, which requires students to read non-text textbooks, which can be general knowledge books, hobbies, special interests, or multimodal texts, and can also be linked to subjects as many as six books for elementary school students. This aligns with research by Anggrella et al. (2023) that innovative teachers can design learning by choosing the right learning model to impact student competence.

The implementation of GLS was hampered due to the pandemic, so the habits that had been built declined, and the teacher tried to improve little by little when learning was 50%. This is done because students have to make adjustments in the school environment, as stated by Mrs NK below:

"During a pandemic, teachers cannot control students, so students at home depend on their parents. So, children's interest in reading decreases. At 50% learning, we improve little by little as children readjust to school again. This requires hard work from the teacher because the habit of students decreases. If we pray together every morning, we can only go online, so we are not optimal."

Learning at MIN 4 Sukoharjo has now been implemented 100% in schools, so it is hoped that teachers can re-apply this GLS optimally. MIN 4 Sukoharjo is back to pioneering this GLS activity. Assessments in the post-pandemic GLS implementation process have not gone well. Students have not undergone a reading assessment as stated in the GLS handbook that parents must make a report book on students' reading activities. The title of the book you have read and how many books you have read in the future can be considered at the time of promotion or graduation of a certain level.

GLS is an effort to improve student's literacy skills, so there needs to be coordination between students, teachers, principals, government and parents to make it successful. The government needs to support school facilities and infrastructure to support student literacy and train teachers to optimise student literacy so that learning does not just sit in class and be interspersed with reading activities (Ratnah & Suastika, 2022). However, teachers must optimise their pedagogical competence in choosing interesting and appropriate learning innovations to increase student literacy. Schools must also provide policies to support GLS schools, such as additional extracurriculars or competitions to hone students' literacy competencies (Kartini & Yuhana, 2019). In addition, schools need to coordinate with parents of students to support GLS, which can benefit students, and supervise their children in literacy activities at home (Rachmawati et al., 2017).

CONCLUSION

The School Literacy Movement (GLS) is a government program implemented in every school. The GLS implemented at MIN 4 Sukoharjo after the pandemic has not run optimally. This is due to changes in learning from offline-online-offline so that MIN 4 Sukoharjo is starting again, and students need to readjust themselves to this literacy activity. The School Literacy Movement at MIN 4 Sukoharjo is back in action after learning can be fully implemented in schools. The School Literacy Movement (GLS) stages are implemented based on a literacy guidebook, namely habituation, development and learning. Factors inhibiting the implementation of GLS at MIN 4 Sukoharjo were incomplete reading materials at MIN 4 Sukoharjo's reading corner, some classes did not have reading corners, library transitions, and lack of parental attention and appreciation. Factors supporting GLS at MIN 4 Sukoharjo include the availability of facilities (laboratories, libraries, and others.), excellent programs, learning designed with various methods, and the teacher building good communication with the parents of students.

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