

The School Literacy Movement in Elementary School: From Pre-Pandemic to Post-Pandemic Covid-19

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Abstract

The results of the international study on reading literacy show that Indonesian students' reading ability lags far behind other countries. Even nationally, the government measures students' reading literacy levels inadequately. The government initiated the School Literacy Movement (Gerakan Literasi Sekolah/GLS) to increase interest in reading in 2016. The purpose of this study is to describe the implementation of GLS in four elementary schools in Cisauk District, South Tangerang, during the pre-pandemic, pandemic, and post-pandemic covid-19 period. The participants of this study were 17 people, consisting of school principals, teachers, and librarians. This research is descriptive qualitative with data collection techniques in the form of FGDs, interviews, and observation. Data analysis techniques include reducing data, presenting data, and drawing conclusions. This study found that the GLS applied in the four elementary schools is still at the habituation stage of 15 minutes of reading before studying, providing a reading corner, reading in the library, and displaying students' work in wall magazines and classrooms. During the pandemic, students have more opportunities to access readings on the internet to do assignments compared to the pre-pandemic period. In the post-pandemic era, literacy has not been fully revived. Due to a lack of understanding, school principals and teachers have not varied the practice of GLS and still need mentoring.

Keywords

School Literacy Movement (GLS); Reading Literacy; Teachers; COVID-19; Digital Reading

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1. INTRODUCTION

Through the Program for International Kids Examination (PISA) for students ages fifteen at the SMP/MTs level, the International Organization for Economic Cooperation and Development (OECD) undertakes a triennial assessment of literacy cultures in 72 countries. The PISA results demonstrate that Indonesian students' proficiency is insufficient. Although the science and mathematics literacy index of Indonesian students rose significantly, 21 (382 points in 2012 to 403 in 2015) and 11 (375 in 2012 and 386 in 2015), respectively, the reading literacy index only rose by 1 point: 396 in 2012 and 397 in 2015 (Ibrahim, 2017). The purpose of the PISA findings is not to promote ways to improve one's standing in the eyes of the world but rather to promote reading habits (Ibrahim, 2017). Apart from these factors, Indonesia must fix the problem of reading literacy for students, especially in increasing interest in reading (Wulandari, 2017). The PISA assessment standard refers to advanced reading (comprehension), otherwise known as HOTS (Higher Order Thinking Skills) (Rafiki et al., 2022). The 2011 PIRLS results prove that Indonesia is ranked 45th out of 48 participating countries with a score of 428 out of an average score of 500 (Kementerian Pendidikan dan Kebudayaan, 2016) or 60th out of 61 countries (Nasiruddin, 2018).

The 2017 National Library revealed that Indonesians read 3-4 times per week with a daily reading time of 30-59 minutes. The number of books completed per year is 5-9 (<http://www.kemendikbud.go.id>). The Ministry of Education and Culture's Research and Development Agency added that students' reading literacy problems were not due to their inability to recite (read word for word) but to grasp the meaning or understand the reading.

To the reports of international and national agencies above, students in elementary schools in Indonesia have low reading comprehension skills. Various periodic measurements have been carried out to determine the reading comprehension level of students at the elementary level. This is based on the urgency that awareness of reading literacy is a language skill that plays a critical role throughout an individual's life. With reading literacy skills, students hold the world because the source of knowledge is in reading.

Reading is crucial because it is connected to student achievement in the classroom and society (Sari & Pujiono, 2017; Wandasari, 2017). Low student literacy will have an impact on schooling for all students. Given that reading is the only way to get knowledge, it is necessary to implement excellent reading ability (Pradana et al., 2017). According to the Ministry of Education and Culture's 2019 Reading Literacy Activity Index, Java Island falls into the poor literacy category for access and culture. While the cultural dimension gauges reading habits, library visits, and the use of reading spots, the access dimension includes indications of library availability and printed reading materials (Nugraheni, 2021).

To change the poor reading culture, the Ministry of Education and Culture is promoting a reading culture through Minister of Education and Culture Regulation No. 23 of 2015 concerning Growth of Character, which is packaged in the School Literacy Movement (Gerakan Literasi Sekolah/GLS) program. Literacy includes skills or thinking abilities using print, visual, digital, and auditory reading sources (Husna & Supriyanto, 2021). The goals of GLS are to develop a literacy culture in schools, increase the capacity of the school environment to be literate, make the school a fun and child-friendly learning park, maintain the continuity of learning by presenting a variety of reading books, and provide a place for various reading strategies (Kemendikbud, 2018). The scope of GLS includes literacy, namely knowledge and skills to read, write, search, process, and understand information to analyze, respond to, and use written texts to achieve goals, develop understanding and potential, and participate in the social environment (Kementerian Pendidikan dan Kebudayaan, 2017). By considering factors like school preparation, each school applies GLS in stages through the availability of facilities, reading materials, infrastructure, and readiness of school residents and other supporters (Rohman, 2017).

Since the invitation to GLS in 2016, many schools have implemented it, and many people have conducted studies on it. Faradina (2017) used upper-class student respondents to observe the impact of

the GLS program on students' reading interest at SDIT Muhammadiyah An-Najah Jatinom Klaten. As a result, there is a significant impact between GLS and reading interest. The school atmosphere supported GLS. Each class has a reading corner, pictures of student's work, and posters. This atmosphere shows that GLS has been successfully implemented in the school. Another study found that teachers and principals at SDN Rorotan 05 North Jakarta had designed and implemented the GLS. As many as 90% of students have implemented the program well. The research recommends that the government improve the regulation on the distribution of the GLS program (Vanbela et al., 2018).

Literacy activities have succeeded in improving the reading skills of grade III students of SDN Banjarsari 3 Serang City (Yulianti et al., 2021). Obstacles to GLS implementation are generally caused by library schedules only once a week. The class is not spacious and lacks book collections, network access, internet quotas, and lack of infrastructure (Azriyansah, 2021; Husna & Supriyanto, 2021). Other factors are cultural barriers, such as lack of interest in reading, lack of support or mentoring of parents, and busy teachers (Dafit & Ramadan, 2020; Husna & Supriyanto, 2021).

The conditions for the continuity of GLS during the Covid-19 pandemic for the last three years were undoubtedly not optimal (Husna & Supriyanto, 2021). This condition, of course, influences the process of increasing literacy skills. The habit of 15 minutes of reading before studying or routine activities carried out before the pandemic could not work due to social restrictions and online learning. However, the positive side is that teachers and students are getting used to using online learning applications, such as WhatsApp, Zoom, Google Meet, and Google Class Room.

The availability of electronic books provides an opportunity for anyone to absorb reading and information quickly and easily. People can access many digital books or literacy (literacycloud.org) platforms, digital libraries, and videos through a computer, laptop, or mobile phone. It means that in a pandemic atmosphere, literacy can still run by utilizing digital sources to learn and improve reading literacy. There are many innovations for applying GLS online that may improve teachers' literacy levels. It includes the Sibatu Guli literacy innovation program (students read and write once a week), Tugu Berseri (one teacher tells a story daily), and students at SDN 2 Tinga-Tinga. Also, it produces teachers' and students' literacy works (Arsana, 2021).

Teachers read stories, ask students to write (stories or poems), video stories to students and send them via WhatsApp, read, listen, and write stories on the Story Jumper web tool, and take advantage of the literacy cloud (Husna & Supriyanto, 2021). In addition, GLS during the Covid-19 pandemic successfully increased the reading interest of SDN 010 North Samarinda grade III students. As a result, no longer found students who are not fluent in reading (Subakti et al., 2021).

The results of previous studies have highlighted the implementation of GLS at one time: normal (before the pandemic), pandemic periods, or post-pandemic periods, but they do not show the socio-economic background of students. This study aims to describe the implementation of GLS in the three periods (pre-pandemic, pandemic, and post-pandemic Covid-19), especially the limited face-to-face learning period, in four elementary schools in Cisauk District with a middle to lower socio-economic background. This research contributes to evaluating the GLS program in the field, especially in marginalized areas in Cisauk District, South Tangerang, to provide government and related parties input to improve the program.

2. METHODS

This research belongs to qualitative research. The research locations are in four elementary schools in the Cisauk District: SDN Anamui, SDN Cicayur 1, SDN Sampora 2, and SDN Kedokan. The researcher selected four primary schools based on the principal's voluntary involvement in the research. The participants of this study were teachers, librarians (concurrently teachers), and school principals. The total number of teachers, librarians, and principals was 17; 3 of 13 were men. One principal serves

in two schools concurrently and only takes office temporarily in September 2022 at the new school. Students in all four schools come from the lower middle class whose parents work as laborers, while mothers as housewives or domestic assistants.

Research data were collected through semi-structured interviews with principals, teachers, and librarians. In addition, direct observation was also carried out in classes and schools during the pandemic and post-pandemic. This research instrument is an interview guide containing questions about the implementation and obstacles of GLS during the pre-pandemic and COVID-19 pandemic. In addition, observations were made with the guidance of checklist sheets (yes/no answers) about the literacy environment in libraries, classrooms, and corridors. After two weeks of limited face-to-face learning in September 2022 (post-pandemic), FGDs were carried out to teachers and principals. The FGD guide contains questions about GLS activities teachers have or will carry out after limited face-to-face learning.

After collecting data, data in recorded interviews are transcribed verbatim and coded based on initials, status (teacher, librarian, or school principal), and gender. The interview transcript was then analyzed through three stages: data reduction, display, and conclusion drawing (Miles et al., 2014).

3. FINDING AND DISCUSSION

Based on this study's purpose, this section describes the implementation of literacy during the pre-covid-19 pandemic, literacy during the covid-19 pandemic, and the post-pandemic period (limited face-to-face learning) in the four elementary schools in Cisauk District.

GLS during the pre-pandemic and covid-19 pandemic

The Cisauk District's four schools implemented GLS in 2019. During a gathering of school principals, the researcher acquired knowledge about GLS. This information suggests creating a reading area and implementing a non-textbook reading program for 15 minutes before classes. The teachers then receive information on GLS from the school principal. Teachers discovered GLS by encouraging reading habits in the classroom. Teachers require students to read books or other materials to develop reading habits. Like school principals, the teachers lack knowledge of applying GLS because they were not socialized or coached beforehand. This research is similar to previous research, which reported that the school party did not understand GLS implementation. Teachers do not know the intent, purpose, and components of the GLS (Antoro, 2018; Azriansyah et al., 2021).

In addition, the teacher considered facilitating 15 minutes of reading. From the teacher's report, there were students in grade 3, even grade 5, who could not read fluently during the reading aloud in class. This was revealed by teachers and principals as follows.

...there were reports from the grade 3 teacher here that they were still not able to read fluently (A, principal, male)

Grade 5, I teach grade 5, so it is still spelled that way, Ma'am.... If you can follow the lessons because you are still sitting alone, don't I do that so you can cheat on your friends like that. Suppose the reading test is still stammering, Ma'am. I am happy with this literacy, so we know what we can and can't do. (F, teacher, female)

The findings of this study are the same as previously reported that many elementary school students are still not fluent in reading. That fact concerns that reading literacy in public schools for low- and high-grade students remains unresolved (Nurani et al., 2021; Oki & Tim Inovasi, 2018; Wijayanti et al., 2019) because parents hand entirely over education to the school. Meanwhile, parents are busy making money for family needs, so they do not have time to teach their children to learn to read.

In addition to the school library, during the pre-pandemic covid-19 period, a mobile library car

from Tangerang Regency visited several schools. This mobile library car serves a two-hour book loan at each school. However, his arrival was not scheduled. Every time they come to school, students enthusiastically borrow storybooks and read them on the school grounds, as the teacher below tells them.

There is also a library car that goes around here; yeah, the children are very enthusiastic, Masha Allah, so they like reading (T, teacher, female)

On average, students read folk stories, fairy tales of "The Deer," and fiction. It seems that students rarely read science books. (H, principal, female).

GLS implemented teachers with various strategies. In addition to books, Google is a learning resource used by teachers. In this era, literacy activities by surfing the internet are essential because they can complete teaching materials and overcome reading shortages. With the proper guidance and direction from teachers and parents, students can utilize the internet for positive things. Student activities accessing Google are continued by creating a summary, as told by the teacher below.

Please search for articles about this on Google about this. After that, he was asked to summarize what was meant by this according to the order but in his language, not from Google. After that, as best he can in his own words, whatever the form of the words, we want to see how far he is willing to record what he reads. (H, teacher, female)

In addition, the teacher also asked the student to retell the content of the book he read in front of other students. However, sometimes the student is not confident or embarrassed to speak, as stated by the following teacher.

Yes, Ma'am, I accidentally tried that several days ago. Try to repeat what has been read; the student is ashamed. In reality, he might be shy since his pals enjoy making fun of him for being nosy and saying things like, "No, I do not want you to be ashamed," when they ridicule him. He is present in front of the teacher, Ma'am? "Yes, keep moving forward", that is... (N, teacher, female)

In addition to summarizing and retelling, another literacy activity is making clippings. Clippings are helpful for students to select and sort information properly and correctly. In addition, the teacher asks students to conduct interviews with neighborhood residents when studying the profession.

Besides the 15-minute reading habit implemented during the pre-covid-19 pandemic, the four schools studied already have a reading corner designed by teachers and students in various forms, such as displaying books in cabinets or on tables with student displays works on the wall (Figure 1). The types of books in the reading corner vary, from textbooks, short stories, magazines, and comics, to storybooks. To stimulate the creativity of teachers and students, one of the principals once contested a reading corner. The results are so motivating that they can be said to be optimally utilized by teachers and students. However, due to the cramped classrooms, not all classes in the four elementary schools have a reading corner.



Figure 1: Condition of the reading corner (Source: authors, during the pandemic)

The books in the reading corner are brought by the students themselves from home and then stored in the reading corner so that other students can read them. Some teachers take the collections into the

library and keep them in the reading corner. Students can read at any time with a reading corner in the classroom. From the teacher's observation, students prefer picture storybooks to choose books based on their title or thickness, as the teacher states below:

Students may not always see the book title, Ma'am." There is a picture, Ma'am; borrow this, please." Open it with them first. "Please," yes. However, now it is time for large books, which are rarely opened and have full-text keywords. (N, teacher, female)

Students' interest in reading picture storybooks is similar to the findings of Yulianti et al. (2021) and Wijayanti et al. (2012). Students with a high interest in reading will read books until they run out, but students who do not like reading get bored quickly. According to teachers, students with a high interest in reading are generally intelligent. This assumption aligns with Ramandanu's (2019) and Wigfield & Guthrie (1997) finding that students who like to read will excel in school. Likewise, students who dislike reading are classified as average students. The following snippet supports that.

There seems to be an increase in intelligent people and a decrease in those who do not like reading but are brilliant too. If a child who likes to joke does not like to read, that is also the case. For example, I have one child, Cilla, and Kenia. They are both brilliant. (N, teacher, female)

The library is vital to supporting the school (Figure 2). The library is supposed to be a place for students to entertain themselves when they are bored with lessons in the classroom. The role of libraries in the four schools observed is still only there and crowded if there are student visits to do teacher assignments. The library only serves as a place to borrow and return books. Textbooks are the most extensive collection, and there are no electronic books yet. As stated by one of the principals, age-appropriate storybooks for students are still lacking.

Because reading books do not exist yet, so what can we do? Sometimes it is a hassle, Ma'am. We want to be told to read in the library, but the books are not there. Children are sometimes bored with knowledge books or textbooks, right, Ma'am? Because every day, they are given K13 (Curriculum 13-authors) books. If there were storybooks with many pictures, they might be happy, especially the lower class. (A, principal, male)

From the description above, the GLS activities in the four primary schools observed during the pre-pandemic period were still at the habituation stage, namely reading 15 minutes before studying, setting up reading corners to foster a reading culture, utilizing the library, and creating an atmosphere of literacy through text, pictures, posters, and student works. The scope of this activity is the same as the findings of Maryani and Maryam (2017).

GLS during the pandemic covid-19

The covid-19 pandemic, for more than two years, caused students to be unable to learn to read intensely at school, while parents who are generally poorly educated do not have time to teach their children because they must take care of the household or work. The existence of reading for 15 minutes before teachers use learning to train students to read fluently.

To help students who are not fluent in reading, some teachers provide detailed guidance on reading lessons while maintaining health protocols during the covid -19 pandemic. The method is the same as Fauziah et al. (2018) and Ayuniar et al. (2021). In addition, learning to read with the teacher will further motivate students to learn. Here is what the principal said to help students who are not fluent in reading.

Several days ago, for the sake of the children during the pandemic, how about this in grade 1, yeah, face to face so we can teach reading, those who cannot yet come to school for 20 minutes one person practice reading. It is not against the rules, but it is not too many to meet him either, three people coming in 1-2-3 far apart outside one by one repeatedly. (H, principal, female)

Literacy ability, as indicated by fluency in reading word by word and sentence by sentence, can be

directly monitored by the teacher. However, the teacher has never evaluated the student's understanding of reading, as stated by the teacher below.

However, when the students have read the book and are asked to answer what they read, no one wants it, Ma'am. I do not know if I do not understand or how I do not understand [laughs]... if you asked what level of reading, alhamdulillah, it is already 50% and above, but as for understanding, I do not know. (F, teacher, female)

The duration of 15 minutes of reading aims to cultivate reading habits so that students make it necessary. In that minimum time, teachers and students interact about the book being read, for example, interrupting to ask questions, doing reflections, giving quizzes, or discussing. Since the teacher is an actor in literacy, he plays the role of drafting rules, instructing tasks, appreciating works, facilitating, modeling, guiding, motivating, cherishing, and giving students the freedom to choose preferred sources and reading materials (Fauziah & Suhandi, 2021).

During the covid -19 pandemic, learning shifted from offline to online. Online learning requires teachers to be more innovative and creative in teaching. Like Fauziah et al. (2021), teachers at Cisauk District have also used YouTube videos for classroom learning. In addition to videos, teachers send teaching materials through parent/student WhatsApp groups.

Since the pandemic, students have spent more time studying using cell phones. Therefore, it is unsurprising that some students are tempted to play games and open social media, such as TikTok, and do not do reading assignments or summarize readings. Like previous studies, GLS during the pandemic in four schools observed tended to give reading assignments. This teacher's effort is a form of online literacy application and is a way for teachers to control the literacy learning process during the pandemic by involving parents to accompany learning or provide reading materials (Ayuniar, 2021; Fauziah & Suhandi, 2021; Husna & Supriyanto, 202; Utami & Trisnani, 2021). Unfortunately, teachers still do not use digital literacy platforms as digital reading sources and still rely on printed books because a quota is needed that will charge students or teachers themselves.

During the covid -19 pandemic, teachers admitted that it was difficult to teach reading to students. "How telling children to read story books or other books; reading their textbooks is very difficult" (N, teacher, female). The students got a good score, but it is believed that the task was assisted by parents or students looking for quick answers from Google.

Incidentally, maybe his parents are at home a lot. The mother usually helps, or does not they work in groups or maybe via Google so they can ask questions, and the grades are good? But when studying in class, hmmm, the grades are do, re, mi, fa, sol, la, si, do (N, teacher, female)

This finding research is the same as Chandra's that elementary school students had a reading crisis during the covid-19 pandemic. The difference was that Chandra et al. (2021) observed 2-grade elementary school students in West Sumatra Province and found that Indonesian children's fluent reading ability was relatively low. This study covered four elementary schools in Cisauk District, South Tangerang, and found that both low and upper-class students were still not fluent in reading.

GLS needs to have the support of family or parents. However, as with previous studies (Wijayanti, 2019), parents have not been involved in increasing interest in reading in this study. Parents are not invited to work together to guide their children to love to read. For the 15-minute reading activity before studying, parents are only asked to have their children bring reading books. The following teacher told it.

Most parents know they are told to bring reading books, either storybooks or textbooks, that can be read in class. I see, Mom, but to involve her parents coming to school, it is not Mam. (F, teacher, female)

From observations made during the pandemic, the condition of the library looked well-maintained.

Chairs and tables for reading are not many. If there are no desks, students sit cross-legged on the floor or chairs made from recycled plastic bottles. Fans, windows, and room lights support the comfort of the library room. The decorations on the walls contain the motivation to read, such as "Read a Book and You will Reap Ideas" and "One Step to a Library of Millions of Benefits." The library room also has a map of Indonesia, a world map (globe), and posters of the board's organizational structure, picket schedules, and rules of conduct.



Figure 2. Condition of the school library (Source: authors, during the pandemic)

The library's collection of books is made up of gifts from graduates and purchases made using BOS (*biaya operasional sekolah*) funds. Some schools have not grouped books by kind, yet these books have been organized and classified. Students are permitted to borrow books for two to three days. From interviews, students occasionally suggested the books they had read to their friends so their friends would be interested in reading them. In this way, students who are avid readers indirectly pass on their enthusiasm for reading.

During the covid -19 pandemic, reading activities 15 minutes before learning did not occur physically, but teachers asked students to use the internet to search, find, and access information or materials according to the assignments given. Students were unlikely to attend school to read in those days. Students are forced to read with assignments. Outside of schoolwork, students are interested in reading. This can be due to the lack of motivation from the school environment to read or provide books of various types. However, it can also be caused by family factors, such as students not getting examples at home or parents never paying attention to the child's need to read because even their parents are not treated like that during school days.

This research supports previous research that literacy continues to run during a pandemic (Husna & Supriyanto, 2021). Students are still asked to read from Google sources or watch videos on YouTube. Thus, students' ability to use the internet for learning is better than in the pre-pandemic period, which was very limited for students to use handphones and access information from the internet. This research is different from previous research that reported GLS at Bali continues to run as before the pandemic through reading using the literacy cloud and has involved parents in every literacy activity, and research (Wahyuni et al., 2022) and Arsana (2021) that can carry out GLS online with the innovation of "one teacher tells a story one day."

GLS during the post-pandemic covid-19

In the post-pandemic phase, it was discovered through FGDs, that the library in one of the elementary schools observed had continued to be connected to the teacher's workspace even before the pandemic. Despite the principal's request that they shift to the teacher room designated for teachers, the teachers refused to do so because they insisted that the library room was more comfortable. They perform various tasks in that space, such as preparing instructional materials or adjusting. This affected the students who were hesitant to come to the library because so many teachers were there.

Another obstacle found was the absence of librarians. Because there are no librarians to look after the library, the library is not open if there are no visiting class schedules. Alternatively, even though it

is open, it is rare for students to come there on their initiative. Usually, students read in the library because of assignments ordered by the teacher. For many years teachers have taken turns serving as librarians, even though teachers do not know to manage a library, as admitted by one of the following teachers.

... our managerial library is still minimal. The teachers told to take care of the library do not have any knowledge, which is different from people who already have library knowledge.... So, the management of the library is still not there; we are constrained, and the contents, the collections especially, for enrichment books, encyclopedias are not maximized; only the contents are still books about learning, textbooks, LKS (student-author worksheets-authors) like that (E, teacher, female)

Because I used to hold it, I could not do it. For one, we are already busy in class, that is...meanwhile we must also manage the library. With assignments from class, that is it... I mean, many cannot handle it anymore. They must handle the library well. So sometimes, other teachers help each other clean up the books, that is it. (N, teacher, female)

The teacher, who works as a librarian, said her workload was too heavy to manage the library. After reading, the books must be returned to the shelves, and the teacher must complete the borrowing procedure. This problem was solved in one school by involving five students who returned the books after other students had read or borrowed from the bookshelves.

A library is a room where students can search for knowledge, find information, kill boredom, and use reading to imagine. Libraries help students develop a love of reading and a passion for learning (Wijayanti et al., 2012). If it doesn't, the library will not p have much of a say is not be utilized as much as possible as learning school. Due to the absence of librarians, the school library did not develop. There has been no library effort to entice students to come to participate in literacy activities that stimulate interest in reading.

The library is a suitable place to develop literacy. The four schools observed still have not done much activity in the library besides reading and doing assignments. Visiting the library can be encouraged by providing collections according to the age of students and equipping them with story books, APE (educational game tools), or other literacy activities that close visitors to books. (Wijayanti et al., 2012;Wijayanti et al., 2019)

The teacher states literacy to have been integrated into thematic lessons. Students are asked to search and find information from readings related to the subject matter in the library. This is stated by the teacher as follows.

So, like this, Sir, each theme will be divided into sub-themes in the upper classes. Now in the sub-theme, every one month has a sub-theme for the first week, and sub-themes for the second week. That has already been scheduled, so the fourth week of literacy has already been integrated into one theme. So, literacy is according to the theme, so yeah, the benchmark is just following the theme (E, teacher, female)

For class assignments, at most, there is material related to history. For example, find a story about the proclamation. Look for this one, you can go to the library or other references, or ask someone who knows, that is the most, Ma'am (N, teacher, female)

As was done in the pre-pandemic period of covid -19, one way teachers get students interested in reading is to assign students to read in the library, then answer questions or tell the contents of books in class. According to the teacher, another way to make students want to read in the library is to create a comfortable atmosphere, not sultry or stuffy. There are tables and chairs or carpets if sitting *lesehan*.

The library faces yet another challenge because of the collection of less varied readings. This differs from previous findings (Imran et al., 2017; Rahayu, 2016). For this reason, the library's collection of books needs to be added regularly "so that children do not get bored" (S, teacher, female). Students are

not yet interested in reading "maybe because the books are not sufficient because the books are not yet available, aren't they all textbooks" (S, teacher, female). The strategy adopted to make the book collection varied and increased is to ask students of 6 grade who are about to graduate to hand over one or two books for the library when returning book loan packages. This method is quite effective because not all schools can increase the number of book collections from the BOS budget.

As was common in pre-pandemic and the covid -19 pandemic, teachers occasionally use digital reading resources, audio, and video and retell the content in front of students. In addition to reading, teachers can hone other language skills in literacy activities, namely listening, writing, and speaking. These language skills indirectly train students in critical thinking, cooperation, communication, confidence, and meticulousness, which are essential to cultivating from a basic level. The habituation built by the teacher must continue to be familiarized until it is continuous.

Schooling and literacy activities will progressively resume with the start of face-to-face learning in September 2022. From the FGD with school principals and teachers, the schools are reviving the literacy atmosphere as before the pandemic.

So, we enter two weeks of study; in the first week, we are still 50%, then the second week is 100%, Mam, but with the condition that all must get the vaccine first. Now for those who are after 100%, I have not carried out literacy (N, teacher, female)

During the pandemic, the reading corners in several classes were dismantled, and the books stored in bookshelves or the library began to be reorganized by teachers. Some classes have been cleaned, so no old works are displayed. However, classes are still filled with decorations, pictures, slogans, and student works.

From observation, the school's literacy atmosphere is still visible from the slogans, pictures, posters, and student works displayed in the classrooms and the school environment (Figure 3). There is the school's vision and mission, stop bullying posters, hand washing posters, hygiene slogans, motivation, and text that reads "Cleanliness is Part of Faith," "No Day without Reading." Along the hallways of the school are *Asmaul Husna* calligraphies in Arabic, English, and Indonesian.



Figure 3: Literacy atmosphere

Teachers can use more innovative methods to activate literacy when implementing face-to-face instruction. Once per week, teachers are starting to replace the wall magazine's content with images or tales pulled from Google. She requested that the students write stories, rhymes, or poems to be published in wall magazines. It turns out that the students were interested in what she did. Students are always curious whenever the teacher modifies the wall magazine's content. "If I want to remain with it, the kids ask me every Monday, 'Ma'am, what else is there?'" (N, teacher, female).

Teachers allow all students to literacy and foster a sense of student pride because their friends and teachers see their work. Here the teacher has engaged the students in designing literacy. Collaboration between teachers and students will encourage a literacy culture to overgrow in the post-covid-19

pandemic. Teachers' creativity at SDN Cisauk District can be further improved in designing literacy activities involving students. This is not difficult because most of the teachers at SDN Cisauk District are young, so it is assumed that they can quickly learn technology, further develop their creativity and innovation, and, most importantly, master applying GLS. The complete GLS manual and guide can be accessed at <https://s.id/literasi-school>, but many teachers still have not read or studied it.

Even though the library has not been activated yet, the 15-minute reading before class has started again, but "the goal is to facilitate reading fluently." (A, principal, male).

Efforts made by the teacher to facilitate reading vary. Students who have not been picked up by their parents when they come home from school are invited by the teacher to learn to read. Some teachers involve other students who are already fluent in reading. By listening to their friend's reading, the teacher said students who were not fluent in reading were motivated to learn to read.

The way teachers do by studying with classmates can help students who are not fluent in reading. According to principals and teachers, reading literacy is significant in elementary school. Implementing literacy is not only the task of the school but also the family to create a culture of reading, as the principal stated: "Compared to their time at home, children spend seven hours in class. We cannot expect students to learn to read at home" (M, principal, female). Because of this, effective collaboration and communication between parents and teachers are necessary to promote literacy (Mumpuni et al., 2021). "It could be that the teacher is enthusiastic so that the child reads, but when he arrives at home, there is no parental support" (L, principal, female). Other school principals supported this statement during the FGD.

We at school are not only alone, but three partners from the school, family, and community. In *Trimitra*, if you only rely on school, I'm sure it will not be successful in the maximum sense because the process of educating the learning process is assisted. Most of the time, the student is at home, so parents also play an important role in shaping the character of a student like that. (H, principal, female)

... It depends on the factors of the parents. At school, we are already working on this. Come on, let us read this book. Read first before studying, or let us study at the library. Sometimes we have been facilitated here to study when it is our turn to be at home, and the focus is on the handphone (N, teacher, female)

The element of reading promotes interest in reading comfort, and the availability of books is essential. The room is not hot, and the book collection is diverse. "This is important even though students have to sit cross-legged. To attract children's interest in reading, the book collection is expanded so that children do not get bored" (S, teacher, female).

The provision of a reading corner formed before the pandemic caused problems when learning was active again. The number of students in one school will increase in 2022, so there will be no room for a reading corner. "For the reading corner, the layout of the chairs, room grades 5 is not spacious, although to read it needs a room, the yard is also not there" (R, teacher, female). Classroom constraints that do not allow for a reading corner were also revealed in research by Azriansyah et al. (2021).

One of the other schools, SDN Anamui, is more fortunate to create an atmosphere of literacy thanks to the help of students at the end of 2022. The school was visited by students of Independent Learn Independent Campus (*Merdeka Belajar Kampus Merdeka*) from several universities. They make up the classroom and give library supplies. "Now, there are many wall magazines in class. In August 2022, there will be a cleaning contest and class decoration with slogans and decorations. The reading corner has been set up simply with a carpet and support boards. Inside the classroom, it is set with student works." (E, teacher, female). This information implies the school has revived a literacy atmosphere because students assist it. Some schools deliberately postpone reading activities for 15 minutes despite active teaching and learning.

In some institutions, reading assignments are purposefully put off for 15 minutes even if teaching and learning are already underway for those who had begun reading before entry 15 minutes earlier. This applies to all levels... 15 minutes of reading. Some are still available. The books have been retained at the library since the pandemic, but there are also posters and shelves. We will take a fresh start. Even though students must be coerced into reading, this is wonderful. Therefore, we will repeat the process if we have reached 100%. (H, school principal, female)

Basic literacy in reading and writing had to be relearned in the four elementary schools under observation following the covid -19 outbreak. Teachers are still faced with students who are not yet fluent in reading. The condition of the library still needs to be improved both in terms of the types of books and infrastructure; the reading corner has not yet been formed; literacy competitions have not been held yet. All of that is to support students' reading habits in implementing GLS. School efforts through a school environment and home environment that support literacy will foster an interest in reading in students. Interest in reading does not grow but requires support, exciting reading material, and adult guidance (Asmawati, 2021).

4. CONCLUSION

The GLS implemented in all four elementary schools is still in the habituation stage, which is 15 minutes before studying, providing a reading corner, reading in the library, and working in wall magazines and classrooms. During the pandemic, students have more opportunities to access reading via the internet. In the post-pandemic, GLS has not been fully running normally. In its implementation, schools and teachers have not understood how to implement GLS, have not involved parents, and have not varied the methods of GLS activities. In addition, its implementation still has obstacles, such as libraries not being empowered with literacy support activities and the lack of non-learning books or fiction. Therefore, it is still necessary to strengthen the capacity of teachers, increase the number and variety of reading resources, expand access to reading resources and public involvement, and strengthen governance as five aspects of the GLS implementation strategy (Atmazaki et al., 2017).

This research provides input to the central government or local governments to pay attention to the existence of schools at the basic education level with lower secondary backgrounds so as not to be left behind in contributing to supporting the GLS program in increasing interest in reading.

This research has limitations in methods and time. This study only explored data through interviews and FGDs on the implementation of GLS in the past (pre-pandemic), pandemic, and post-pandemic from teachers, librarians, and principals in four elementary schools in Cisauk District. For the following study, researchers can use a mixed approach (quantitative and qualitative) by involving parents and students in many elementary schools in the Cisauk Subdistrict. The post-pandemic research time is only two weeks after the implementation of limited face-to-face learning, so describing GLS activities in standard post-pandemic times is not complete.

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