Implementation Outcomes of Literacy Movement trough The Habituation, Development and Learning Stages for Indonesian Elementary School Students

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Abstract: The Indonesian government has implemented awareness of literacy's importance through the school literacy movement at every level of education. The literacy movement, especially at the elementary school level, is carried out in three stages. There are habituation, development, and learning. The literacy movement's implementation since 2016 at the elementary school level has carried out well. However, there are still some obstacles. The method used is a systematic literature review. It examines various reports of literacy stakeholders in their implementation against each context. These reports found different effective strategies for successfully implementing the literacy movement, which can use as references. It then discovered that various obstacles became the gap in literacy education in Indonesia to be minimized further. This systematic literature review highlights a need to implement meaningful and innovative strategies by utilizing stakeholders such as teachers, school principals, parents, communities, and teacher institutes to provide professional context-based input related to the literacy movement.

Keywords: Literacy movement, literacy, literacy implementation, systematic literature review, elementary school.

INTRODUCTION

Based on Law no. 3 of 2017 concerning the bookkeeping system in Chapter 1 article 1 paragraph 4 explains that literacy is the ability to interpret information critically so that everyone can access science and technology as an effort to improve the quality of life. Rapid technological advances must be faced with high-level literacy skills (Rahman, Sakti, et al., 2019). The concept of literacy has emerged since 1990, and several environmental literacy frameworks have been published. Literacy or literacy is not only about acquiring reading and writing skills but also about learning to read and write with a critical attitude to have responsibility for social, political, and environmental problems in society (Weninger & Kiss, 2013).

The school literacy movement was developed based on nine priority agendas (nawacita) related to the duties and functions of the Ministry of Education and Culture. As for nawacita related to education, among others, improve the quality of human life and Indonesian society, increase people's productivity and competitiveness in the international market so that the Indonesian nation can advance and rise together with other Asian nations, carry out a national character revolution, strengthen diversity and strengthen social restoration. Indonesia (Antasari, 2017).

Literacy in Indonesia through the Director-General of Primary and Secondary Education (Dirjendikdas) has been more serious by developing the School Literacy Movement (GLS) program, which was initiated in 2016 for all levels of education. The School Literacy Movement aims to: 1) develop a culture of literacy in reading and writing students in schools, 2) increase the capacity of residents and the school environment to be aware of the importance of literacy culture, 3) make schools a learning park that is fun and child-friendly, and 4) presenting various reading books and accommodating various reading strategies to support sustainable learning (Dirjendikdas, 2016; Mudana, 2019; Suragangga, 2017).

Implementation of the school literacy movement program refers to the principles:

1) by the stages of student development, 2) implemented using a variety of texts, 3) implemented in an integrated and holistic manner in all curriculum areas, 4) carried out continuously, 5) involving oral communication skills and 6) considering diversity (Dirjendikdas, 2016; Mudana, 2019; Suragangga, 2017). GLS is carried out in three stages, namely habituation, development, and learning (Dirjendikdas, 2016). Especially at the primary school level, literacy stakeholders have implemented and made various research reports on the implementation of GLS since 2016. The results of the reporting vary, starting from the implementation of the habituation stage, the development stage, and the learning stage. The following is the description:

1. The habituation stages. In the Antasari GLS module (2017), activities that can be carried out at this stage include providing various books and reading materials that can attract students 'interest and carry out activities that increase students' reading interest. This activity can be done by arranging reading facilities and areas in the classroom and at school, creating a text-rich environment in the classroom and at school, disciplining reading activities 15 minutes before lessons begin, and involving the community in the school literacy movement.

2. Development stage. This stage is a continuation of the habituation stage. The purpose of the development stage is to develop students' literacy skills through various literacy activities. For example, reading stories with intonation, discussing reading material, writing stories, and carrying out literacy festivals (Mudana, 2019; Wandasari, 2017)

3. The learning stages. Furthermore, all previous stages are preserved at the learning stage. Activities that can be carried out include school programs in carrying out various activities aimed at maintaining reading interest and increasing students' literacy skills through enrichment books and textbooks so that literacy activities can be integrated into learning (Mudana, 2019).

In this paper, various reports on the implementation of GLS are presented at each stage. For example, the GLS report of the habituation stage carried out (Akbar, 2017) with the results of cultivating literacy that is relatively easy and effective can be done one of them with the 6M program (observing, creating, communicating, appreciating, recording, and exhibiting) Then at the development stage it can be done through the school literacy movement through peer tutors with formation through the formation of a team of young librarians to carry out training on writing big books, zigzag books, and speed reading training (Wachidah & Wati, 2019). Whereas at the learning stage, one of which can be done through the empowerment of worksheets and storybooks as enrichment material (Azimah & Kurniawan, 2019) for all subject matter, or more specifically per subject, one of which is through a scientific approach to Indonesian language subjects (Mudana, 2019).

This literature study collaborates various reports to conclude the successful implementation of GLS in the form of various strategies, approaches, and methods that can be used as a reference for literacy stakeholders in developing three stages of literacy (habituation, development, and learning). With this paper, it is hoped that GLS activities at the primary school level will be more varied and innovative so that the implementation of GLS will develop better. This paper also describes some of the experiences of report authors who have problems in implementing GLS. The goal is that it can be used as learning and warning so that it is even more selective in implementing GLS.

METHOD

The method used is a literature review. It is also called a comprehensive literature review report (Gutierrez et al., 2019), to explore issues related to successes and obstacles associated with the implementation of GLS in three stages based on reports of research results from GLS stakeholders. This literature review prioritizes the results of reports based on direct performance or practical research based on GLS. This involves stakeholders in

the GLS field, such as teachers, schools, families, and policymakers. The study in this paper aims to answer the following questions: How is the implementation of GLS in elementary schools in each stage of habituation, development, and learning? The research questions were followed by the following sub-questions:

1. What are the successes and weaknesses in the habituation stage of GLS?

2. What activities were the successes and weaknesses in the GLS development stage?

3. What activities are the successes and weaknesses in the GLS learning stage?

This literature study resulted in this review in the form of a multi-database study that focused on papers reporting the results of GLS implementation, whose main purpose was to develop a GLS program at each stage.

RESULTS AND DISCUSSION

The following are the results of mapping theory studies from several articles that report the implementation of GLS in each stage:

Table 1. Mapping GLS Implementation Article Reports

GLS stages	Study of GLS implementation research	Reference
Habituation	Habitual culture of literacy in elementary schools that is easy and effective	(Akbar, 2017)
	Learning Indonesian based on reading interest and literacy in elementary schools	(Riyanton & Wijayawati, 2019)
	The problems of teachers in implementing literacy programs in grade iv elementary schools	(Kurniawan et al., 2019)
	The role of literacy culture in improving the character of elementary school students	(Puspita, 2019)
	Implementation of the School Literacy Movement at Dharma Karya Elementary School, Universitas Terbuka	(Yunianika & Suratinah, 2019)
	Educating through Literacy for Quality Education	(Suragangga, 2017)
	School literacy movement (GLS) as an effort to improve the quality of education	(Muliastrini, 2019)
	School literacy movement through the culture of reading Bharata yudha comics in elementary schools	(Sujana, 2019)
	Reading movement at the beginning of lessons to build a literacy culture in elementary schools	(Dewi, 2019)
	School literacy movement: strategies to build literacy habitus in primary schools as an effort tackling hoaxes	(Winaya, 2019)
Development	Development of difficulties for primary school students in improving literacy skills	((Kharizmi, 2019)
	Literacy movement in elementary schools through peer tutors	(Wachidah & Wati, 2019)
	Literacy movement in elementary schools	(Winarsih, 2019)
	Implementation of the school literacy movement in learning in high class	(Azimah & Kurniawan, 2019)
	Implementation of the school literacy movement (GLS) as forming character education	(Wandasari, 2017)
	Determination of independent reading activities in the school literacy movement program on the creative writing skills of fifth-grade elementary school students	(Handayani, 2019)

GLS stages	Study of GLS implementation research	Reference
Learning	Literacy movement action program in elementary schools	(Widiastuti, 2019)
	Learning Analysis of the development of literary culture in increasing students' reading interest in elementary schools	(Sadli & Saadati, 2019)
	The effectiveness of discovery learning models on math literacy skills in elementary schools	(Kusumadewi et al., 2019)
	The effectiveness of discovery learning models on math literacy skills in elementary schools	(Mudana, 2019)
	Science learning media on scientific literacy skills Elementary school students	(Mahlianurrahman, 2019)
	Developing information literacy for elementary school students through science learning	(Wijaya, 2019)
	Improve scientific literacy of elementary school children through a scientific multiliterate model based on local wisdom	(Suparya, 2019)

Implementation of GLS in The Habituation Stage

The activities that are successful in implementing GLS include cultivating literacy in elementary schools that are easy and effective through the 6 M program, namely observing, creating, communicating, appreciating, recording, and exhibiting (Akbar, 2017). In other research on learning Indonesian based on reading interest and literacy in elementary schools, activities that can be carried out. Activities to foster students' reading interest include: 1) the habituation stage; 2) the principles and focus of activities in the habituation stage; 3) the principles of reading activities in the habituation stage; 4) reading activities and 5) structuring a literacy-rich environment in the habituation stage (Riyanton & Wijayawati, 2019). A study on the role of literacy culture in improving the character of elementary school students by Puspita (2019) supports that learning in elementary schools should apply a literacy approach in it so that in the learning process two benefits can be obtained, namely the habituation of literacy culture and character building in students.

The preparations that must be carried out in the habituation stage based on the report on the implementation of the School Literacy Movement at Dharma Karya Elementary School Open University are 1). procurement of reading books, and 2) concentration according to the stages to be achieved (Yunianika & Suratinah, 2019). More specifically, for the low-grade level through the report on educating through literacy for quality education, that at the elementary level for grades one to three, each student is required to read and write at home through the application of independent reading assignments. Each student has a reading log, a kind of reading diary that contains how much time students spend reading at home and their parents' initials. The diary contains other school assignments that must be done at home, such as writing. At this age, students are required to write short paragraphs about what they have read. While at school, they will be asked to share their reading in front of the class or small groups. Schools are also still implementing proper and correct pronunciation of words or sentences at this age (Suragangga, 2017). The school literacy movement as an effort to improve the quality of education according to (Muliastrini, 2019) was developed within the scope of implementing GLS in elementary schools including 1) the physical environment of the school 2) the social and affective environment, 3) the academic environment.

The practice of GLS can also be developed through reading materials, one of which is presented in reports of the school literacy movement through the culture of reading Bharata yudha comics in elementary schools to foster a reading culture. Students

understand the knowledge and practice the moral values contained therein (Sujana, 2019). Through reading movement research at the beginning of lessons to build literacy culture in elementary schools, it is known that the initial activity before starting the lesson by reading for about 15 minutes will foster good attitudes and habits in students. This makes students who have never opened a book accustomed to opening books is a success in the literacy process (Dewi, 2019). One of the benefits of literacy habituation is also emphasized in the research of the school literacy movement: a strategy to build literacy habitus in elementary schools as an effort to tackle hoaxes that the culture of reading from an early age is very helpful in overcoming fake news (hoax) that is troubling in Indonesian society. By having a reading culture, the information received will make a person filter it first by comparing it from various sources before distributing it to others (Winaya, 2019).

At the same time, the activities that are a weakness in the habituation stage GLS, namely in the report on teacher problems in implementing literacy programs in grade IV elementary schools are caused by internal and external factors. The internal factors are 1) the students' lack of reading interest, 2) the time is too short. While the external factors are: 1) lack of reading books, 2) the influence of technology, and 3) family factors (Kurniawan et al., 2019).

Implementation of GLS Development Stage

The habituation stage can be developed through the literacy movement in elementary schools through peer tutors, which is carried out through the formation of a team of young librarians such as writing big books, zigzag books, and fast reading training (Wachidah & Wati, 2019). In the research of the literacy movement in elementary schools by (Winarsih, 2019) that development stages can be carried out by utilizing the potential that can be developed in GLS including 1) wall magazines as a literacy medium train the spirit of positive competition, 2) developing student reading materials that carry local wisdom and use of IT, and 3) reading the Koran and its

translation every Friday as an identity. In implementing the school literacy movement in high-grade learning, literacy that has been implemented is at the development level, namely 1) the teacher has used reading strategies, namely reading silently and aloud, and 2) the teacher has used enrichment books in the form of worksheets and several storybooks (Azimah & Kurniawan, 2019).

The development of GLS as an implementation of character education, according to (Wandasari, 2017) states that character education through the School Literacy Movement does not become a trend when it is only used as a commodity, promotion in the world of education. Character education is always a process and is never done by individuals. Others in the report regarding the determination of independent reading activities in the school literacy movement program on the creative writing skills of fifth-grade elementary school students that creative writing skills can develop if the individual concerned has many ideas obtained through many references. With many references read, individuals will broaden their knowledge, understanding, as well as their sensitivity to everything that happens in their environment (Handayani, 2019).

The literacy movement action program in elementary schools in research (Widiastuti, 2019) of several technical concepts of literacy in schools, among others, is run on a daily, weekly, monthly, and semester basis. This activity is carried out to foster students' reading interest so that knowledge can be mastered properly. Reading material contains ethical values, local, national, and global wisdom, which are conveyed according to the development of students. The implementation of monitoring and evaluation of GLS activities uses the achievement indicators of each stage. As for the obstacles in the development stage as in the research of primary school student difficulties, there are three difficulties in improving/developing student literacy, namely: 1) literacy practices carried out by teachers, 2) lack of available literacy environment and 3) different parental literacy levels (Kharizmi, 2019) in research

(Winarsih, 2019) the obstacles faced in implementing GLS are; 1) Environmental safety factor as the main reason for the difficulty of implementing a Text-Rich Environment, 2) Public involvement is still very minimal. The obstacles at the deep development stage (Azimah & Kurniawan, 2019) are as follows: 1) the teacher has not used the enrichment book for creative writing activities, 2) the teacher has not directed students to make note sheets after reading, 3) the teacher has not directed students to make activities working with text, 4) the teacher has not directed students to discuss activities with friends.

Implementation of GLS Learning Stage

In a study on the analysis of the development of literary culture in increasing students' reading interest in elementary schools (Sadli & Saadati, 2019) that the implementation of literacy learning can be carried out by applying reading strategies such as the SQ3R strategy (survey, question, read, recite, review), strategy reading questions and answers / MTJ or request (reading-question), Story Telling and Guide Reading. In research on the effectiveness of discovery learning models on mathematical literacy skills in elementary schools (Kusumadewi et al., 2019) that innovative learning models greatly affect mathematical literacy skills. Mathematical literacy skills indirectly learn about several aspects, one of which is identifying the mathematical aspects of reading mathematics.

In other subjects, literacy learning through a scientific approach in Indonesian subjects in elementary schools can increase student learning success and is influenced by their language ability. The notion of literacy through a scientific approach in Indonesian subjects is more directed at information skills. Information capability refers to several activities, namely observing, asking, trying, associating, and communicating (Mudana, 2019). In implementing GLS, the learning stage can use science literacy media for the science literacy of elementary school students. Learning is the most important part in determining the achievement of mastery of scientific literacy (Mahlianurrahman, 2019). Activities in the

media trigger direct experience, interviews, demonstrations, group discussions, experiments, and work on practice questions on student worksheets and evaluation questions. Therefore, learning media can improve students' scientific literacy skills in learning.

Research conducted (Wijaya, 2019) regarding developing information literacy for elementary school students through science learning shows that the strategy that can be done is through various methods such as lectures, discussions, and brainstorming. For the development of information literacy to run optimally, the roles of schools and teachers are needed. The role of the school is to provide infrastructure and develop information literacy programs, while the role of the teacher is as a guide and role model. In increasing scientific literacy of elementary school children through a multiliterate scientific model based on local wisdom (Suparya, 2019) that learning with the application of this model can link scientific science material with locally-based science material (local wisdom) where local wisdom-based science is generally applicable while scientific science generally contains a concept or theory. The application of the scientific multiliterate model based on local wisdom in science learning is expected to have implications for improving student literacy, especially elementary school children.

The obstacles that occur in the implementation of the GLS in the learning phase are the selection of approaches, methods, and strategies that are sometimes inappropriate due to inconsistencies with the subjects and competencies to be achieved. Therefore, in practice, the teacher must be good at choosing the most appropriate approach, method, and strategy.

CONCLUSION

There are several activities in the form of strategies, methods, and approaches in each stage of the GLS, which is the successful implementation of the GLS. There are also several obstacles to the performance of each of these stages. The success in implementing the habituation stage includes the 6 M method. At the same time, the obstacles that

occur from the habituation stage include internal and external constraints. One of the successes at the development stage can be done through peer tutors. Restrictions occur due to literacy practices that have not become a habit in the related environment. Success in the learning stage can be done through the SQ3R strategy (survey, question, read, recite, review), the strategy of reading questions and answers / MTJ or request (reading-question), Story Telling, and Guided Reading. And the obstacles that occur at the learning stage are usually caused by the inaccurate selection of approaches, methods, or strategies.

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