Implementation of The Class VB School Literacy Movement Program at SDN Bandungrejosari 3 Malang Using a Case Study Approach

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ARTICLE INFO	ABSTRACT
Keyword School Literacy Movement Literacy	Current curriculum changes have an impact on the world of education, namely the creation of a new movement with the School Literacy Movement (GLS). The school literacy movement is an effort made to create a learning organization whose citizens are lifelong literate and involve the public. The problems that occur at SDN Bandungrejosari 3 Malang are students' low interest in reading, the three stages of literacy are less than optimal, students must be reminded to carry out literacy activities. The aim of this research is to determine the implementation of the Literacy Movement (GLS) program at SDN Bandungrejoasi 3 Malang. This research uses qualitative research and the type of research uses case studies with research instruments in the form of observation sheets, interviews and documentation sheets. The research subjects were school principals, teachers, class V B students, and librarians. The research results show that SDN Bandungrejosari 3 Malang has implemented the School Literacy Movement (GLS) program based on government policy and school policy. The GLS program has three stages, namely the habituation, development and learning stages. The GLS program running at SDN Bandungrejosari 3 Malang includes library visits, learning outside the classroom, decorating wall panels and arranging reading corners.

Introduction

The 21st century brings changes, namely the rapid development of Science and Technology (IPTEK) which has resulted in changes in the learning paradigm marked by changes in curriculum, media and technology (Rahayu, 2022). The existence of technology can unite the world without borders even though they are geographically separated (Murniayudi, 2018). Technological developments in Indonesia are increasingly rapid, resulting in many changes occurring, one of which is changes to the curriculum. As we know, currently most schools in Indonesia have implemented the latest curriculum, namely the Merdeka Curriculum (KURMER). The independent curriculum creates active and creative learning for students. Changes in the curriculum also brought changes in the world of education, namely the creation of a new movement, namely the Literacy Movement. Literacy is the ability to know, manage and access individual abilities, so that students can listen, see, write and speak so that students can understand the meaning of reading (Retnaningdyah, 2016). The School Literacy Movement is an activity that involves all school members. In line with other opinions, GLS is an effort made to create a learning organization whose citizens are lifelong literate and involve the public (Laksono, 2016). The School Literacy Movement consists of 3 stages, namely as follows (Kemendikbud, 2016): 1) The first stage is habituation, at this habituation stage the aim is to foster interest in reading and reading activities in the school community; 2) The second stage is developing interest in reading to improve literacy skills. Literacy activities at this stage aim to develop the ability to understand reading and relate it to personal experience, think critically, and process communication skills creatively through activities responding to enrichment reading. 3) The third stage is the implementation of literacy-based learning. Literacy activities at this stage aim to develop the ability to understand texts and relate them to personal experiences, think critically and process communication skills creatively. Based on the results of observations in class V B of

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SDN Bandungrejosari 3 Malang, researchers found that SDN Bandungrejosari 3 Malang had implemented the School Literacy Movement (GLS) program. This literacy movement is realized in three stages of literacy, namely the habituation stage which is carried out by reading comics, folk tales, encyclopedia books, and fairy tale books for 15 minutes before the learning activity begins. The second stage is the development stage, at this stage students write conclusions regarding the reading book or video shown by the teacher, students will also retell it in front of the class, and other friends will provide responses regarding what their friends have said. in front of the class. The third stage is the learning stage, this learning stage aims to develop critical thinking skills and develop students' abilities in reading texts.

These three stages can develop students' literacy skills and show that literacy activities are not limited to just reading books, but students must also be able to understand the contents of the books they have read. Based on the results of interviews conducted by researchers, the implementation of the School Literacy Movement (GLS) program at SDN Bandungrejosari 3 that is already underway includes reading literacy, library visit programs, reading together at science clinics, decorating wall panels, making poetry, making short stories, making posters, and arrangement of reading corners. The obstacle to implementing the School Literacy Movement program at SDN Bandungrejosari 3 class V B is that there are still some students who are still quite lazy about reading. Apart from that, students must be reminded to read, in addition to the use of facilities and infrastructure that have not been utilized properly. Even though there are several obstacles at SDN Bandungrejosari 3 Malang, students still carry out literacy every day and they also produce work. Reporting from research (Setiawan et al., 2023) in his research, he stated that characters who like to read can be achieved through school literacy programs (Yulianto & Jannah, 2018), This research involves the implementation of literacy activities, student literacy activities, school activities to support literacy and supporting factors and inhibiting factors for the School Literacy Movement program. Based on this background, the researchers conducted further research into the implementation of the school literacy movement in class V B at SDN Bandungrejosari 3 Malang. Therefore, the researcher was interested in carrying out research regarding the implementation of the school literacy movement to research more deeply about the School Literacy Movement among students at SD Bandungrejosari 3 Malang, and focused the research on only one class, namely class V B, so the researcher raised the title "Implementation of the Literacy Movement Program Class V B School at SDN Bandungrejosari 3 Malang Using a Case Study Approach".

Research Methodology

This research uses qualitative research and the type of research uses case studies. The research location chosen by the researcher was SDN Bandungrejosari 3 Malang which is located on Jalan Janti Selatan Number 69, Malang, Bandungrejosari, Kec. Breadfruit, Malang City Prov. East Java 65148. In this research the researcher used three data collection techniques, namely observation, interviews and documentation. In this research, researchers used primary and secondary data. The primary data in this research were observations and interviews, while secondary data came from documentation. The primary data sources in this research are the principal, homeroom teacher of class V B, students of class V B, and librarian. Meanwhile, secondary data in this research is related to the implementation of the Literacy Movement Program at SDN Bandungrejosari 3 Malang using a case study approach. In this research, the observations used were in the form of observation sheets.

Results and Discussion

The School Literacy Movement not only discusses reading and writing but also includes all student thinking skills activities that are in accordance with the stages and components of literacy (Tri Yunianika, 2019). The implementation of GLS at SDN Bansungrejosari 3 Malang City has been implemented in accordance with government policy in the form of habituation, development and learning. At the habituation stage in class V B, SDN Bandungrejosari 3 Malang, this stage has been implemented with the provisions of the government, namely reading 15 minutes before learning begins which is carried out in the classroom by reading silently or reading aloud. Apart from that, at this habituation stage, activities include reading poetry, role playing, watching videos, and arranging school facilities and infrastructure. At this stage, learning is not only carried out in the classroom but also outside the classroom. Activities carried out outside of class usually include role playing and watching videos. Role playing activities carried out by students are like role playing about bullying that occurs at school. Apart from that, students usually also watch videos in the library, for example students watch a fairy tale video entitled "The Kind Little Crocodile." After they watch the video, library staff will give them several questions that must be answered and submitted that day. Children who are used to reading will be able to understand problems such as in reading so that children are able to analyze, summarize, and so on (Antoro 2017). The second stage is the development stage, the development stage is a continuation stage of the habituation stage. At this stage, class V B students are asked to retell the story in front of the class while learning is in progress or students are asked to summarize the book they read or the video shown by the teacher. After students have finished reading, the teacher will provide follow-up, by asking

students to read the contents of the reading or video that is shown. Apart from that, students also respond to each other based on the summary results presented in front of the class. The teacher also asked about the moral messages contained in the reading books he had read. At this development stage, students must be able to understand the words in the story, read pictures to understand the plot of the story or watch short story videos that are shown. After they retell the story in a book or video, students also respond to each other regarding the results presented by their friends in front of the class. The development activity that is usually carried out at SDN Bandungrejosari 3 Malang is the mandatory activity of visiting the library, where this activity must be carried out by all students. This library visit schedule has been prepared by library staff. In this way, the development stage has been carried out in accordance with government policy and school policy. Several activities carried out by teachers and students have gone well. The final stage is the learning stage, activities carried out by students at the learning stage are making posters, writing poetry and analyzing videos. In this learning there are academic and non-academic bills, namely students are asked to submit assignments that have been given in a timely manner. This learning has also been innovated with interesting learning media, where teachers are required to create interesting learning media in literacy activities in learning so that students do not get bored while learning is taking place. At this learning stage, assessment is included in Indonesian language subjects.

Students can be said to be enthusiastic if they are able to complete assignments such as academic and non-academic bills so that students can collect them on time (Afdhal, 2015). The GLS program implemented at SDN Bandungrejosari 3 Malang is as follows;

1) Library Visit

   Library visits are a routine activity carried out by SDN Bandungrejosari 3 Malang. These activities are carried out based on groups that have been arranged by the librarian. Visits to the library are usually guided by the class teacher or librarian for a period of 45 minutes. If the teacher wants to hold lessons in the library during class, the teacher must first inform the library that if there is no schedule, then they can use the library for learning. The purpose of making a library visit schedule is so that it does not clash with other classes.

2) Learning outside the classroom

   Learning activities outside the classroom are one of the innovation programs of the School Literacy Movement (GLS). In these outside learning activities there are several literacy activities. These literacy activities are book literacy, visual literacy, digital literacy and critical literacy. Apart from these activities, outside the classroom learning activities there are also congregational prayer activities and traditional games. This congregational prayer activity is carried out alternately every day, this activity is carried out together with the class teacher, Islamic religion teacher, and also staff at the prayer room

3) Decorate the wall

   Mading Mading is a means that provides students with the opportunity to produce creative works of art in the form of poetry, rhymes, short stories or other works (Iin Puspitasari, 2021). Decorating the wall is done by the students themselves with the help of the class teacher. Making this wall magazine uses items found around the school to attract the attention of people who see it. Students usually use leaves, paper, plastic and so on to make wall material around the school environment. Mading that has been made by students will be pasted on a madding board or in the school environment. This is done so that students are more interested in reading.

4) Arrangement of a reading corner

   Pojok The reading corner is a reading corner in the classroom which is equipped with a collection of books arranged attractively to foster students' interest in reading. This reading corner is a facility provided by the school to support the implementation of the School Literacy Movement program (Rimba Kurniawan, 2019). The arrangement of the reading corner is always carried out by the class teacher once a year so that students do not feel bored. In the reading corner there are various types of reading books, from fiction to non-fiction books. In the reading corner there is also a place to read decorated with posters, for example posters on COVID-19, how to maintain health, how to wash your hands properly, etc. The posters that are made and pasted in the classroom area have the aim of making students attractive when reading.

The development of literacy in Indonesia to date can be said to be still low (Malawi, 2017). This is written in the results of the study from the Program *for International Student Assessment* (PISA) apart from carrying out activities in the classroom, students also carry out learning activities or literacy activities outside the classroom, for example in the library, science clinic or other reading areas. Literacy habits outside the classroom enable school literacy facilities and infrastructure to foster interest in reading in students (Hastuti 2018). The implementation of the School Literacy Movement (GLS) has supporting and inhibiting factors (Yulianto, 2018). SDN Bandungrejosari 3 Malang of course also has supporting and inhibiting factors in implementing the School Literacy Movement (GLS) program. The supporting factors are 1) facilities and infrastructure, facilities and infrastructure that support the implementation of the School Literacy Movement (GLS) program at SDN Bandungrejosari 3 Malang, namely the presence of computers, internet networks, LCDs, teaching aids, libraries, science clinics, reading areas, laboratories, sports fields,

gardens, reading corners and comfortable classrooms. Libraries and reading corners are facilities and infrastructure that support literacy programs. This library and reading corner supports the literacy program by providing students with reading materials. Apart from that, the library at SDN Bandungrejosari 3 Malang also provides computers to access digital literacy or search for information. The library at SDN Bandungrejosari 3 Malang also supports literacy programs with regular library visits which can accommodate approximately 30 students. Meanwhile, the reading corner is used for reading while in class. The reading corner in the classroom is also neatly arranged and has quite a varied collection of books; 2) literacy team, the literacy team is a team formed to organize and supervise the School Literacy Movement (GLS). This literacy team was formed from teachers at SDN Bandungrejosari 3 Malang who were entrusted with overseeing literacy activities. The literacy team at SDN Bandungrejosari 3 Malang always strives to provide the best for students.

The literacy team also helps librarians organize books in the library and organize reading corners in the school area. They change reading books every 3 months in each reading area at school. The literacy team also helps teachers and school principals to create literacy programs in schools. Every year there are definitely changes or additional programs that will be implemented at SDN Bandungrejosari 3 Malang; 3) the availability of reading books, the reading books available at SDN Bandungrejosari 3 Malang meet the requirements, apart from that the books available are also quite varied from comic books, encyclopedia books, folk tales, fairy tales, etc. The availability of quite varied reading books can help increase students' reading interest and enrich their knowledge; 4) the library has A accreditation, the library at SDN Bandungrejosari 3 Malang has A accreditation, in this case proving that the library at this elementary school has met the criteria. The library at this elementary school also provides a variety of books, ranging from textbooks to non-textbooks. Apart from that, the library at SDN Bandungrejosari 3 Malang also provides library visitor books, library membership cards, and computers as facilities for implementing literacy programs; 5) the active role of the school community, literacy activities are not only carried out by students, but teachers, staff and librarians also participate in carrying out school literacy activities every day. So that not only students take an active role in literacy activities, but also the entire school community is involved in school literacy activities. The active role of the school community makes this literacy activity run well; 6) teachers as literacy facilitators, teachers as literacy facilitators can provide examples to students, apart from that teachers also provide motivation to students. For example, teachers listen to students who want to ask questions about material they do not understand or understand. Teachers must also be able to listen to students' needs, facilitate learning activities, respect students, and build an atmosphere of familiarity with students. Apart from that, teachers must also always think positively; 7) there are literacy programs being implemented, the School Literacy Movement (GLS) programs at SDN Bandungrejosari 3 Malang make students more interested in taking part in literacy activities.

Existing programs include library visits, learning outside the classroom, decorating wall panels, and arranging reading corners. Through these programs, it is hoped that it can increase students' interest in reading, increase their knowledge, make students more creative and innovative, and enable students to think critically; 8) a supportive school environment, an environment that supports literacy activities can create a conducive atmosphere for students to read and write. For example, there is a need for a comfortable reading place in the school area. The environment at SDN Bandungrejosari 3 Malang has also been very supportive of this literacy program, because this elementary school has provided places for reading, namely a science clinic, reading corner, reading hut and library. Apart from the facilities provided by the school, the school community is also very supportive of the literacy program. The real proof is that the entire school community participated in reading activities for 15 minutes. Meanwhile, the inhibiting factors are; 1) Students' low interest in reading, students' interest in reading or feeling lazy has a big influence on literacy activities. Students are lazy when it comes to literacy activities, which is caused by reading books that are less interesting, even though there are many reading books provided by the class teacher, they think that the reading books are less interesting, besides that they are also bored when they have to read every day in class, so they don't like reading, because gadgets are more interesting and have more reading sources; 2) facilities and infrastructure that are not utilized, the facilities and infrastructure at SDN Bandungrejosari 3 Malang are still not utilized optimally, for example the computers in the library are rarely used by students, at that time they were already used by students as a means for reading, however there are some students who use computers incorrectly, so computers are rarely used anymore.

Apart from that, LCDs are also rarely used by teachers as a learning medium and there are several classes that do not have LCDs; 3) students must be reminded to read, during literacy activities students must be reminded by the class teacher first, every day the class teacher must remind their children to carry out reading activities. This happens because students are lazy to read in literacy activities. Teachers always try to use strategies so that students are not lazy to read books; 4) lack of support from students' parents, lack of support from parents is also an inhibiting factor in implementing literacy, because when students do not have support or habituation from home to literacy then at school they will be less interested in reading. So it is important to have support and habituation from parents for their children to be literate every day. With habituation from parents, children will feel happy reading, children will

become enthusiastic about reading, children's interest in reading will continue to increase, insight or knowledge possessed by children will increase; and 5) differences in abilities, talents, interests, courage of students, differences in abilities, talents, interests, courage of students are certainly one of the inhibiting factors in implementing literacy programs, because each student certainly has different abilities, talents, interests and courage. vary. For example, there are those who have a high IQ and there are those who have a low IQ, there are those who have a talent for writing poetry, there are those who have a talent for dancing, and there are students who like to read and there are also students who don't like to read. The existence of these differences can affect students' literacy abilities so that the implementation of literacy is less effective and requires an approach to each student. The School Literacy Movement states that there are several strategies in creating a culture of literacy in schools (Wiedarti, 2019.) including the following:

a. Conditioning the physical environment to be literacy friendly
b. Strive for the social and affective environment as a model for literate communication and interaction
c. Strive for the school to be an academic environment

The strategy used by the class V B teacher at SDN Bandungrejosari 3 Malang is critical reading. The strategy used by teachers is critical reading combined with appreciation activities for the books they have read, such as discussing the content contained in the reading books. For example, students and the teacher discuss the contents of a reading book or video that has been shown and end with the teacher conveying a moral message from the contents of the reading book or video. Apart from that, teachers also create a literate classroom environment, involving parents and the community, updating books, giving prizes or rewards, literacy activities and learning outside the classroom. Teachers use several of these strategies so that students can think critically, making students not feel bored when literate or when learning is taking place, develop the skills possessed by students, train students' reading skills, increase students' vocabulary, increase students' interest in reading, improve language skills, and improve students' literacy skills.

Table 3.1 Reading Interest of Class V B Students at SDN Bandungrejosari 3 Malang

Student Initials	Level of Students' Reading Interest	Component	Findings
L	high ability	Focusing students' attention during literacy activities	1. Students are able to carry out reading activities with great focus 2. Students are able to carry out literacy activities very actively without any sense of coercion from the teache
		Time use	3. Students are able to use time very effectively and efficiently 4. Students are very disciplined in managing time
		Reading motivation	1. Students are very able to overcome obstacles when reading 2. Students are very capable of motivating themselves when reading 3. Students perform very well in class
		Desire to read	1. Students have their own reading books at home 2. Have a great interest in reading various books 3. Have a sense of pleasure in reading without any sense of coercion from any party

			4. Self-awareness of liking reading books is very high
M	Medium ability	Focusing students' attention during literacy activities	1. Students are able to carry out reading activities with focus 2. Students are able to carry out literacy activities actively without any sense of coercion from the teacher
		Time use	1. Students are able to use time effectively and efficiently 2. Students are disciplined in managing time
		Motivation to read	1. Students are able to overcome obstacles when reading 2. Students are able to motivate themselves when reading 3. Students excel in class
		Desire to read	1. Students have their own reading books at home 2. Have an interest in reading in various reading books 3. Have a sense of pleasure in reading without any coercion from any party 4. Self-awareness to enjoy reading good books
Y	Low ability	Focusing students' attention during literacy activities	1. Students are less able to carry out reading activities with focus 2. Students are less able to carry out literacy activities actively without any sense of coercion from the teacher
		Use of time	1. Students are less able to use time effectively and efficiently 2. Students are less disciplined in managing time
		Motivation to read	1. Students are less able to overcome obstacles when reading 2. Students are less able to motivate themselves when reading 3. Students perform poorly in class
		Desire to read	1. Students do not have enough reading books at home 2. Lack of interest in reading

	various reading books
	3. Lack of enjoyment in reading without any coercion from any party
	4. Lack of self-awareness to enjoy reading good books

From the table above, it can be concluded that the reading interest abilities of students vary. There are students who are very focused when literacy activities are taking place, there are students who are focused, and there are even students who are less focused when reading books during literacy activities. In addition, there are also students who are very active, active, and less active when literacy activities are taking place without any sense of coercion from the teacher. Use of time, where there are students who are very capable of using time effectively and efficiently and there are students who are very disciplined, disciplined, and less disciplined in managing time when the School Literacy Movement is taking place. While in the motivation to read, there are students who are very capable, capable and less capable of overcoming obstacles when reading, students are very capable, capable and less capable of motivating themselves when reading reading books, students who are very high achievers, high achievers, and less high achievers in the classroom. The last component is the desire of students to read. There are students who have a lot of their own reading books at home and there are also students who do not have enough reading books at home, there are students who are very interested, interested and less interested in reading reading books. There are students who are very happy, happy and less happy when reading books and finally there are students who have very good, good and less good awareness of reading books. The results of this study are in accordance with research that has been conducted by (Subakti et al., 2021; Yuliyanti & Triputra, 2021) that through the implementation of the School Literacy Movement (GLS) can foster interest in reading in school residents, especially students. Through this GLS program, it is expected to instill reading habits in students and can provide them with education. Through this literacy activity, it is also expected to be able to produce a product obtained from the achievement of the learning process that has been implemented.

Conclusion

Based on the results of the research and discussion in the previous chapter, it can be concluded that the results of the research on the implementation of the School Literacy Movement (GLS) of class V B students at SDN Bandungrejosari 3 Malang have been implemented with the stages of the School Literacy Movement (GLS) policy, namely the habituation, development, and learning stages. At this habituation stage, it is in the form of reading for 15 minutes before learning activities begin. The development stage is retelling from the reading or video that has been shown using their own language. The learning stage is the collection of academic assignments. The programs of the School Literacy Movement consist of library visits, learning outside the classroom, decorating the wall magazine, and arranging reading corners. In the implementation of the School Literacy Movement (GLS) program, of course, facilities and infrastructure are needed, these facilities and infrastructure are libraries, science clinics, reading corners, reading areas, and reading materials. GLS can be used as a space to improve students' language skills through reading and writing skills. The supporting factors for the implementation of the School Literacy Movement (GLS) program are the availability of facilities and infrastructure provided by the school, the existence of a literacy team that has been formed, the availability of reading books, an A-accredited library, the active role of the school community, teachers as literacy facilitators, the existence of literacy programs that are run, and a supportive school environment. Meanwhile, the inhibiting factors for the implementation of the School Literacy Movement (GLS) program are low student interest in reading, facilities and infrastructure that still cannot be utilized properly, students are still reminded to read, lack of support from parents of students, and differences in abilities, talents, interests, and courage of students. The strategy used by the class V B teacher is by reading critically and combined with appreciation activities for the books that have been read, such as discussing the contents contained in the reading book, moral messages, and discussing figurative language, creating a literate classroom environment, involving parents and the community, updating reading books, giving rewards, and carrying out literacy activities or learning outside the classroom. Teachers use several strategies so that students can think critically, so that students do not feel bored when reading or when learning is taking place, develop skills possessed by students, train students' reading skills, increase students' vocabulary, increase students' interest in reading, improve language skills, and improve students' literacy skills.

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