

# How is the School Literature Movement (GLS) Implemented During Pandemic in Elementary School?

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## ABSTRACT

The pandemic condition causes challenges in implementing the school Literacy Movement (GLS). This fact is the background of this research to describe the planning, implementation, and evaluation of the GLS program during the pandemic in grade IV Islamic Elementary School (SDI) Mohammad Hatta Malang. This research is descriptive qualitative with data collection through observation, interviews, and documentation. The resulting data were analyzed using Miles and Huberman data analysis techniques. The results showed that SDI Mohammad Hatta Malang carried out a GLS program with digital use during the pandemic in grade IV by the School Literacy Team (TLS) with their respective class teachers. The planning of the GLS program is carried out by the TLS at work meetings at the beginning of each year with the context of reading general knowledge, fiction, and religion. The implementation of the GLS program in class IV is still returned to the control of the respective class teachers and several literacy activities have not gone according to plan. Evaluation of the GLS program includes supporting and inhibiting factors related to objectives, scheduling, implementation of each literacy activity, and infrastructure in class IV.

**Keywords:** school literacy movement (GLS), pandemic situation, elementary school.

## 1. INTRODUCTION

Indonesia has succeeded in reducing the illiteracy rate and has passed the critical stage of literacy in literacy according to with data from the United Nations Development Program (UNDP) in 2014. Literacy itself is very important as referring to the World Economic Forum in 2016 in the 21st century, both for basic literacy as a basis for students. in learning, student competencies are increasingly complex, especially in the industrialization era, as well as the character of the students themselves [1]. Reading comprehension at the elementary school level in fourth-grade students has been tested by the International Association for Evaluation of Educational Achievement in the Progress in International Reading Literacy Study (PIRLS) together with Trends in International Mathematics and Science Studies (TIMSS) every five years since 2001.

In addition, Meanwhile, the Puspendik of the Ministry of Education and Culture developed the Indonesian Student Competency Assessment (AKSI) and tested fourth-grade elementary school students in 2016 on reading, math, and science skills. This policy is taken from the results of surveys that have been discussed previously such as PIRLS which shows the need for

special attention and various actions to improve the competence of Indonesian students [2].

The results of the literacy crisis survey require the government to facilitate its citizens through a service system as stated in the 1945 Constitution article 31 paragraph 3. One of the government's programs implementations is to maximize students' literacy skills by integrating them through the learning curriculum, namely the School Literacy Movement Program (GLS). The GLS program is aimed at improving and growing student literacy because with proper literacy students can learn well through reading, seeing, listening, writing, and or speaking to form life-long learning [3], [4]. The GLS series is carried out in three stages of implementation, namely the stage of habituation, development, and learning.

However, the condition of the Covid-19 pandemic has resulted in education being conducted online or online to prevent and avoid the spread of the Covid-19 virus since March 24, 2020. This condition is a challenge that must be faced by teachers in learning, for example, or other activities in schools such as limited facilities, awareness, and motivation to learn students, to the involvement of parents where the majority of parents

themselves also work [5]. Existing problems must still be evaluated to find out the processes that occur in the online learning process that is carried out so that teachers must remain professional and responsible [6]. This condition then has an impact on the planning, implementation, and evaluation of GLS in schools.

The successful implementation of the GLS program during the pandemic requires a good commitment from the various parties involved. The intended commitment is in the form of policies, strategies, and other actions to optimize the implementation of the GLS program in schools. Furthermore, socialization and mentoring are very important, especially in elementary schools where the portion of student learning independence is still dominant enough to keep the program running during the pandemic [7]. Every program for the implementation of activity in a school certainly requires a planning stage consisting of policies, estimates of needs, financing of needs, determination of targets, and details of plans. From this plan, implementation can be monitored and at the end, an evaluation is carried out to determine the achievement of standards and follow-up plans [8].

Researchers searched for research locations by interviewing several schools in Malang, both public and private elementary schools. From March 2020 until now, due to the pandemic, all schools in Indonesia have implemented online learning. Some school activities have been reduced due to their online implementation. Indirectly, the GLS program does not run optimally and is even eliminated. The results of the researcher's interview with the Deputy Principal of SDI Mohammad Hatta Malang at the end of January to February 3, 2021, that the implementation of the GLS program continued both before and during the pandemic. The school continues to try to appreciate the literacy achievements of students, although not as much as before the pandemic. Therefore, this study focuses on describing the planning, implementation, and evaluation of the School Literacy Movement (GLS) program, especially in the fourth grade of SDI Mohammad Hatta.

## **2. METHOD**

This research is qualitative descriptive because it is intended to describe the School Literacy Movement (GLS) program, especially for grade IV. The research location is at SDI Mohammad Hatta, precisely on Jalan Flamboyan No. 30, Lowokwaru, Lowokwaru District, Malang City, East Java Province. The research was conducted at the end of May to June, which is the even semester of the 2020/2021 academic year. The data collected is in the form of planning, implementing, and evaluating the School Literacy Movement (GLS) program during the pandemic in grade IV.

The source of the data was determined based on the results of observations and interviews with the Deputy

Principal, 3 fourth grade teachers, and 9 students from fourth grade because of the directions and health protocols at SDI Mohammad Hatta Malang as well as supporting documentation. Data collection techniques used observation, interviews, and documentation which then validated the data through triangulation techniques with the grid in Table 1.

The data was then analyzed using the Miles and Huberman model which includes data collection, data reduction, data presentation, and concluding. The activities in data analysis in the study are described as follows.

### **2.1. Data Collection**

In this study, data collection was carried out through a combination of observations, interviews, and documentation related to the planning, implementation, and evaluation of the School Literacy Movement (GLS) program during the fourth-grade pandemic of SDI Mohammad Hatta Malang. The data that has been obtained by the researchers will then be processed at the data reduction stage.

### **2.2. Data Reduction**

This is done by selecting the appropriate data and eliminating the inappropriate data through the instrument table with or without indicators with information from related sources using coding. Researchers grouped the results of observations, interviews, and documentation from various sources related to aspects of planning, implementation, and evaluation of the School Literacy Movement (GLS) program during the fourth-grade pandemic of SDI Mohammad Hatta Malang.

### **2.3. Data Presentation**

The presentation of the data is in the form of grouping according to the subject matter that has been determined in the problem formulation with technical triangulation. The research topics include planning, implementing, and evaluating the School Literacy Movement (GLS) program during the fourth-grade pandemic of SDI Mohammad Hatta Malang.

### **2.4. Drawing Conclusion**

Conclusions were drawn through verification by reviewing the results of data reduction and presentation so that the conclusions reached did not deviate from research problems related to planning, implementation, and evaluation of the School Literacy Movement (GLS) program during online learning for class IV SDI Mohammad Hatta Malang. After concluding, the researchers conducted re-evidence or verification to validate the data by increasing persistence and triangulation.

**Table 1.** Interview Guide Grid

Num.	Indicator
Planning	
1.	Goals of the GLS program during the pandemic
2.	Parties involved in the division of tasks for GLS program implementers during the pandemic
3.	The scenario of the GLS program during a pandemic
4.	The infrastructure needed by the GLS program during the pandemic
Implementation	
5.	Goals of the GLS program during the pandemic
6.	Parties involved in the division of tasks for GLS program implementers during the pandemic
7.	GLS program scenario during a pandemic
8.	The infrastructure needed by the GLS program during the pandemic
Evaluation	
9.	Goals of the GLS program during the pandemic
10.	Parties involved in the division of tasks for GLS program implementers during the pandemic
11.	GLS program scenario during a pandemic
12.	The infrastructure needed by the GLS program during the pandemic

**Table 2.** Observation Guidance Grid

Num.	Indicators
1.	The purpose of implementing the GLS during the pandemic is implemented based on the initial formulation with standard GLS guidelines in elementary schools, especially grade IV
2.	Implementation of the GLS during the pandemic involves the School Literacy Team (TLS), especially grade IV
3.	Implementation of GLS during the pandemic at the habituation stage involves the School Literacy Team (TLS) and students, especially grade IV
4.	Implementation of the GLS during the pandemic at the development stage involves the School Literacy Team (TLS) and students, especially grade IV
5.	Implementation of GLS during the pandemic at the learning stage involves the School Literacy Team (TLS) and students, especially grade IV
6.	Activities at the stage of habituation, development, and learning include receptive skills (listening and reading) as well as productive skills (speaking and writing), especially grade IV
7.	GLS is implemented based on a predetermined schedule, especially class IV during the pandemic
8.	The GLS program during the pandemic, especially class IV is implemented using available facilities and infrastructure

### 3. RESULT AND DISCUSSION

#### 3.1. GLS Program Planning

GLS planning is carried out through the formation of a School Literacy Team (TLS) since before the pandemic at every work meeting at the beginning of the new school year. TLS at SDI Mohammad Hatta Malang was formed with a different assignment only to the Library

Coordinator during the pandemic the library was renovated and activities related to the school library were abolished, although they continued to participate in mentoring and socialization because the school was also planning to procure a Digital Library. The target for the preparation of the GLS during the pandemic is planned for all students of SDI Mohammad Hatta Malang. The GLS program during the pandemic is in grade IV with various literacy activities with digital use.

The preparation of the GLS program both before and during the pandemic was planned through a work meeting at the beginning of the new school year, guided by the Guidebook for the School Literacy Movement in Elementary Schools by the Ministry of Education and Culture which was then adapted to the situation and conditions of the pandemic. Adjustments in preparation during the pandemic are made conditionally and try not to burden students themselves. After preparation, the GLS program was re-socialized after policy decisions were made at work meetings through coordination meetings from TLS, both offline and online with the results of the meetings being submitted through the School WhatsApp Group. Parents of students are also socialized regarding literacy activities to know the form of activities that will be carried out by students during online schooling.

The school's strategy in planning the implementation of literacy activities, which involves teachers who are directly involved with the class and the achievement of literacy activities at each level is balanced. In grade IV, grade IV teachers and subject teachers are guided by a coordinator from grade IV-A teachers so that the achievement of the activities carried out is not disparate. The school has also decided that literacy activities are carried out using digital technology, which is ensured that both teachers and students are able and adequate. The series of GLS activities contain stages of habituation, development, and learning with the context of reading general knowledge, fiction, and religion.

**3.2. GLS Program Implementation**

The implementation of the GLS program during the pandemic in grade IV SDI Mohammad Hatta Malang with the use of digital did not go according to the planned program. In grade IV the goal of GLS is more controlled and maximal in grades IV-A and IV-C because the teacher and students are more communicative than grades IV-B. There are several activities planned at the development stage that have not been carried out during the pandemic with certain constraints. The digitization of the Library and the procurement of Student Cards are still in the process, while the implementation of the procurement of Library Ambassadors as well as the Book Synopsis and Story Telling Competition has not been carried out because the library is not running and adjusting the student workload during the pandemic.

All scheduled activities are also under the supervision of TLS, while related to the coordination of class IV, it is carried out in a meeting by the Class IV-A Coordinator with class IV-B and IV-C teachers to equalize literacy activities in each class to avoid the occurrence of inequality of achievement. These similarities are like the use of reading fiction in the 15-minute reading habituation activity that adapts the type of story material in Indonesian or the preparation of equated learning

materials. Before the pandemic, from the reading results, students then wrote their opinions as in Figure 1 for the literacy tree for habituation activities. Meanwhile, in the Five Minutes Motivation (MLM) activity, class teachers work together with the Religious Coordinator, and other activities are held by the Library Coordinator together with the TLS Coordinator.

However, the understanding of GLS during this pandemic is centered on TLS only, namely the TLS Coordinator, Library Coordinator, Religious Coordinator, and Class Coordinator. Especially the fourth-grade teachers, because the coordinators are from grades IV-A so that other grade teachers do not fully understand the series of GLS programs at SDI Mohammad Hatta Malang.



**Figure 1.** Literacy tree

Furthermore, the achievement of the GLS program at the development stage was carried out by involving TLS with fourth-grade students at the development stage. TLS and students are directly involved in the development stage carried out by the Religious Coordinator but still under the supervision of the fourth-grade teacher. The Religious Coordinator is a PAI teacher, the MLM theme is following the PAI material obtained in grade IV, namely a Clean and Healthy Environment, Wisdom of Timely Prayer, Living Loving and Caring for each other, and Pillars of Faith. Through Telegram, the Religious Coordinator schedules students based on absentee numbers in turn with a predetermined theme. In addition, the publication of the encyclopedia of the pandemic period was carried out after the student virtual class meeting program through google form like in Figure 2.

This activity invites students to create and collect short stories with the theme of learning, experience, and activities during the pandemic with the format of the work specified so that the selected work is not included in the assessment but will be appreciated for publication after going through the originality test. Furthermore, the learning phase was carried out well during the pandemic in grades IV-A, IV-B, and IV-C, namely the literacy

contained in each lesson in the classroom was carried out according to the theme and goals of the class teacher. Schools utilize facilities and infrastructure in literacy activities during the pandemic with the use of digital that is already available that shown in Figure 3. Because a series of literacy activities are carried out online, schools only use data packages, personal devices or laptops, and various applications such as Google Form, Telegram, Zoom Meeting, Google Meet, and PDF. Although there is no special budget, the school still budgets approximately for planning a digital library which is still under renovation.



Figure 2. Posters for the encyclopedia



Figure 3. Facilities support for literacy activities

### 3.3. GLS Program Evaluation

All literacy activities in grade IV SDI Mohammad Hatta Malang expand listening, reading, writing, and speaking skills which are even implemented by utilizing digital literacy development. Activities for the

habituation stage of reading, reading, and critical thinking. Activities at the development stage of learning to read, read, write, speak, and sort information. Activities at the learning stage enjoy literacy in improving reading, listening, speaking, and writing skills which are carried out further and continuously. The achievement of the goals of the GLS program during the pandemic is reviewed from whether or not activities are carried out according to schedule. The habituation stage is carried out by student activities.

The stage of development of skills. While the learning stage is following the learning design (RPP) assessment which contains a strengthening character program (PPK), skills, attitudes, and knowledge because there is no special literacy assessment rubric. Schools provide students with an appreciation for extraordinary results, such as making them in book form. Meanwhile, the goal of GLS is more achieved in the implementation of reading habits 15. Students and teachers look interactive and communicative because of direct two-way communication using Zoom Meetings in grades IV-A and IV-B and Google Meet in grades IV-C. But other literacy activities are more independent assignments that require more attention and motivation.

A follow-up coordination meeting was held jointly by all SDI Mohammad Hatta Malang education staff in discussing the implementation of the GLS program during the pandemic. During the formation of TLS, but the understanding of GLS during this pandemic applies to TLS only, namely the TLS Coordinator, Library Coordinator, Religious Coordinator, and Class Coordinator. Especially the fourth-grade teachers, because the coordinators are from grades IV-A so that other grade teachers do not fully understand the series of GLS programs. However, the constraints of the pandemic situation in reaching students with several guardians who mostly work and cannot fully assist so that schools minimize the burden of literacy activities. The school strives for every teacher to maintain communication and take a personal approach and reprimand to students.

There are several obstacles at the stage of habituation for grade IV. Reading activities for 15 minutes are carried out on a limited basis, namely once a week and a maximum of 15 minutes including reading, reading comprehension, and responses. In addition, there are network constraints so that class IV-C prefers to use Google Meet while other classes use Zoom Meeting. The online Mading stands for Majalah Dinding or wall magazine competition was held by a few enthusiastic students. Furthermore, there are obstacles at the stage of development of class IV. The Five Minutes Motivation Activity (MLM) was hampered by the decreasing enthusiasm of students and the teacher did not know whether the students were listening to the MLM videos that had been distributed.

Making a Student Literacy Book at the end of the semester with the theme Encyclopedia of the Pandemic Period from the selected work only representatives of a few students who collect and are still in the process of making it. Procurement of Library Digitization and Student Card is still in process so it cannot be used yet. The procurement of library ambassadors has not yet been carried out due to a large number of student assignments during the pandemic. The Book Synopsis and Story Telling Competition at the end of each semester have not been carried out because a large number of student assignments during the pandemic has made students less enthusiastic. The fourth-grade learning stage also has obstacles. The teacher adds Bupena in addition to the theme book as literacy assistance that is included in every lesson in class.

### **3.4. Discussion**

The success of GLS in improving student literacy is still being explored considering the importance of these competencies in this century. The stages of the planning process consist of the formulation of policies, estimation of needs, financing of needs, determination of targets, and details of plans [8]. The school's strategy in planning the implementation of literacy activities, which involves teachers who are directly involved with the class and the achievement of literacy activities at each level is balanced. Furthermore, there are three stages, namely the habituation stage, the development stage, and the learning stage [9].

In the implementation of the GLS itself, mobilization is related to organizational resources so that which includes leadership, motivation, decision making, and communication. This is why planning requires a good commitment on the part of the parties involved in it for the successful implementation of a program [10]. For example, the implementation of the GLS program in class IV also requires good cooperation in the involvement of parties whose assignments have been determined in the formed TLS. The formulation of the GLS goals planned for the fourth-grade students of SDI Mohammad Hatta Malang was appropriate, although the achievement of each literacy activity was returned to the respective class teacher in the absence of a special literacy rubric.

The stages in the implementation of the GLS depend on the readiness of each educational unit, both principals, teachers, staff, students, and infrastructure supporting the implementation of GLS. Schools utilize facilities and infrastructure in literacy activities during the pandemic with the use of digital that is already available so that schools only use data packages, personal devices or laptops, and various applications such as Google Form, Telegram, Zoom Meeting, Google Meet, and other applications [11], [12]. It is also widely discussed how digital literacy is both in knowledge and skills to utilize technology in learning [13]. These platforms help

facilitate the learning process which serves as a medium for delivering materials, assessments, or for collecting assignments [14].

From the planning and implementation of the GPL, evaluation is carried out to improve planning to determine further success. The evaluation itself is intended to determine policies, strategies, and work programs that have been analyzed, formulated, and previously determined [8]. The evaluation also helps in exploring the obstacles to implementing the GLS such as time constraints, network constraints, decreasing student enthusiasm, teachers unable to reach and supervise students, and some parents of working students resulting in a lack of supervision especially during this pandemic [15]. This problem needs to be considered about how strategies or efforts must be taken to maintain the quality and professionalism of education. Existing problems must still be evaluated to find out the processes that occur in the online learning process that is carried out.

## **4. CONCLUSION**

The planning of the GLS program at SDI Mohammad Hatta Malang is carried out by the School Literacy Team (TLS) at work meetings at the beginning of each year by holding further coordination meetings to socialize it with other teachers. Schools take the opportunity to adapt the transition to digital use so that the implementation is a modification of the GLS Guidebook in Elementary Schools which is controlled by teachers as well as students. The implementation of the GLS program contains stages of habituation, development, and learning with the context of reading general knowledge, fiction, and religion which are made simple and conditional so as not to burden students too much. Evaluation of the GLS program in grade IV SDI Mohammad Hatta Malang was carried out by all teachers, especially TLS and their respective class teachers. However, there is no specific assessment rubric in measuring the achievement of the goals of each literacy activity. The habituation stage is carried out by assessing student activity.

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