Student Literacy Culture of Muhammadiyah Elementary School/MI in Era of Covid-19 Pandemic

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Abstract. Students' literacy ability has an influence on learning activities. Furthermore, literacy has the function of forming a society that is knowledgeable and critical in life's problems. However, not all students have good literacy skills. Therefore, learning programs are needed in schools to improve the students' literacy skills. The existence of Covid-19 that has hit the world and an impact on the learning process that was originally carried out face to face at school to learn from home. It is possible to bring about a change in the culture of students in literacy. The purpose of the research described the students' literacy culture of in the era of the covid-19 pandemic. A phenomenological approach was applied to reveal the similarity of meaning which was the essence of a concept. The data was analyzed using ATLAS.ti software. The results of the research showed that cultural changes in the implementation of literacy. The collaboration of teachers and parents played an important role in literacy culture in the implementation of learning from home.

Keywords: atlas.ti software · covid-19 · learning from home · literacy culture

1 Introduction

Ranking results of Indonesian students in PISA 2009 were ranked 57th with a score of 396 (OECD average score of 493). However, PISA 2012 showed Indonesian students that were ranked 64th with a score of 396 (OECD average score 496) (OECD, 2013). A total of 65 countries participated in PISA 2009 and 2012. By these two results, it can be said that educational practices implemented in schools have not demonstrated the function of schools as learning organizations that seek to make all citizens skilled in reading to support them as learners lifelong [1].

Schools as ecosystems that are intentionally created to transfer cultural values have an important role in literacy. Culture is all the results of human thought that contain the values in society. Literacy can be cultivated that one way is by reading culture. A person's reading culture is an attitude or action to read that is carried out regularly and continuously. The culture of reading, especially books, is now somewhat less attractive to students. The lack of interest in reading books is also influenced by the amount of TV entertainment and games at home or outside that make children or adults pay attention

to stay away from books. The development of technology should internet have impact on an increasing people's interest in reading, because the internet is the latest visual tool at this time. This is taken differently because what is sought on the internet is mostly not appropriate for children's consumption. Therefore, it is very important to foster interest in reading as the first step in efforts to create a reading culture in the community. This is related to efforts to improve the quality of the Indonesian people starting a movement to love reading, which is the responsibility of parents and educators. Cultivating an interest in reading so that it develops into a love of reading in students is an effort to cultivate the habit of providing time to read a variety of readings that are appropriate for their needs and age. By reading one can master science and technology, add insight, gain solving problems encountered, and so on. By reading someone can achieve success and have a wise soul. In the world of education. An educator should always remind students that reading is a very important activity in life. Therefore, they have a positive attitude towards reading [2].

2   Discussion

Reading culture is part of developing literacy skills. Basic literacy competencies (listening-speaking, reading-writing, calculating-calculation, and observing-drawing) should be instilled since elementary education, then continued at higher education levels so that students can improve their ability to access information and knowledge.

Literacy culture needs to be encouraged again, especially after the Covid-19 pandemic which has changed various aspects of life. Schools as part of the education ecosystem need to re-evaluate the implementation of the School Literacy Movement (GLS) launched by the Ministry of Education and Culture. GLS is a comprehensive effort that involves all school members (teachers, students, parents/guardians) and the community. GLS strengthens the character development movement as stated in the Minister of Education and Culture Regulation No. 23 of 2015. One of the activities in the movement is "a 15-minute activity of reading non-lesson books before learning time starts". This activity is carried out to foster student interest in reading and improve reading skills so that knowledge can be mastered better. The reading material contains moral values, in the form of local, national, and global wisdom that is delivered according to the stage of development of students [1].

Moreover, the reading culture can be developed, among others, by providing an adequate library. The concept of the library must be made attractive and make students "at home" and like to read. Therefore, it can be internalized in students' reading culture which has an impact on "feeling less" if you don't read for a day. Dian Sinaga explained that the existence of a school library provides an opportunity for students and the school community to: a) find information, facts and data that are not yet known; b) Students can practice certain skills that can be useful for the development of science and technology; c) the availability of adequate facilities and infrastructure can be enable students to conduct research and simple experiments according to their abilities; d) can be said to be recreational and take advantage of free time; e) seek, examine and explore the knowledge needed during the learning process.

According to Ramadhan, the students in schools that apply online learning can have much better literacy and numeracy levels than students in schools that study conventionally. It can be happened because the students in schools that apply online learning must be able to practice self-study to read through individually and then apply what is obtained to find solutions to problems during learning. However, what happens is that online learning causes a decrease in the quality of learning both in the process and results. This situation can occur because Indonesia is not used to the online learning model, both teachers and students [3].

This condition spurred the awareness of HR 16 Creative Surabaya teachers to try to implement literacy activities in schools. The importance of literacy is well understood by principals, teachers, parents and students. During the COVID-19 pandemic, literacy activities at Muhammadiyah 16 Creative Surabaya Elementary School can be described as follows: results of interviews with teachers (26 years old, female) in online learning, student activities reading books/magazines/newspapers are still provided through material shared in google classroom or when zooming if the study group is large. Likewise, writing activities are still held every day, students are also always orderly and listen to lessons in class when online learning is synchronous. Although learning is carried out online that the students always obey and listen when in learning. To attract students' interest, teachers send learning video links every day as media and learning resources at home. The implementation of group work is still given by students with the guidance of a supervising teacher, as well as the selection of group members whose houses are close together. The creativity of teachers is still visible in online learning, namely by implementing virtual outbound and students are asked to collect outputs in the form of reports. Pre-reading activities are also carried out alternately so that the online class is not noisy.

To support the literacy movement with a reading culture, the students are invited to choose what books they want to read and enjoy. Each class has a reading corner and the school has a large library. Posters or fliers at schools inviting them to read are displayed as a form of support for students' reading activities. During certain events, students can donate in the form of goods, including books, which is a form of giving / donating books from students' parents. Before the pandemic, the schools would display student work every month. However, during this pandemic, student work is posted on the school's social media. As a training ground, there is a small group of journalists at the school, which is guided by a teacher who is a former radio broadcaster. To increase insight, guest teachers are invited, in each semester. There are activities to improve the ability to read and write the online Al' Quran.

Literacy activities at school, confirmed by student AL (10 years old, female) grade V, who like to read short story books and novels, write lessons every day and students listen to lessons during online class. Listening to the teacher's explanation in class, watching the learning videos shared by the teacher as a medium and source of learning. However, his parents were not allowed to study in groups outside the home. Sometimes learning outside the home by observing the surrounding environment. During online learning, students do silent pre-reading, write down what they read, have the freedom to choose the books they like.

Student statement, according to the results of interviews with parent YN (45 years old, female) that her child is independent in learning, likes to read novels and short stories. Often it chooses his own reading books, writes based on the material he reads, opens video links provided by the teacher as media and learning resources. It does not allow face-to-face group learning, but group learning activities are carried out by zoom. The surrounding environment is used to learn by observing. Allowing children to buy books they like, sometimes e-books are also used for reading. Students' work is pasted in the cupboard, there is no reading corner at home.

This descriptive qualitative research was carried out, planning to process data with ATLAS.ti software. However, the findings in SD Muhammadiyah 16 Kreatif Surabaya cannot be processed with the software. Furthermore, the research team made changes to the interview instrument in collecting data on other research subjects. However, it can be concluded that the application of literacy is carried out with various creativity of teachers in collaboration with parents. The habit of reading and writing in online learning is still being carried out. The data is supported by the source triangulation method, namely teachers, students and parents who have been confirmed separately through interviews and found the same results or patterns [4, 5].

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