

Literacy Movement: Teachers' Efforts in Creating Literate Students

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Abstract

Teachers are actors and factors that play an important role in students' literacy skills. This study aimed to determine the teacher's efforts in implementing literacy in learning. This research was conducted at an elementary school in Cimahi City using a qualitative descriptive research method. Data collection was carried out through the distribution of questionnaires through google questionnaires. The research data were analyzed and described to inform the teacher's efforts in realizing literate students. The results of this study indicate that the teachers have been trying to improve student literacy through various activities. The teachers have made efforts to develop a physical, social, and affective school environment that is rich in literacy, as well as to create a school ecosystem that values openness, for example, giving awards to the achievement of positive behavior, social care, and the enthusiasm for learning of students. However, it cannot be denied that despite the various efforts of these teachers, there are still obstacles and barriers to be faced. This data and information can be used as a reference for teachers, policymakers, supervisors, and principals.

Keywords: *literacy movement, teacher efforts, literacy for student*

Introduction

Teachers need various preparations to improve student literacy (Condie & Pomerantz, 2020). Each teacher has a different teaching experience (Revelle, 2019). Therefore, they should be allowed to collaborate and exchange experiences, especially regarding student literacy assistance (Dharamshi, 2019). Teaching experience is one of the best learning resources teachers can explore to improve their skills in teaching (McVee, 2004). Teacher professionalism in teaching must continue to be developed (Nielsen et al., 2008). Teacher professionalism is one of the most important determinants of the success of literacy programs (Yagi, 2006).

Literacy has become an educational necessity in the 21st century. The implementation of literacy education can be carried out through the management of literacy culture in schools, specifically in learning classes (Marmoah & Poerwanti, Suharno, 2022). Literacy has been recognized internationally as an important part that needs to be developed in the basic education curriculum (Sverdlov et al., 2014). For more than six decades, UNESCO has dedicated itself to being the leader of international institutions in literacy and, during that time, still found many challenges (Wagner, 2011). There are still many gaps between expectations and reality regarding literacy achievement (Yagi, 2006). In addition, technological developments in the era of globalization have caused the world to be narrower and information to be more rapid. It is one factor that requires humans to increase literacy from an early age (Hamilton & Pitt, 2011).

Cultivating the school literacy ecosystem can develop the attitudes and character of students so that they are directed to become lifelong learners (Rahayu, 2016; Rohman, 2017; Wandasari,

2017; Khotimah & Sa'dijah, 2018; Teguh, 2020). The basic concept of the literacy movement as an effort to cultivate student character is contained in Permendikbud (Regulation of the Minister of Education and Culture) number 23 of 2015 (Sari, 2018). Efforts to increase student literacy through the school environment are not limited to reading and writing activities. However, they also improve students' thinking skills (Teguh, 2020). One of the goals of the literacy movement in schools is to equip students with insight and knowledge based on multiliteracy as a form of adaptation to various technological and information developments in the 21st century. (Nopilda & Kristiawan, 2018).

Insights and knowledge based on multiliteracy in students can be realized by first increasing students' interest in reading through the literacy movement (Wulanjani & Anggraeni, 2019; Ilmi & Wahyudin, 2021). Students' literacy activities need to be familiarized so that they can provide awareness to students that literacy activities are not a burden but a need to improve self-quality, as well as preparation for facing various challenges today and in the future (Pradana et al., 2017; Hastuti & Lestari, 2018). One of the most important things to do to foster student interest in literacy is to maximize the library's function (Dafit & Ramadan, 2020). The library must be displayed in a pleasant atmosphere for students, for example, by preparing various literature relevant to the development of science.

However, it cannot be denied that despite the various efforts made by teachers to improve student literacy, it turns out that there are still many obstacles and barriers faced (Wiratsiwi, 2020). This situation encourages the curiosity of researchers to explore the various efforts that teachers have made to improve student literacy, as well as analyze the things that become obstacles to these efforts. This curiosity is realized through research activities on teachers from various schools. Researchers hope that the data and information obtained from this research can contribute to formulating an appropriate and effective solution to create a literacy ecosystem in schools and realize literate students.

Materials and Methods

This research was a qualitative research conducted using qualitative descriptive analysis method. Qualitative research method is a research method that aims to analyze, understand in depth, and describe phenomena, events, attitudes, and an activity, both individually and in groups. The data in this study was information related to the teacher's efforts in realizing literate students. The data were obtained from 45 elementary school teachers in Cimahi City as respondents who were determined by purposive sampling or based on research needs. Data collection was carried out using a questionnaire instrument using a google questionnaire (Creswell, 2015; Sukmadinata, 2009). Data processing was carried out through interpretation techniques using analytical instruments in the form of indicators of increasing student literacy developed from literacy theories or concepts that were considered relevant, namely literacy theory developed by Heryani (2020).

Results and Discussion

1) *Facilitating students in increasing faith and devotion to God Almighty in accordance with the religion and beliefs of each student in learning*

Figure 1 shows the number and percentage of teachers who facilitate students in increasing faith and devotion to God Almighty following their respective religions and beliefs in learning, namely 34 teachers (75.6%) in the **very frequent** category, 34 teachers (75.6%) in the **frequent** category, and no teacher (0%) in the **sometimes** and **never** category. It shows that many efforts to shape students' character have been carried out by teachers, including increasing faith and devotion to God Almighty. These efforts align with literacy's purpose, namely to develop

the attitudes and character of students so that they are directed to become lifelong learners. (Rahayu, 2016; Rohman, 2017; Wandasari, 2017; Khotimah & Sa'dijah, 2018; Teguh, 2020).

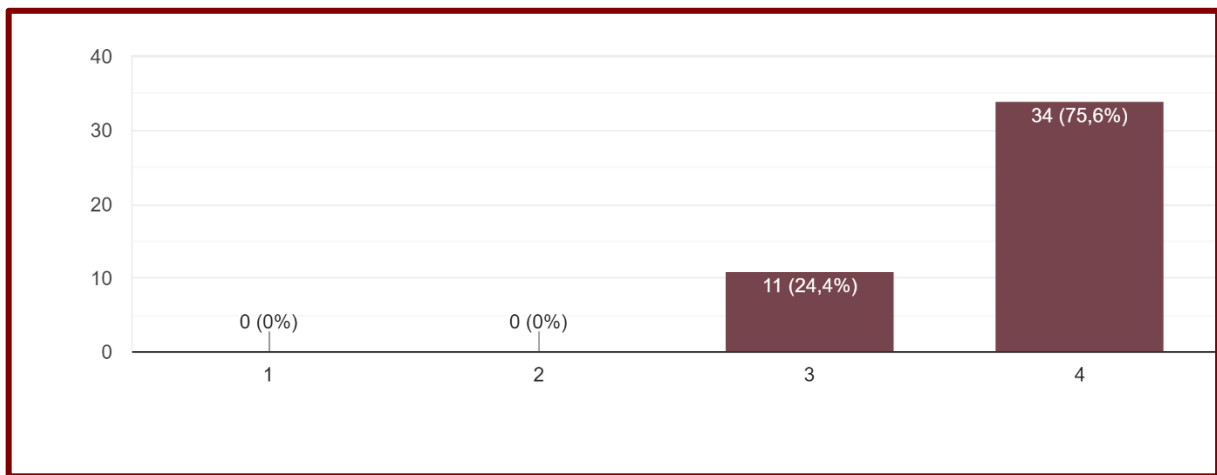


Figure 1. Diagram of the percentage of student facilities in increasing faith and devotion
Source: Google Questionnaire

2) *Providing assistance to students' thinking and language skills in learning*

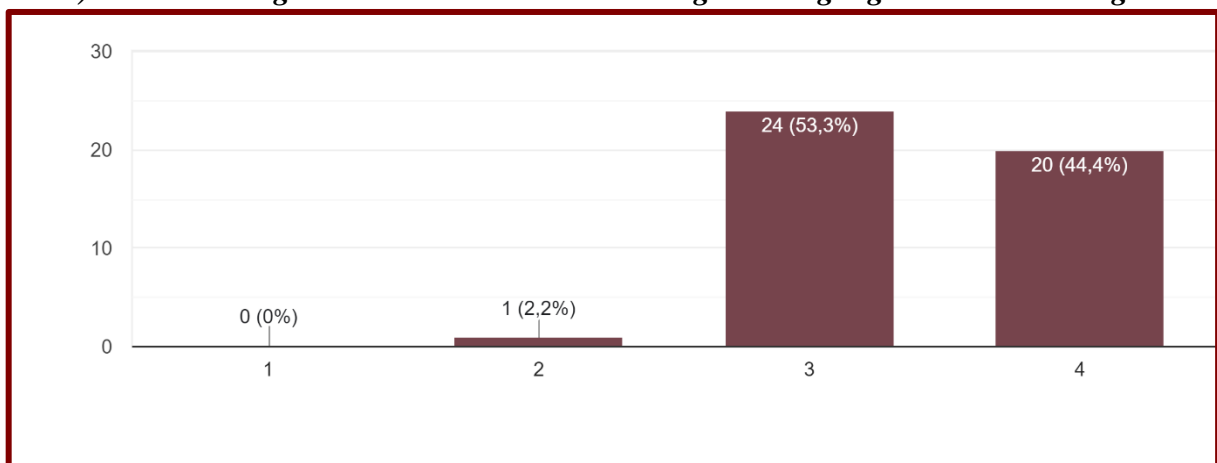


Figure 2. Percentage diagram of mentoring students' thinking and language skills
Source: Google Questionnaire

Figure 2 shows the number and percentage of teachers who assist with students' thinking and language skills in learning, namely 20 teachers (44.4%) in the **very frequent** category, 24 teachers (53.3%) in the **frequent** category, 1 teacher (2.2%) in the **sometimes** category and no teacher (0%) in the **never** category. It shows that efforts to assist students' thinking and language skills have been carried out well by teachers. Therefore, efforts to increase student literacy are not only limited to reading and writing activities. As Teguh (2020) revealed that efforts to increase student literacy through the use of the school environment do not limit to reading and writing activities but are also related to efforts to improve students' thinking skills.

3) *Inviting and motivating students to read books in the library*

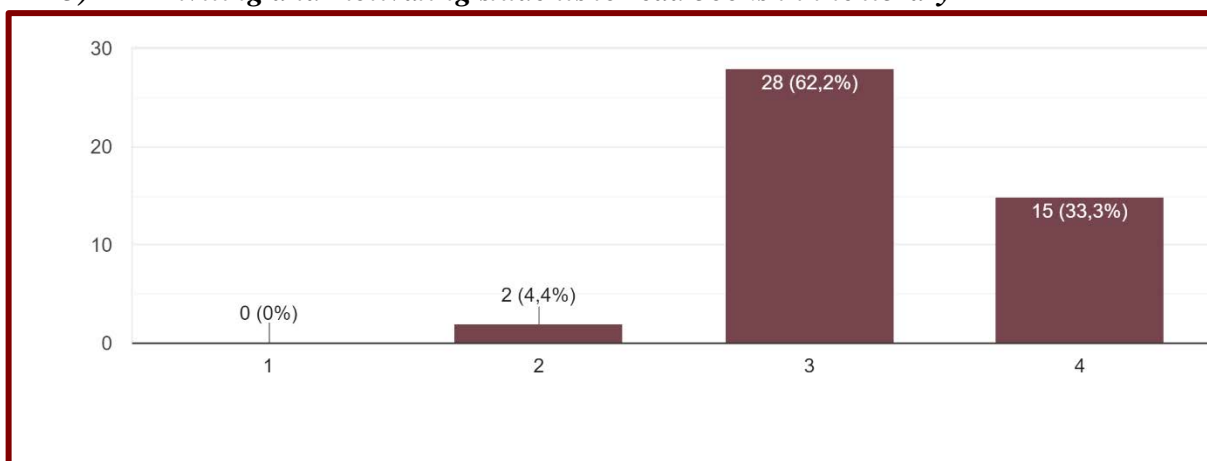


Figure 3. Diagram of the percentage of effort in motivating students to read books in the library (Source: Google Questionnaire)

Figure 3 shows the number and percentage of teachers who invite and motivate students to read books in the library, namely 15 teachers (33.3%) in the **very frequent** category, 28 teachers (62.2%) in the **frequent** category, 2 teachers (4.4%) in the **sometimes** category and no teacher (0%) in the **never** category. It shows that teachers have made efforts to motivate students to read books in the library. The availability of the library is one indicator that shows that efforts are being made to facilitate students in improving literacy. Following the role of the library, as stated by Dafit & Ramadan (2020), one of the most important things to do to foster student interest in literacy is to maximize library function. Libraries must be displayed in a pleasant atmosphere for students, for example, by preparing various literature relevant to the development of science.

4) *Utilizing the school environment as a forum to improve student literacy*

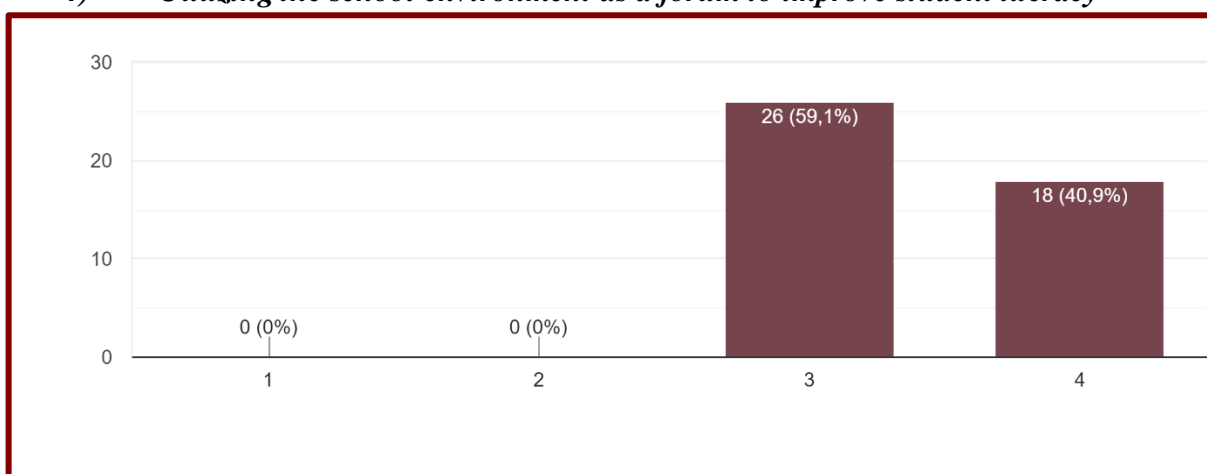


Figure 4. Diagram of the percentage of the use of the school environment as a place for learning (Source: Google Questionnaire)

Figure 4 shows the number and percentage of teachers who use the school environment as a forum to improve student literacy, namely 18 teachers (40.9%) in the **very frequent** category, 26

teachers (59.1%) in the **frequent** category, no teacher (0%) in the **sometimes** and **never** category. It follows the concept of cultivating the school literacy ecosystem as an effort to develop the attitudes and character of students so that they are directed to become lifelong learners. (Rahayu, 2016; Rohman, 2017; Wandasari, 2017; Khotimah & Sa'dijah, 2018; Teguh, 2020).

5) Utilizing printed texts to improve student literacy

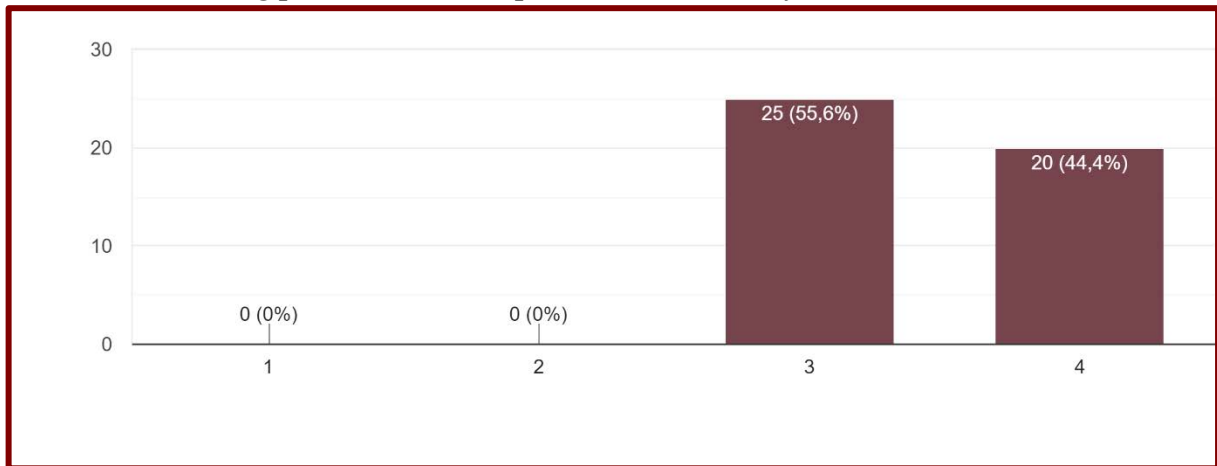


Figure 5. Percentage diagram of the use of printed text to improve student literacy
Source: Google Questionnaire

Figure 5 shows the number and percentage of teachers who use printed texts to improve student literacy, namely 20 teachers (44.4%) in the **very frequent** category, 25 teachers (55.6%) in the **frequent** category, and no teachers (0 %) in the **sometimes** and **never** category. It shows that many teachers have used printed texts to improve student literacy.

6) Utilizing visual texts to improve student literacy

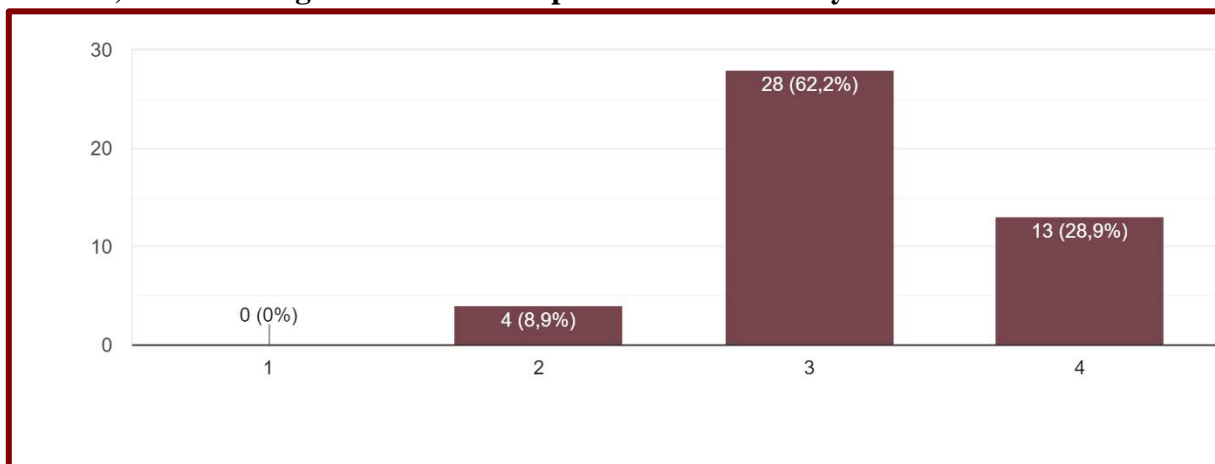


Figure 6. Percentage diagram of visual text utilization
Source: Google Questionnaire

Figure 6 shows the number and percentage of teachers who use visual texts to improve student literacy, namely 13 teachers (28.9%) in the **very frequent** category, 28 teachers (62.2%) in

the **frequent** category, 4 teachers (8,9%) in the **sometimes** category and no teacher in the **never** category. This data shows that many teachers have used visual texts to improve student literacy. These efforts are relevant to utilizing various learning media to improve student literacy.

7) *Facilitating students in improving literacy through digital-based learning media*

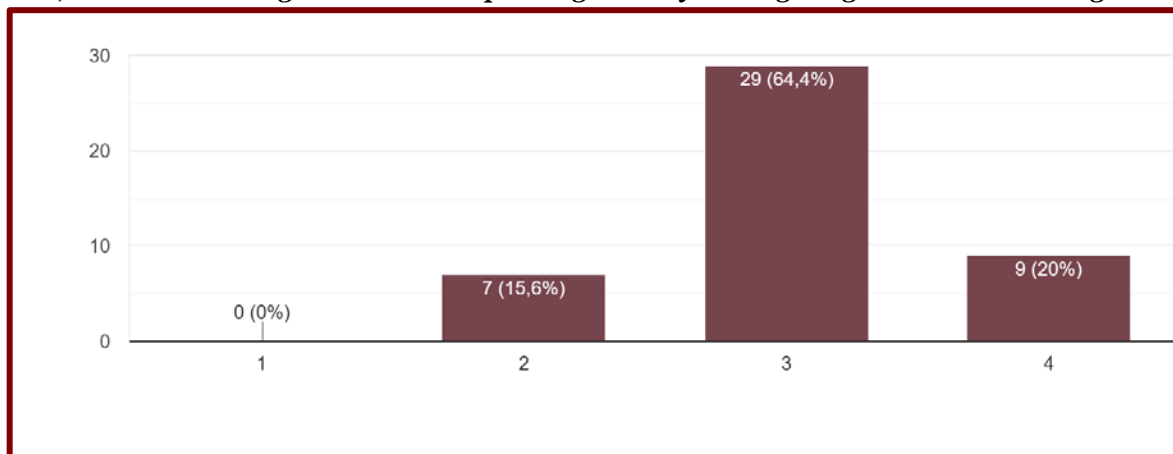


Figure 7. Diagram of the percentage of use of digital-based learning media
Source: Google Questionnaire

Figure 7 shows the number and percentage of teachers who facilitate students in increasing literacy through digital-based learning media, namely 9 teachers (20%) in the **very frequent** category, 29 teachers (64,4%) in the **frequent** category, 7 teachers (15,6%) in the **sometimes** category and no teacher in the **never** category. It is an effort to adapt to technological developments that have been carried out. Technological developments in the era of globalization have caused the world to be narrower and information to be more rapid. It is one factor that requires humans to increase literacy from an early age. (Hamilton & Pitt, 2011).

8) *Using varied learning media to improve student literacy*

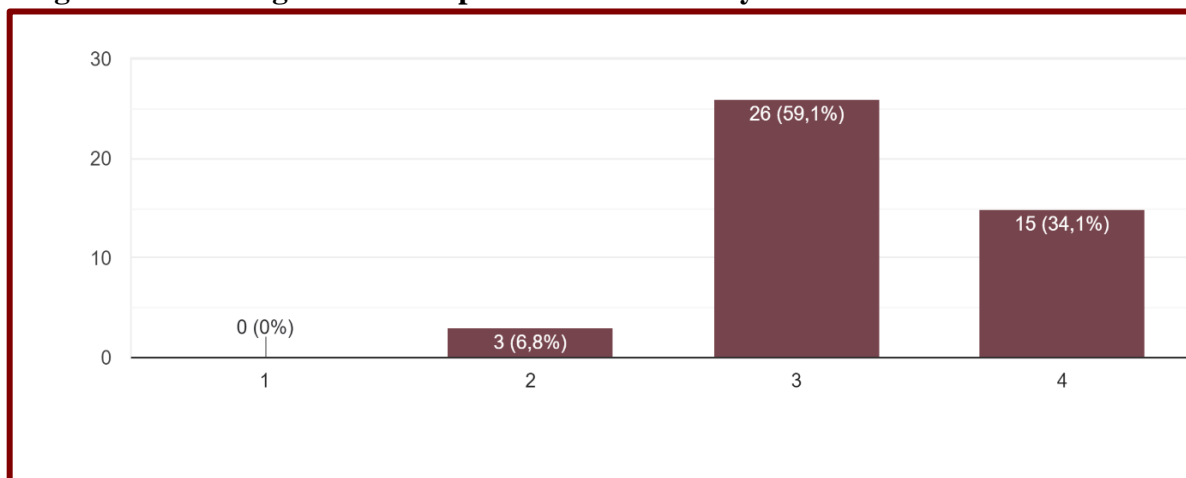


Figure 8. Diagram of the percentage of the use of varied learning media
Source: Google Questionnaire

Figure 8 shows the number and percentage of teachers who use varied learning media to improve student literacy, namely 15 teachers (34.1%) in the **very frequent** category, 26 teachers (59.1%) in the **frequent** category, 3 teachers (6.8%) in the **sometimes** category and no teacher in the **never** category. These data indicate that most teachers have used varied learning media to improve student literacy. Using varied learning media can create a pleasant learning atmosphere to increase student interest in literacy.

9) *Facilitating students in discussing the contents of the book*

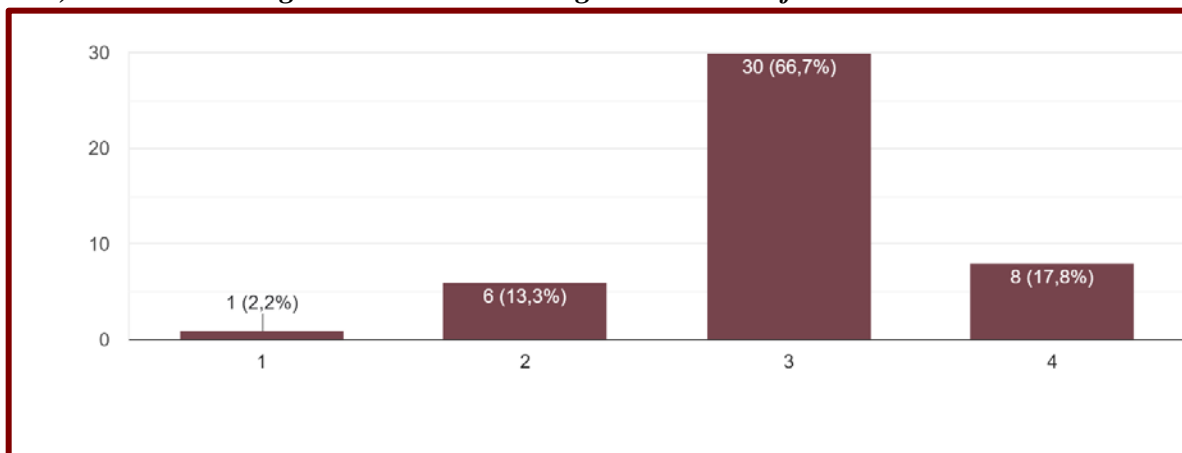


Figure 9. Diagram of the percentage of effort in facilitating students to discuss the contents of the book (Source: Google Questionnaire)

Figure 9 shows the number and percentage of teachers who facilitate students in discussing the contents of books, namely 8 teachers (17.8%) in the **very frequent** category, 30 teachers (66.7%) in the **frequent** category, 6 teachers (13, 3%) in the **sometimes** category and 1 teacher (2.2%) in the **never** category. It shows that the teacher's efforts in facilitating students to discuss the book's contents still need to be improved. Nevertheless, discussing the contents of books can be a learning method that improves students' ability to think and communicate.

10) *Providing motivation to students in improving literacy*

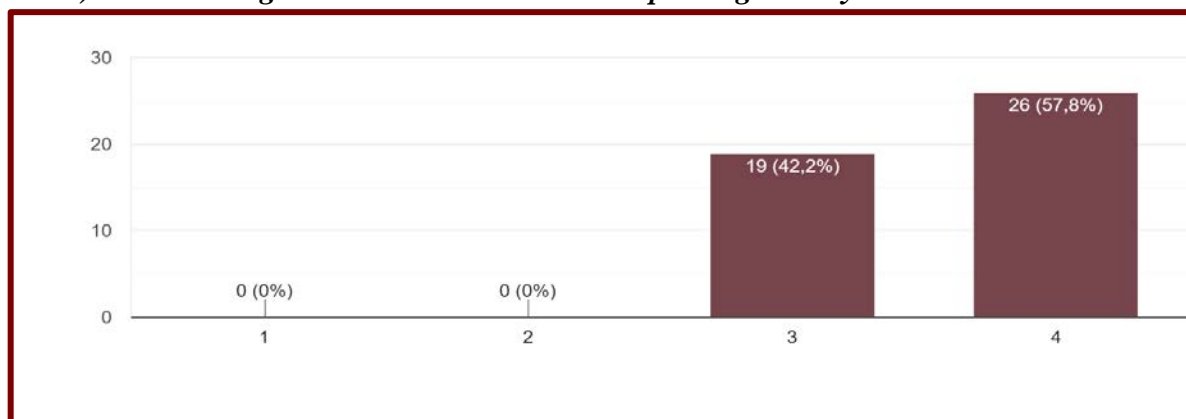


Figure 10. Percentage diagram of motivating students to improve literacy
Source: Google Questionnaire

Figure 10 shows the number and percentage of teachers who motivate students to improve literacy, namely 26 teachers (57.8%) in the **very frequent** category, 19 teachers (42.2%) in the **frequent** category, and no teachers (0 %) in the **sometimes** and **never** category. One of the important things that students need is motivation, and the ability of teachers to motivate students is one indicator of teacher professionalism. Teacher professionalism in teaching must continue to be developed (Nielsen et al., 2008). Teacher professionalism is one of the most important determinants of the success of a literacy program (Yagi, 2006).

11) *Giving appreciation to students who have social concern*

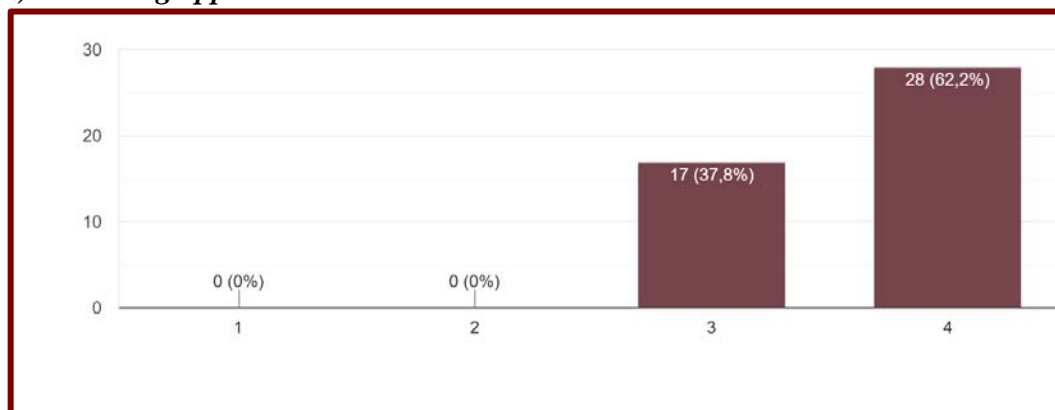


Figure 11. Percentage diagram of giving appreciation to students who have social awareness
Source: Google Questionnaire

Figure 11 shows the number and percentage of teachers who give appreciation to students who have social awareness, namely 28 teachers (62.2%) in the **very frequent** category, 17 teachers (37.8%) in the **frequent** category, and no teachers (0%) in the **sometimes** and **never** category. Students will be more enthusiastic about literacy when appreciation is always given to them. Therefore, students' literacy activities need to be familiarized so they can provide awareness to students that literacy activities are not a burden but a need to improve self-quality, as well as preparation for facing various challenges today and in the future. (Pradana, dkk., 2017; Hastuti & Lestari, 2018).

12) *Inviting students to visit the community reading park*

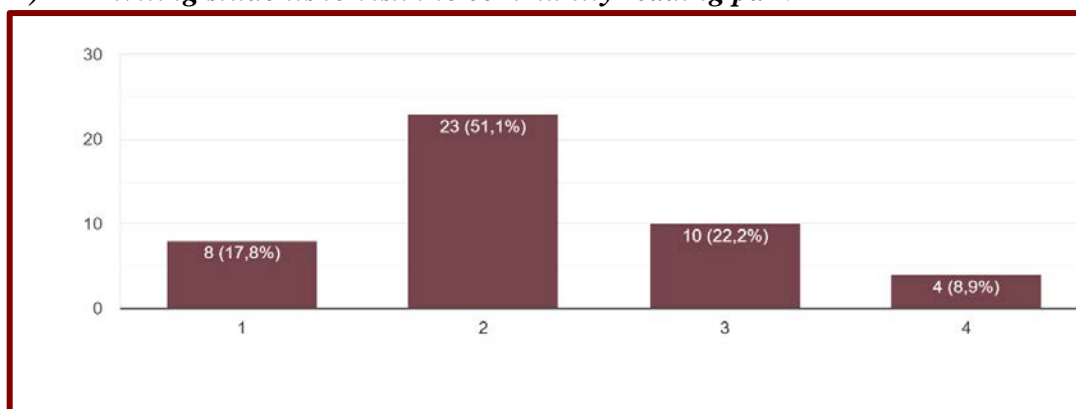


Figure 12. Percentage diagram of efforts to invite students to visit community reading parks
Source: Google Questionnaire

Figure 12 shows the number and percentage of teachers who invite students to visit the community reading park, namely 4 teachers (8.9%) in the **very frequent** category, 10 teachers (22.2%) in the **frequent** category, 23 teachers (51,1%) in the **sometimes** category and 8 teachers (17.8%) in the **never** category. These data indicate that the efforts of teachers in inviting students to visit community reading parks still need to be improved. The teacher's visit with students to the community reading park is one of the efforts to carry out learning outside the classroom, to foster student enthusiasm for literacy.

13) Utilizing audio-visual media to improve student literacy

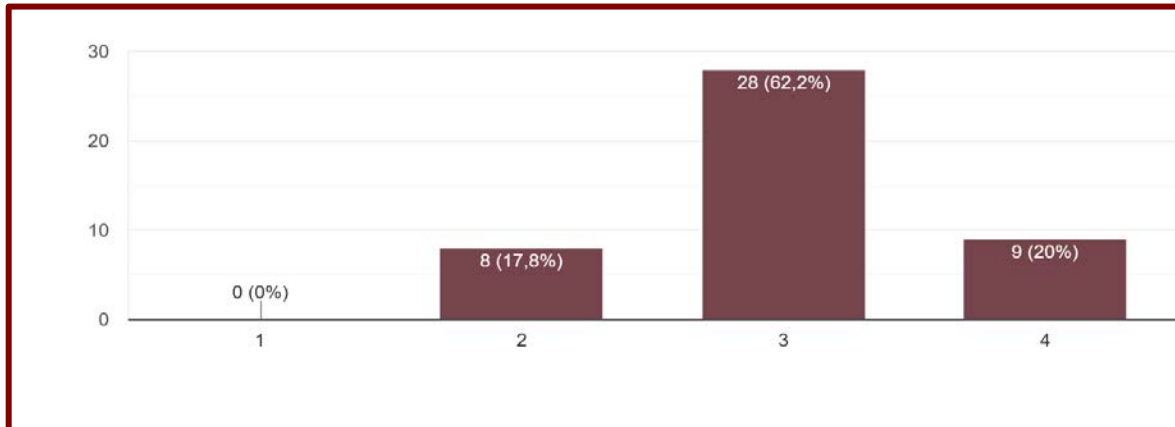


Figure 13. Percentage diagram of audio-visual media utilization to improve student literacy
Source: Google Questionnaire

Figure 13 shows that the number and percentage of teachers who use audio-visual media to improve student literacy are 9 teachers (20%) in the **very frequent** category, 28 teachers (62.2%) in the **frequent** category, 8 teachers (17, 8%) in the **sometimes** category and no teacher (0%) in the **never** category. These data indicate that the efforts of teachers in improving student literacy through the use of audio-visual still need to be improved. Nevertheless, the use of audio-visual media is one thing that can be used to increase student interest in literacy.

14) Utilizing the internet to improve student literacy

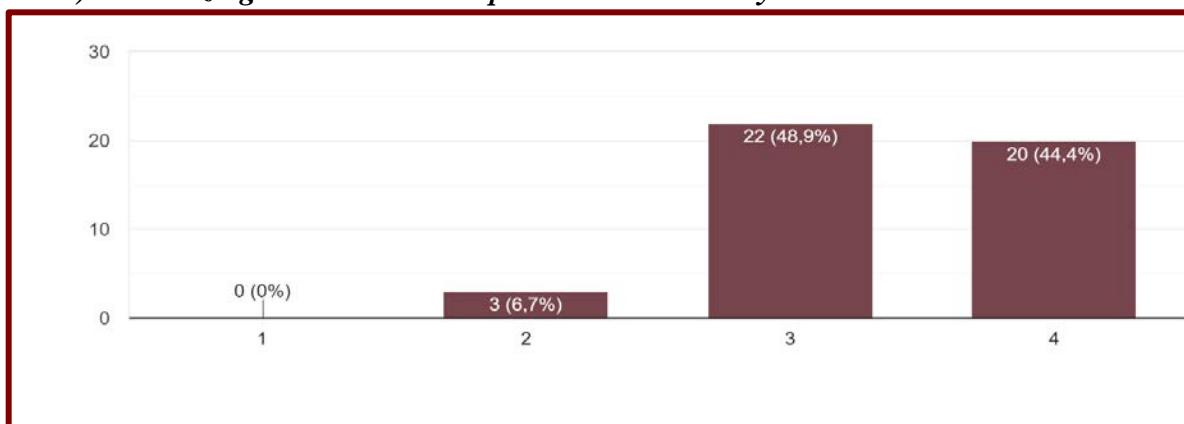


Figure 14. Percentage diagram of internet use to improve student literacy
Source: Google Questionnaire

Figure 14 shows that the number and percentage of teachers who use the internet to improve student literacy are 20 teachers (44.4%) in the **very frequent** category, 22 teachers (48.9%) in the **frequent** category, 3 teachers (6, 7%) in the **sometimes** category and no teacher (0%) in the **never** category. It shows that most teachers can use the internet to improve student literacy. The internet is one form of adaptation to technological developments, especially in education.

15) Attempting to improve student literacy through activities of making concept maps

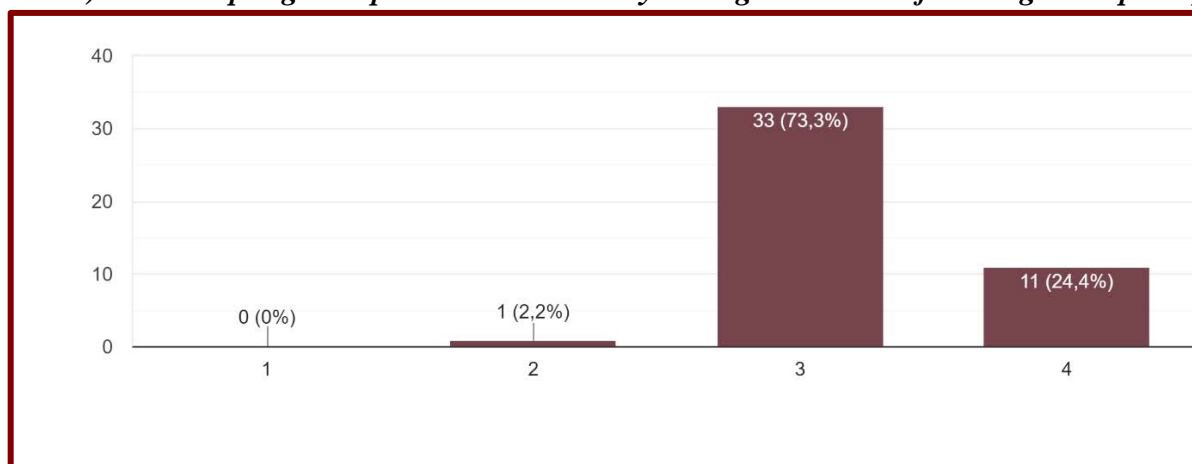
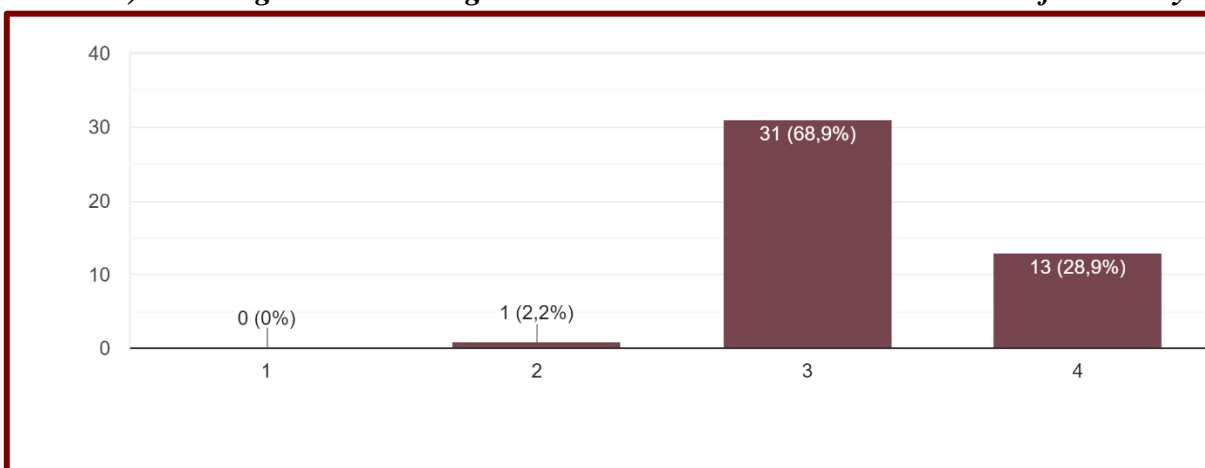


Figure 15. Diagram of the percentage of efforts in improving student literacy through concept maps (Source: Google Questionnaire)

Figure 15 shows the number and percentage of teachers who seek to improve student literacy through concept mapping activities, namely 11 teachers (24.4%) in the **very frequent** category, 33 teachers (73.3%) in the **frequent** category, 1 teacher (2.2%) in the **sometimes** category and no teacher (0%) in the **never** category. Many teachers have tried to improve student literacy through concept maps. Concept maps are one way that can be done to improve students' thinking skills as part of literacy development.

16) Using varied learning methods to increase students' enthusiasm for literacy



**Figure 16. Percentage diagram of the use of various learning methods
Source: Google Questionnaire**

Figure 16 shows the number and percentage of teachers who use varied learning methods to increase students' enthusiasm for literacy, namely 13 teachers (28.9%) in the **very frequent** category, 31 teachers (68.9%) in the **frequent** category, 1 teacher (2.2%) in the **sometimes** category and no teachers (0%) in the **never** category. It shows that most of the teachers have been able to apply various learning methods. However, applying varied learning methods does not guarantee increasing student interest in learning and literacy.

17) Conveying the importance of improving literacy for students

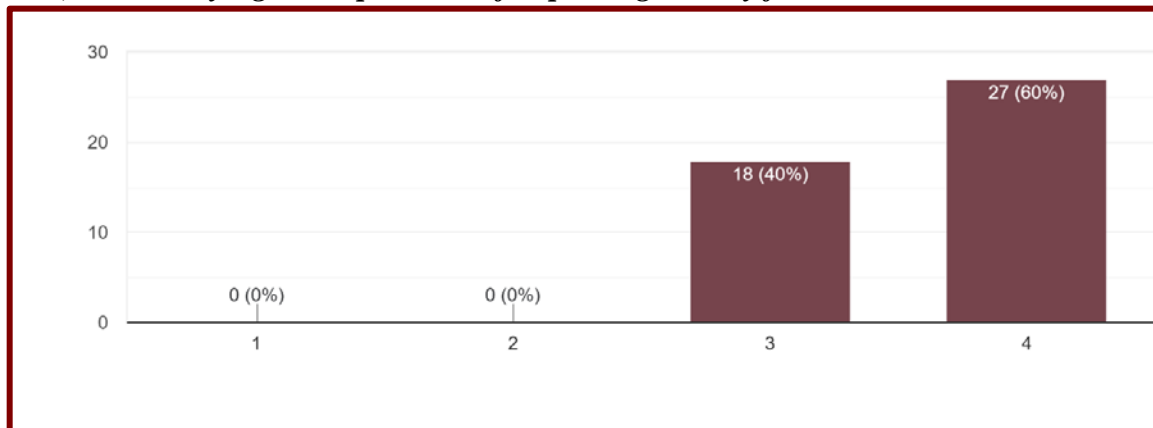


Figure 17. Percentage diagram of the importance of improving literacy for students
Source: Google Questionnaire

Figure 17 shows the number and percentage of teachers who convey the importance of improving literacy for students, namely 27 teachers (60%) in the **very frequent** category, 18 teachers (40%) in the **frequent** category, and no teachers (0%) in the **sometimes** and **never** category. Students need to know the importance of increasing literacy as a necessity in the era of globalization. Literacy has become an educational necessity in the 21st century, and the implementation of literacy education can be carried out through the management of literacy culture in schools, specifically in learning classes. (Marmoah & Poerwanti, Suharno, 2022).

18) Providing ethical literacy assistance to students

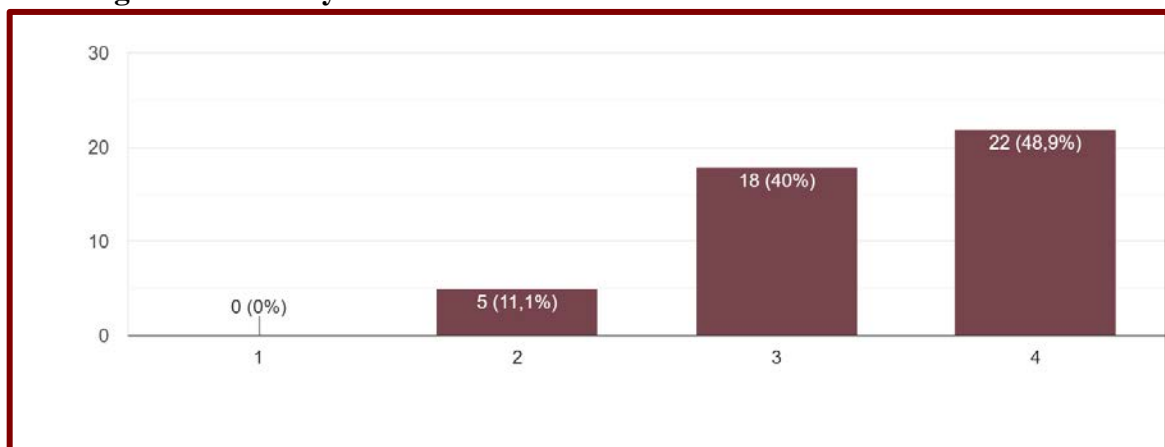


Figure 18. Percentage diagram of ethical literacy assistance to students
Source: Google Questionnaire

Figure 18 shows that the number and percentage of teachers who provide ethical literacy assistance to students are 22 teachers (48.9%) in the **very frequent** category, 18 teachers (40%) in the **frequent** category, and 5 teachers (11.1%) in the **sometimes** category and no teacher in the **never** category. These efforts are following the role of literacy, namely to develop the attitudes and character of students so that they are directed to become lifelong learners (Rahayu, 2016; Rohman, 2017; Wandasari, 2017; Khotimah & Sa'dijah, 2018; Teguh, 2020)

19) Barriers experienced by teachers in an effort to improve student literacy

Table 1 Teacher's Response About Barriers to Improve Student Literacy

Respondents	Responses
001	Support from the home and school environment.
002	The inconsistency of carrying out literacy for students and the focus on students who are still lacking in reading
003	Sometimes, some students feel bored and cause noise that disturbs others
004	There are students who are not fluent in reading
005	The motivation for learning is lacking, and the children are at least curious about it
006	Many students do not understand what they read
007	the lack of interactive books in schools, and the inability of students to buy books that suit children's interests
008	Students' awareness of the importance of reading is still low, reading habits in the home environment are also still low
009	Requires a consistent process to always remind
010	Inadequate school facilities
011	Teachers must always give motivation to students
012	Inadequate facilities
013	Students' interest in reading are still lacking
014	Applications and games become obstacles in students' literacy skills
015	Not motivated to read at home
016	Students are still lazy to read
017	During the time of the covid pandemic, because students could not go to school so students could not read books. So although they are given the task of reading from sources on the internet, it is still not optimal
018	The infrastructure in the library that has not been filled with new books, because all of the old books already exist so the students are less attracted to read.
019	Sometimes, students are no longer interested in book media. However, at the same time, books are the beginning of students falling in love with the story's content, so they are accustomed to reading through digital media.
020	Lack of books in the library
021	Students' awareness of literacy is still low
022	Lack of habituation of children to their own desires in reading books/literacy
023	The influence of gadgets on students' reading desire because they prefer to

	play games or social media
024	The obstacles experienced in improving students' literacy skills were the first, students themselves who were indeed difficult to improve their literacy skills and the lack of motivation. Second, infrastructure was not/less supportive. The third was funding, and the fourth was the literacy movement's lack of understanding of educators and education personnel.
025	Familiarize children who still have to be invited, directed and instructed
026	The obstacles experienced as a teacher to improve students' literacy skills were: 1. Inadequate facilities with the ability of parents who were on an average lower middle class led to the low ability of 6 basic literacy for elementary school students 2. Lack of understanding of teachers on the importance of literacy for students
027	lack of student interest in literacy
028	Timing of literacy activities with a low reading interest of students both at school and at home.
029	Students' lack of interest in reading, they prefer to listen and watch.
030	The obstacle I experienced was when I saw that some students were still not fluent in reading, so absorbing information was rather difficult and tended to be left behind. The other obstacle was that students' motivation to read books was lacking.
031	The limitations of the facilities owned by the school and the interests of students who are not supported by the environment and family
032	Student motivation
033	Lack of facilities and infrastructure
034	Conditioning students is a bit difficult, because of the large number of students.
035	The vocabulary mastered by students is still limited
036	Students' motivation is still low, and they tend to get bored easily in reading
037	Due to the pandemic conditions, literacy activities were not running
038	Awareness of the importance of student self-citization is still low
039	There are few obstacles to attitude literacy because students tend to be easier to remember. However, it is not easy to improve reading skills and interests.
040	Lack of student interest in reading
041	Students are less motivated and accustomed to literacy after the pandemic period.
042	Digital-based media is still lacking, and students' habituation constrains students' literacy ability to use cellphones, so reading interest is slightly reduced.
043	My competence is still limited
044	Lack of motivation.
045	Still lack of interest in reading

20) *Teacher suggestions regarding things that need to be completed or done in an effort to improve student literacy*

Table 2 Teacher's Suggestions Regarding Efforts to Improve Student Literacy

Respondents	Responses
001	We need continuous training for all teachers and facilities that our school has not maximized.
002	It is better to provide a special time for reading and add interesting reading books for students
003	Give more approach to students who are considered special
004	There are special hours for student literacy
005	Creating interesting learning media that is contemporary, following the trends of today's children. For example, games or anime films that children like.
006	Provide attractive library facilities so that students are enthusiastic about literacy.
007	Increase the number of interactive and 3D nature books to attract more students' attention.
008	We must continue to increase students' motivation for the importance of literacy and make literacy activities routine so that literacy activities gradually become habits that students consciously carry out.
009	adding supporting infrastructure for literacy activities, such as adding collections of books and a comfortable place as a reading corner
010	add non-theme reading books
011	Providing interesting reading books
012	Inviting students to read
013	Availability of a complete library and up-to-date reading media.
014	More interesting facilities for children related to literacy for students
015	Schools need to facilitate literacy programs on a regular basis
016	At our school there is already a <i>Gelis</i> activity (Thursday Literacy Movement). Hopefully, it can be carried out again in the 2022-2023 school year as an effort to improve students' literacy skills
017	Please send story books to the library related to the content of the material in elementary school.
018	The importance of all elements in the Education unit trying and working together to strengthen literacy is no exception. Teachers must set an example both by reading together in the library or by providing a place to read books in the library.
019	There must be regular literacy activities in the school environment and collaboration with parents to raise student literacy awareness.
020	The need for a literacy habituation program for schools on a regular basis
021	Strive to attract students' reading interest with innovation
022	Growing students' motivation to carry out the literacy movement.
023	Complete the facilities and infrastructure that support the literacy program.
024	Training for educators and education staff on literacy programs.
025	Hold a literacy program that is more interesting, more focused, and more structured so that it can improve students' reading ability and interest.

026	Improvement of facilities such as a complete and attractive library for students.
027	Provide technical guidance or training on basic literacy for teachers and educators in schools
028	There is a special time to discuss literacy and infrastructure to help improve student literacy
029	Organizing scheduling in literacy habituation at school to increase reading interest before learning begins, such as reading silently, presenting reading results, and scheduling visits to the school library.
030	It would be nice for schools to facilitate the internet for students to read through print media.
031	Special assistance from class teachers is needed to guide students who are late in learning and make innovative creations so that students are motivated to read actively.
032	Readings or textbooks that are more qualified and up-to-date so that students are more interested in reading
033	Motivate students
034	Facilities and infrastructure must be equipped.
035	Facilities and infrastructure must be equipped.
036	Completing incomplete media, electronic media (projectors and laptops) that support student learning
037	Purchase appropriate reading books because there are very few story books in the library
038	Increase children's story reading books, according to level
039	There are no special officers in the library, so children interested in reading are not facilitated.
040	Reactivate library activities
041	Literacy habituation time like before the pandemic
042	Facilities and infrastructure are still lacking, and scheduling must be programmed.
043	Creating activities that motivate students to be literate
044	More socialization about literacy
045	The need for historical reading books

Conclusion

Based on the findings and discussion of this study, it can be concluded that this study produces data that provides information about efforts to improve student literacy, the obstacles experienced by teachers in improving student literacy, and suggestions given by teachers on efforts to improve student literacy. Furthermore, the research data shows that the teachers have been trying to improve student literacy through various activities. For example, in every school, a school library is available. It provides a collection of printed, visual, digital, and multimodal texts easily accessible by students.

The teachers have developed a literate-rich physical, social, affective, and school environment. In addition, the teachers have also tried to create a school ecosystem that values openness and

a penchant for knowledge with various activities, for example, giving awards to the achievements of positive behavior, social care, and the enthusiasm of students to learn. Efforts to increase student literacy are also carried out through learning activities outside the school, such as inviting students to visit community reading parks. However, from these various efforts, various shortcomings and obstacles were found to improving student literacy. These shortcomings and obstacles become material for teachers to provide suggestions and input to improve student literacy effectively.

Recommendations

This study focused on uncovering and describing various teacher efforts in improving student literacy. However, the researchers realize that the indicators or parameters used to collect data related to the teacher's efforts in improving student literacy in this study still need to be completed and refined using parameters that can be developed from other literacy theories. Therefore, the shortcomings and limitations of this study can be a source of inspiration for further researchers to conduct better literacy research or by conducting literacy research using other analytical perspectives.

Acknowledgment

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