



## Culture of the School Literacy Movement (GLS) for Students in Elementary Schools to Realize the 2045 Golden Generation

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**Abstract:** This study aims to analyze the culture of the School Literacy Movement (GLS) in elementary school students to realize the 2045 golden generation. This study uses a descriptive method with a qualitative approach. The subjects of this study consisted of principals, teachers, school committees, and students. Data collection techniques using interviews, observation, and document review. Data analysis techniques were carried out by collecting data, reducing data, presenting, and drawing conclusions. The results of the study indicate that the educational environment at the Lempuyangwangi State Elementary School views literacy culture as an activity that is more than just reading books, but also includes a wider scope of literacy such as mathematical literacy and technological literacy. The GLS cultural program consists of writing guidance, activity competitions to visit the library, literacy celebrations, reading halls, reading in the library, and literacy corners. The success of GLS is supported by good cooperation. Cooperation within internal schools, schools with committees and schools with parents of students. Communication forums are established through regular meetings and two-way parent associations. Availability of literate human resources and physical infrastructure that supports GLS culture. Monitoring and evaluation are regularly carried out to see the progress of the GLS culture.

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## Introduction

Indonesia in 2045 entered the golden age of 100 years of Indonesia's independence. Based on the analysis of economists published by the Ministry of Education and Culture, the Indonesian people will get a demographic bonus as development capital. Indonesia in 2030-2045 has citizens with productive age 15-64 years in abundance (Kemenristekdikti, 2016). This means that the projection of quality human resource development needs to be captured and realized. Because productive age can be optimal if prepared properly and correctly. Especially in the current era of globalization, it's time to prepare a literate golden generation. This is able to improve logical, linguistic intelligence and maintain brain health (Antoro, 2017). Children who like to read will be better at understanding problems both in learning and in everyday life.

However, in fact, reading culture in Indonesia is still in the low category. Based on the data from the Program for International Student Assessment (PISA) which was most recently released in 2018, Indonesia ranks 73 out of 79 participating countries with a score of 279 (OECD, 2019). The Program for International Student Assessment (PISA) measures the proficiency of 15-year-old students in mathematics and science (Kemendikbud, 2018). In addition, the 2011 PIRLS report showed that the reading interest of grade 4 elementary



school students in Indonesia was ranked 45th out of 48 participating countries with a score of 428 (Thompson, et al., 2012). As for the influencing factors, such as students' reading habits are still low, reading is still waiting for the teacher's orders, students' reading abilities are not yet optimal; (Arfiani, 2019) (Yunianika & Suratinah, 2019). In addition, from a macro perspective, the literacy level of the Indonesian people is still very concerning (Budi Setyanta, 2020). Then UNESCO 2012 released an index of reading interest in Indonesia of 0.001 or the equivalent of only 1 person who has an interest in reading out of every 1000 people in Indonesia (Batubara & Ariani, 2018).

This shows the literacy emergency in Indonesia. Strategic efforts are needed to foster a reading culture from an early age. One of them is through elementary school education units as the most basic level in formal educational institutions in Indonesia which is taken in 6 years. The purpose of elementary school education is to provide skills in the form of knowledge, attitudes, skills that are useful for him to prepare for the next level of education (Retnasari & Hidayat, 2018). The School Literacy Movement Program (GLS) which was launched in 2015 by the Minister of Education and Culture aims to be a language for character development. With the School Literacy Movement (GLS) program in education units, one of which is elementary schools, it is a directed effort to improve reading culture (Susanti et al., 2019). Seeing the benefits of reading not only for intellectual needs but also from the affective side. From an intellectual perspective, the benefits of reading include increasing knowledge, vocabulary and inspiration. Based on the affective aspect, the benefits of reading are to increase one's maturity in thinking and acting, and can foster concern for others (Kemendikbud, 2017).

The habit of reading and writing should be instilled from an early age. Students make reading and writing one of the needs that starts from the family environment. However, there are still many parents who do not get used to reading at home, so reading becomes difficult for students. Elementary schools have an important role in giving birth to a golden generation in 2045. How to create a golden generation in 2045 makes educators a top priority starting from early childhood education. To realize the ideals of the Awakening of the Golden Generation in 2045, the direction of education policy is to prioritize early childhood education which is intensified to reach the villages, and quality and equitable primary and secondary education. The generation that is estimated to play an important role in 2045, especially students who are currently in elementary, junior high, high school and university (Santosa, 2016). Students at the elementary level, of course, play an important role in the birth of the golden generation in 2045.

Reading is the key to learning all kinds of knowledge, including everyday information and instructions that have a big impact on life. When receiving a drug prescription, it takes the ability to understand the instructions for use given by the doctor. If the purpose of the reading cannot be understood, it can lead to great risks. Good reading skills are not only able to read fluently, but also can understand the content of the text read. The text that is read is not only words, but can also be in the form of symbols, numbers, or graphics (Kemendikbud, 2017). In addition, literacy can be interpreted as the ability to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing, and or speaking (Directorate General of Learning and Student Affairs, 2016).

Good literacy skills will help students understand spoken, written, and picture/visual texts. Literacy skills (reading and writing) in the early grades play an important role in determining the success of students' learning. Reading skills are complex thinking processes, consisting of understanding written words or sentences, interpreting and evaluating author concepts and concluding (Bafadal, 2011). Literacy skills are competencies that must be



possessed by students in the 21st century. Literacy skills are reading and writing with analytical, critical, and reflective thinking aspects in them to build an ability in certain cognitive operations, this can include writing, speech, sentences, and texts, in order to be able to communicate to serve the demands of modern society (Wahyuning). et al., 2017). Educational institutions need to be a major concern for the government in showing a culture of literacy. Literacy strategies applied in elementary schools in increasing interest in reading (Sukma, 2021).

Previous research related to the School Literacy Movement (GLS) conducted by (ST & Dewantara, 2017) regarding the effectiveness of literacy culture at SD N 3 Banjar Jawa to increase reading interest resulted that reading interest was carried out by reading 15 minutes before the learning process, through a corner reading and literacy special day on Saturday. Furthermore, research conducted by (Antasari, 2017) regarding the implementation of the School Literacy Movement at the habituation stage at MI Muhammadiyah Gandatapa Sumbang Banyumas resulted that the GLS habituation carried out was still limited to reading textbooks before teaching and learning activities. The third study was conducted by (Puspasari & Dafit, 2021) on the implementation of the School Literacy Movement in elementary schools with the result that literacy habits were carried out 15 minutes before class started, through wall magazines and book exchanges.

Previous research on the implementation of the School Literacy Movement (GLS) in elementary schools is still general and not limited. The schools chosen tend to be not schools that have uniqueness or strengths in the GLS program. In addition, there are still not many studies that focus on preparing the 2045 golden generation which makes literacy the starting point for realizing development capital. The purpose of the GLS itself is to create a literate generation, lifelong learners, and to boost the spirit of noble character according to Indonesian culture (Kemendikbud, 2017). One of the schools that implements the GLS program well is SDN Lempuyangwangi Yogyakarta which is accredited A. The GLS program has a special team that is responsible for the implementation process. The team consisted of teachers from SD N Lempuyangwangi. Usually elementary schools only read textbooks, SD N Lempuyangwangi emphasizes both academic and non-academic literacy. Based on observations, SD N Lempuyangwangi allocates time for literacy as much as 30 minutes every Saturday, both by teachers and students. In addition, the school has a myriad of achievements both nationally and internationally. Such as the third place in the Thailand Elementary Mathematical International Contest, the first winner at the provincial level at the Mathematics and Natural Sciences Olympiad and so on. GLS activities certainly contribute and serve as a means for students to achieve their academic achievements. This study aims to describe and analyze comprehensively related to how to apply the culture of the School Literacy Movement (GLS) to students at SD N Lempuyangwangi. This is important considering that the literacy level of the Indonesian people is still low, so the strategies implemented can be adopted in order to develop GLS culture in other basic education units.

### **Research Method**

The method used in this study is a descriptive method with a qualitative approach. Descriptive qualitative research aims to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, and others. Holistically and by way of description in the form of words and language in a special natural context and by utilizing various scientific methods (Moleong, 2017). The research subjects were principals, teachers, employees and students by means of purposive sampling. Data collection techniques were carried out by means of observation, interviews and documentation. The data



analysis technique uses an interactive model from Miles and Huberman by collecting data, reducing data, presenting, and drawing conclusions.

## **Results and Discussion**

Based on the objectives of the research that has been carried out along with the results and discussion of the culture of the School Literacy Movement (GLS) for students in elementary schools to realize the 2045 golden generation carried out at SD N Lempuyangwangi. The GLS implementation carried out in the elementary school consists of planning, implementation and evaluation stages.

### **School Literacy Movement Cultural Program Planning**

Based on the results of interviews with SD Negeri Lempuyangwangi that teachers already understand literacy culture as a culture of reading and writing. Even before the issuance of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2015 concerning the Growth of Character, SD Negeri Lempuyangwangi had implemented a reading culture before. This shows that the school's attention to literacy culture arises because of the awareness of the school community, not only because there are instructions from the Ministry of Education and Culture. Because reading activities are one of the many activities in other literacy school movements such as understanding, accessing, using things wisely and intelligently (Wandasari, 2017). This process has actually become a real activity in the process of teaching and learning activities.

In addition, the understanding of teachers at SD N Lempuyangwangi towards literacy is not only interpreted as reading books that are literary in nature. However, it categorizes literacy into various types such as mathematical literacy, cultural literacy, technological literacy, and scientific literacy. This is in line with the opinion (Hidayati, Wulandari, Maulyda, Erfan, & Rosyidah, 2020) which states that literacy consists of mathematical literacy, reading and scientific literacy. Because in simple terms literacy is the ability to understand, manage, and use information in the form of numbers, writing, data and context (Hartati, 2017). In fact, SD N Lempuyangwangi has also carried out literacy activities and over time it has been strengthened by Permendikbud RI Number 23 of 2015 concerning the Growth of Character. To support the smooth running of the GLS culture, SD N Lempuyangwangi specifically formed a school literacy team (TLS). TLS consists of librarians and teachers who are selected to develop the GLS program. Meanwhile, the principal of the school is in charge.

Based on the results of interviews with school principals, the understanding of the importance of GLS is disseminated to all components in the school. The GLS cultural planning stage is carried out through top-down socialization. First, socialization is carried out by the government to school representatives such as school principals. Then it is carried out in stages to teachers, employees, school committees, students and guardians of students. Socialization to school committees, teachers and parents is carried out through school committee meetings. It is hoped that all parties will welcome and support the program, so that it becomes a culture of literacy in accordance with the mission. One of the missions of SD N Lempuyangwangi is to foster student interest in reading, love of art, skill, so that they are able to work and be creative. This is in accordance with 21st century skills that shape students to be able to think critically, creatively, communicatively and work together (Ariyana, Pudjiastuti, Bestary, & Zamroni, 2018).

The socialization was carried out not only regarding policies from the government, but also conveying school programs regarding the GLS that would be implemented in fostering a culture of student literacy. The existence of media and communication forums is

also used as a school effort to establish communication with parents of students. Based on the results of interviews, many parents actively participate in supporting the GLS culture by assisting students to finish reading books. Furthermore, it is communicated with the class teacher and reports on reading books that are being and have been completed by students. This is in accordance with the guidelines that the success of this movement requires the cooperation of all school members and parents, both in terms of implementing reading activities, availability of resources as well as administrative and activity budgets (Marmoah et al., 2019)

### **Implementation of the Culture of the School Literacy Movement**

The implementation of the School Literacy Movement (GLS) culture at SD Negeri Lempuyangwangi is carried out with a bottom-up approach. This can be seen from the fact that the literacy activities at SD Negeri Lempuyangwangi have been running long before the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2015 concerning the Growth of Character and the GLS program were socialized. Literacy activities are carried out at SD Negeri Lempuyangwangi because the school already cares about literacy culture. Based on the results of interviews, the most effective way to make reading and writing habits is by providing non-lesson reading books, such as story books, picture story books, fairy tales, and picture story books. Students who already like to read will like to write by themselves. In order to provide a forum so that students can develop optimally both academically and non-academicly, the school holds writing training activities according to the needs of participants. Student work usually includes poetry, speeches, and short stories. This is done in order to encourage the enthusiasm of students to produce works. Based on data on the SD N Lempuyangwangi website, many achievements have been obtained by students both at the national and international levels. As a form of school appreciation for students, it is done by giving prizes when students win competitions.

SD N Lempuyangwangi in creating a culture of the School Literacy Movement (GLS), through programs tailored to the needs, characteristics of students and the availability of infrastructure. The programs are: writing guidance, activity competition to visit the library, literacy celebrations, reading hall, studying in the library room and reading corner. This is an effort to support the smooth running of the GLS culture by creating a literacy program and supported by good infrastructure and a conducive atmosphere (Ilmi, Wulan, & Wahyudin, 2021). The following are the GLS programs carried out at SD N Lempuyangwang such as:

- 1) Writing guidance as a program that provides opportunities for students to create their own works such as poetry, speeches, and short stories. This activity is usually carried out in the ICT laboratory and facilitated by the teacher.



**Picture. 1 Writing Guidance Activities**

This is in accordance with research conducted by Teguh which revealed that developing a culture of reading one day one book, giving appreciation for reading and writing with rewards will motivate students to be more motivated and all support from the school needs to be maximally involved (Teguh, 2020).

- 2) Competition for library visitors as the most active. This program is implemented to motivate students to be diligent in visiting the library. This is an encouragement to get used to reading as a hobby. In this context, it is included in the development of the GLS in order to attract students' literacy interest. The existence of encouragement, facilities and the environment as well as high student interest in reading, is included in the habituation stage in the GLS (Antasari, 2017).



**Picture. 2 Most Active Visitor Trophy Award**

- 3) Joint literacy celebration, this program is a joint literacy activity in the school yard. This activity is carried out in the form of reading books together from low to high grade. This activity aims to ensure that all school members can maintain literacy and are carried out lively so that students feel happier. The activity is carried out once a week every Saturday for 30 minutes to read books outside of academic books. This is in line with research that has been carried out by Dafit and Ramadan, schools facilitate one particular day to read together with the entire school, both teachers and school employees (Dafit & H, 2020).



**Picture. 3 Joint Literacy Activities in the Schoolyard**

The joint literacy activity as a school culture is shown to be the personality of the SD N Lempuyangwangi school which makes it different from other schools. How all members of the school organization play a role in carrying out their duties depends on the beliefs, values and norms that are part of the school culture (Suharsaputra, 2010). The love of reading through the school literacy movement can be used as a solution as an effort to increase students' reading interest in particular and the wider community in general (Muhammad et al., 2020).

- 4) Reading aisles, this program is an activity where schools provide book facilities that are neatly arranged in school hallways. This is intended to facilitate students so that literacy activities can be carried out anywhere and anytime. The allocation of cultural time for the GLS program at SD Negeri Lempuyangwangi by enjoying the reading hall every morning for 1 x 1 lesson per week. In addition, it is also carried out during the learning process that requires reading hallway facilities as a learning resource. Reading activities in the reading hall of SD N Lempuyangwangi are commonly known as reflection and reading time. This is important considering the importance of allocating special time as an effort to increase student literacy by integrating it into the curriculum (Harahap et al., 2017).



**Picture. 4 Student Activities in Reading Hall**

- 5) Learning students in the library. This program is an activity to get students to love books. This activity is carried out in the form of KBM in the library room from low to high class. This activity aims to make students familiar with books. Equipment resources for SD Negeri Lempuyangwangi already have various physical facilities to support the implementation of the GLS program. The existence of these physical facilities shows the school's serious attention to the implementation of the GLS program and the awareness that efforts to foster a literacy culture cannot run without physical facilities. These physical facilities are needed to implement the GLS program. One of the efforts to move the GLS, school libraries need to be utilized, library collections are varied, libraries are accessed before, during, and after lessons and break hours (Arfiani, 2019).



**Picture. 5 Teaching and Learning Activities in the Library**

- 6) Reading corner in each class, this program is an activity where schools provide book facilities that are neatly arranged in the corner of each class. This is intended to facilitate students so that literacy activities can be carried out in their respective classes. In the reading corner, you can see a variety of student creativity, including posters, self-images, slogans, motivational writings about positive affirmation words. This indirectly teaches

students to do good things from reading or positive quotes in the literacy corner (Ilmi, Wulan, & Wahyudin, 2021). Another benefit of reading corners is that they make the world closer to students, because reading corners can be accessed effectively and efficiently.



**Picture. 6 Reading Corner Atmosphere**

The GLS culture at SD Negeri Lempuyangwangi has generally been implemented well. Seeing the programs that have been prepared and realized, as well as the outputs in the form of student achievements in competitions are indicators of the success of the GLS culture. The Ministry of Education and Culture (2016) explains that the literacy movement whose activities are mostly carried out in schools by involving school residents (students, teachers, school principals, education staff, school supervisors, school committees, parents/guardians of students), academics, publishers, media the masses, the community (community leaders who can represent role models, the business world, etc.), and stakeholders under the coordination of the Directorate General of Basic Education. The Culture of the School Literacy Movement at SD N Lempuyangwangi works by forging the cooperation of all school components in the success of the program. This is an effort to prepare the nation's next generation who are literate as the nation's development capital which continues to be pursued through the education unit.

### **Evaluation of the Culture of the School Literacy Movement**

Monitoring the implementation of the GLS carried out by the principal of SD Negeri Lempuyangwangi by direct observation. The principal also provides direction so that literacy goals can be achieved. If there are obstacles in the process of implementing the GLS, regular teacher meetings are held which is the highest internal forum in SD Negeri Lempuyangwangi. Regular meetings are held every month to discuss various policies, programs and school activities. The meeting is also used to discuss learning developments whose ultimate goal is to improve student achievement.

Based on the results of interviews, monitoring of reading and writing activities was carried out by direct observation and looking at student development books. This is done so that the objectives of the GLS can be achieved. Monitoring the culture of oral literacy is also seen from the student development books owned by the teacher. So the teacher evaluates oral culture as a literacy outcome that fosters noble character seen from speaking skills with friends, teachers, and speaking in public.

Based on interviews with teachers after the GLS was carried out, the development of students when implementing the GLS made it easier for teachers to achieve learning objectives. The implementation of the GLS helps to realize the objectives of the 2013 Curriculum to develop the affective, cognitive and psychomotor domains. The implementation of the GLS also makes it easier for teachers to monitor the difficulties of



students in the process of teaching and learning activities carried out, so that teachers can take action on students who are considered to have difficulties in learning. Evaluation is very necessary in the GLS cultural program for educational units to be able to develop follow-up actions to improve the program. The unit has an obligation to carry out evaluations as the Master Design for the School Literacy Movement states that the evaluation of the GLS program is carried out in stages by stakeholders according to their respective roles. The Ministry of Education and Culture of the Republic of Indonesia, the Education Office to the education unit can evaluate the GLS program according to their respective roles (Kemendikbud, 2017).

The evaluation also provides an overview of the extent to which the GLS program has been successfully implemented. This is because the reading culture through the School Literacy Movement provides support for the school's identity which is characterized by having a good academic climate for reading interest. If this is done well, a reading culture in a well-maintained school will be able to display faith, piety, creative and innovative behavior that must be continuously developed and maintained (Aziz, 2013). Critical and creative thinking skills can also be achieved if students not only learn to read, but also read to learn by exploring various sources (Arfiani, 2019). This program should be continued to achieve the national GLS goals (Widayoko et al., 2018).

### **Conclusion**

The culture of the School Literacy Movement at SD N Lempuyangwangi has generally been going well. This is because schools prioritized literacy prior to the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Character, which emphasized the culture of reading as a habit. The teacher's understanding of the literacy movement is good, not only reading literacy but also mathematical literacy, technological literacy, and scientific literacy. The stages of GLS culture carried out consist of socialization, program preparation, implementation, monitoring and evaluation. The needs analysis for the GLS culture is based on the characteristics of the learners. The school's collaboration with the school committee and parents of students is a good support system. The implementation of GLS culture is carried out through writing guidance, activity competitions to visit the library, literacy celebrations, reading halls, reading in libraries and literacy corners. The evaluation is carried out by the principal to the school literacy team (TLS), students and also establishes communication with students' parents. Supporting infrastructure such as a diverse collection of books, literate human resources, and a complete library are the strengths of the GLS culture at SD N Lempuyangwangi.

### **Recommendation**

The recommendation submitted based on the results of this research are for school principals to formulate policies related to optimizing GLS cultural development activities through workshops, seminars and out-of-school outreach which are attended by teachers. It is hoped that the training and discussion forums for teachers outside of school will generate new ideas and ideas to further develop the GLS culture.

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