

DELVING SCHOOL LITERACY MOVEMENT: STAGE AND PERCEPTION

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ABSTRACT

School Literacy Movement (SLM) has now become a national movement that is mainly intended to enrich and develop students' literacy skills. Every school is obligated to carry out this program; moreover, SLM program was initially applied in three public schools in Lembongan village precisely in the academic year 2016/2017. The present qualitative research with a case study design was mainly focused to fathom out the stage and the teachers' perceptions of the implementation of the program. After administering the research instrument, observation, structured questionnaire, and semi-structured interview, the collected data were analytically triangulated. Finally, the present case study figured out that the implementation of SLM in three public elementary schools at Lembongan village was in the development stage. In addition, teachers considered that teachers' roles, literacy practices, students' characters, and literacy rewards were important in the implementation of the SLM program to achieve successful results.

Keywords: School literacy movement, elementary schools, stage and perception

ABSTRAK

Gerakan Literasi Sekolah (GLS) telah menjadi gerakan nasional yang ditujukan untuk memperkaya dan mengembangkan kemampuan literasi siswa. Setiap sekolah diwajibkan untuk melaksanakan program ini dan program GLS telah dilaksanakan pada tiga sekolah dasar negeri di desa Lembongan pada tahun akademik 2016/2017. Penelitian kualitatif dengan studi kasus ini ditujukan untuk meneliti tentang tahap dan persepsi guru dalam penerapan program GLS. Setelah pengumpulan data melalui instrumen penelitian yaitu lembar observasi, kuesioner dan interview, data yang telah dikumpulkan kemudian dianalisis dan ditriangulasikan. Berdasarkan data tersebut, hasil penelitian menunjukkan bahwa penerapan GLS pada tiga sekolah dasar negeri di desa Lembongan berada pada tahap pengembangan. Di samping itu, para guru menganggap bahwa peran guru, praktek literasi, karakter siswa dan penghargaan literasi sangat penting dalam mencapai keberhasilan penerapan program GLS.

Kata kunci: Gerakan literasi sekolah, sekolah dasar, tahap dan persepsi

INTRODUCTION

Literacy skills in the industrial era 4.0 are inseparable from the learning process. Literacy is an important part that enables students to survive in the 21st century. Thus, literacy skills are considered an important foundation in facing social life. Students must be equipped with literacy skills that can make them master 21st-century life skills. The challenges of developing the literacy skills of the students in the digital transformation era seem to be more difficult. This happens because the

development of technology is very fast, so the students are easily distracted, and they use technology for the sake of entertaining themselves. Technology in some cases is like a double-edged knife in increasing literacy skills. The use of technology can be used by the students to improve their ability in other skills. However, students are more likely to use technology only to enjoy the entertainment provided.

Based on the results of the Program for International Student Assessment (PISA) scores tested by the Organization for

Economic Cooperation and Development (OECD) in the last two years, 2015 and 2018, scores related to the reading comprehension of Indonesian students (other than mathematics and science) have decreased significantly. This shows that the literacy ability in Indonesia is still low and needs to get the serious attention of all relevant stakeholders: government, schools, teachers, students, and the community. This has also been a concern of the government since the 2013 curriculum implementation in primary education as literacy skills must be built through the process of education from an early age. Kennedy et al. (2012) also state that early models of the reading process provide a unique perception on reading and emphasizing an information processing approach.

Early literacy development is very important for the development of students to the next stage. This is in line with (Machado, 2013) who states that early literacy refers to young preschool children's language arts behaviors, concepts, and skills, and they then progress into literacy including reading, conventional writing, and a larger part of literary knowledge in the future. In other words, how the children reflect their literacy and the strategies they use to comprehend or produce oral or written language form the literacy. The development of literacy skills is crucial for developing students' literacy skills at a later stage. This development will always change depending on the viewpoint of students in understanding literacy.

Some researchers have already proved the importance of literacy development at schools. Batubara & Ariani (2018) considered that schools needed to be supported to conduct the school literacy

movement and it is important to apply various strategies and patterns (Harsiati & Wulandari, 2017). In addition, frequency and various topics of reading texts are important in developing literacy (Teguh, 2017). This research clearly elaborated that literacy development should be considered by related stakeholders. Furthermore, various activities to support the program are completely needed. The frequency of literacy development should also be carefully considered to make the program successful.

The development and the process of strengthening character and literacy activities should be taken into account for a country in the globalization era. The 2015 World Economic Forum has provided an overview of the 21st-century skills that should be owned. The 21st-century life skills in the learning process include creativity, communication, collaboration, and critical thinking (Bialik & Fadel, 2015), and these will be able to be developed to the maximum effort if the educational process that is started as early as possible begins to develop the literacy skills of the students. This can be used as a foundation for improving and developing their future literacy skills.

According to Atmazaki et al. (2017) as what has been stated in the National Literacy Movement Guidebook, it is mentioned that in order to succeed Indonesia's development in the 21st century, it is imperative for Indonesian to master basic literacy skills, namely: language, numeracy, scientific, digital, financial, and cultural and citizenship literacy. These skills should be balanced by rising competencies that contain the ability to think critically/solve problems, creativity, communication, and collaboration. This also becomes a

necessity in basic education in both public and private schools so that literacy can be optimally developed.

The development and improvement of students' literacy skills must be supported by all relevant stakeholders ranging from government, schools, teachers, students and parents and the community. Wisudo et al. (2012) add that as the heart of learning in schools, literacy is not only the responsibility of language teachers. The main responsibility lies with the language teacher. However, all teachers also have a shared responsibility to develop the literacy skills of their students, including science, mathematics, or sports teachers as well as other teachers. According to USAID Prioritas (2014) education for parents regarding the importance of literacy skills that are instilled from an early age is very important as most parents have not been able to understand the literacy context in a broad sense.

Education from an early age is in line with the development of literacy skills from an early age. If the development is carried out as early as possible, it will undoubtedly give birth to students who have better readiness in the context of literacy and readiness to proceed to the next step. This was confirmed by McCain & Mustard in Hill, Krieg, Forster, Rose, & Nechvoglod (2008) who says that early literacy development will provide a good start in starting the learning process. Many experts say that literacy skills must be developed as early as possible to get better results. The same thing was conveyed by several experts such as by Huey in Ibrahim (2016) who mentions that mastering reading and writing could be done by exposing them with an early age literacy experiences.

A child at elementary school may be able to read better and may be able to write

stories that are built with correct or almost correct spelling. All of these skills are called literacy skills (Miller in Gustini, Rohaniawati, & Imani, 2016). This further emphasizes the importance of instilling literacy skills as early as possible so that students have a strong foundation to develop other abilities. One way that can be done is through the School Literacy Movement (SLM) which is mainly organized at school. In addition, Faizah et al. (2016) state that SLM is an overall effort to make schools a learning organization whose citizens are literate. SLM in elementary schools is aimed at creating an education ecosystem in literate elementary schools.

SLM in elementary schools is an initial program launched by the government to develop and improve students' literacy skills. SLM in elementary schools is used as a foundation in developing literacy skills to the next stage. The integration of curricular, co-curricular and extracurricular activities and SLM could be done to achieve a successful SLM program inside or outside classroom. This of course should be supported by parents and the community. SLM is managed by schools involving participation not only from all school members but also from public participation. This would end up in the successful implementation of SLM in elementary schools.

According to Barratt-Pugh & Rohl (2000), the application of literacy that starts early will make students become more expert. Early literacy can improve basic literacy skills such as reading and writing. In addition, the introduction of literacy from an early age will indirectly introduce them to the context of learning from an early age. This will cause them to be able to use linguistic knowledge, personal

experience, and their ability to understand literacy contexts. This further shows how important SLM is starting to be implemented in basic education so that they have the readiness to move towards the next level of education.

Atmazaki et al. (2017) mention that SLM should be carried out in schools, and it should involve students, teachers, educational personnel, and parents. In conducting SLM program, the schools should be able to display best practices of literacy activities and make them as a habit in the school environment. In addition, Faizah et al. (2016) state that there are three stages of SLM implementation, namely the habituation stage (growing reading interest through 15 minutes reading activities), the development stage (increasing literacy skills through responding to enrichment books) and the learning stage (increasing literacy skills in all subjects: use enrichment books and reading strategies in all subjects). The three stages must be carried out procedurally and comprehensively to get the results that are in line with expectations of conducting literacy development at schools.

Based on what has been previously elaborated, SLM is a government program that aims at improving and developing students' literacy skills. In its practical implementation, schools carry out literacy development that is different according to the culture in the school. The results of the implementation of SLM in the existing elementary schools also give different results. This is of course very dependent on the effectiveness of the implementation of the SLM program and the good management of programs from schools. Literacy development which is carried out in schools through the SLM program takes different forms; it is basically based on the

characteristics of the school itself. The effectiveness of the implementation of the SLM program in elementary schools is also very dependent on the management of the programs. Based on the research background, the present research was mainly intended to answer the following research problems:

1. What is the stage of the SLM program in elementary schools at Lembongan Village?
2. What are the teachers' perceptions on the implementation of SLM in their schools?

RESEARCH METHOD

The present research which was mainly intended to fathom out the stage of SLM program in elementary schools at Lembongan Village and the perceptions of teachers regarding the implementation of SLM in their schools made use of qualitative research with a case study design. Creswell (2009) states that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to the social or human problems. To address the two research problems, a case study design was used in the present study. Stake in Creswell (2012) clearly mentions that in a case study, researchers usually focus on a program, event, or activity that involve individuals rather than a group per se.

Furthermore, the case study is a form of qualitative analysis wherein careful and complete observation of an individual or a situation is done; efforts are made to study each and every aspect of the concerning unit in minute details and then from case data generalizations and inferences are drawn (Kothari, 2004). In the present study, the evaluative case study was carried out, for this research was mainly intended to

evaluate a policy or practice (Stenhouse in Nunan, 1992). The present evaluative case study was applied in order to evaluate the policy issued by the school concerning the literacy practice that has already been carried out for the purpose of literacy development. According to Singh (2006), the case study is usually designed to figure out the facts about the psychological or educational problem. This study was also directed to find out the stage of the SLM program in elementary schools at Lembongan Village and the teachers' perceptions.

The present evaluative case study was carried out at three different sites or schools. There were three different elementary schools that were chosen as the research site in this case study. The three elementary schools are located in Lembongan village; they were SDN 1 Lembongan, SDN 2 Lembongan and SDN 3 Lembongan. Two schools, SDN 1 and 3 Lembongan are located in Lembongan island while the other school, SDN 2 Lembongan is located in Ceningan Island. Even though these elementary schools were not on the main island of Bali Province, they had quite similar facilities as other schools in the city which supported the teaching and learning process.

In this case study, there were twenty (20) teachers who were chosen as the samples. There were five (5) teachers who were from the first elementary school, SDN 1 Lembongan; eight (8) teachers, SDN 2 Lembongan; and seven (7) teachers, SDN 3 Lembongan. In addition, among the twenty teachers, there were three of them who were also the headmasters of each school. These samples were important sources of data as they would be expected to reveal the stage and their perceptions in relation to the

implementation of SLM in the elementary schools.

To collect data in the present case study, there were three kinds of instruments that were prepared. The research instruments were carefully constructed because only valid and reliable instruments can be administered to collect valid and reliable data. The research instruments were observation checklist, structured questionnaire, and semi-structured interview. The descriptions of the research instruments could be presented follows:

1. Observation Checklist: the researcher observed during the hours when SLM was applied at schools. The data which were taken from the observation was important to get initial information on how schools managed SLM in their schools.
2. Structured Questionnaire: the structured questionnaire was constructed in the form of an online questionnaire. The questionnaire consisted of 22 items that should be responded to by the samples. The items were developed based on the indicators of each stage of SLM in elementary school stated by (Faizah et al., 2016). The questionnaire items were carefully constructed to primarily collect the data that mirrored the stages and their perceptions on the SLM program.
3. Semi-structured Interview: the researcher prepared five questions that were designed to invite the samples' responses on the stage and their perception on the implementation of SLM in the elementary schools. Even though the interview was constructed in the form of a semi-structured interview, the researcher tried to carry out the interview as naturally as possible. Besides, the samples, the six teachers

could express freely their answers, but the researcher should be careful to digest the responses so that the expected data for the purpose of this study could be collected.

The present evaluative case study was mainly intended to figure out the stage and perception on the implementation of SLM in elementary schools. As what has been previously mentioned, there were three kinds of instruments that were used to collect the data which were needed in the present case study. They were the observation of the application of SLM, an online-structured questionnaire, and a one-to-one semi-structured interview. The required data were carefully collected by using the research instruments which have been previously elaborated. The procedures of data collection can be summed up as the following steps.

First of all, the researcher did an observation of three different schools in Lembongan village. The observation was carried out accompanied by the teachers at the schools. After the observation, the researcher then asked the samples to fill in the online structured questionnaire. The link of the questionnaire was sent to the samples mobile so that they can fill the questionnaire based on their perceptions. Finally, based on the results of the observation and structured questionnaire, the samples were interviewed through a one-to-one semi-structured interview. This was an important part in order to get more comprehensive data concerning the stage and the teachers' perceptions on the implementation of SLM that was carried out at their elementary schools.

The data which were required in the present research for this evaluative case study were carefully analyzed to discover the answer to the research problems. The

data were transcribed, classified, interpreted and concluded as the research findings of the present case study. The present qualitative data to yield worth research findings were cautiously analyzed using triangulation, and the data resulted from the observation checklist, structured questionnaire and semi-structured interview were combined. The process of triangulating the collected data was important to analyze the data more comprehensively. Therefore, the research findings could be categorized as valid and reliable.

FINDING AND DISCUSSION

The present research was mainly proposed to discover the stage and teachers' perceptions on the implementation of SLM in their elementary schools. To collect the required data, the researcher administered three research instruments: observation checklist, structured questionnaire, and semi-structured interview. The present research instruments were carefully constructed and administered so that they could be used to collect the required data for the present case study. After the administration of the research instruments, the researcher finally obtained the expected findings that were important to answer the research problems which have been previously formulated.

Observation Checklist

As what has been previously mentioned in the previous chapter, there were three schools which were chosen as the sites of the present evaluative case study. The implementation of SLM in these three schools were carefully observed. The results of the observations were used as the initial data of this study. These three schools were basically similar in terms of

characteristics of students and facilities that support the teaching-learning process. In general, based on the observation, these three schools were not different in carrying out SLM. The results of the observation can be presented in the following explanation.

Based on the observation results, it was obviously seen that the school has already conducted the SLM program at their schools. In these three schools, the SLM program has already been started in the academic year 2016/2017. It meant that the SLM program has already been implemented around three and a half years. The SLM activity at the schools was started with the same activity in which the students were firstly required to do general cleaning. They were then asked to choose a book from the library and sit in a comfortable place around the library or in the yard. They had 15 minutes to read the book, and they were required to share the results of their reading in front of the class. This activity was carried out regularly inside the class and twice or three times a week outside the class.

The students were enthusiastic during the implementation of SLM in their schools. They considered 15-minutes reading before the class as their daily activity so that they came to schools on time. Furthermore, they actively got involved when they were required to do 15-minutes reading even though some of them needed extra attentive attention because they still used the opportunity to play with their friends. The involvement of all academic society at the schools, headmaster, teachers and educational personnel was still in the level of being observers during the implementation of SLM. They did not join the students reading the books that literacy would be very important parts of their learning process.

Structured Questionnaire

Based on the results of administering 22 items of online-structured questionnaire, there were 20 teachers who were considered as the samples of the present study, and they all responded the questionnaire. Moreover, the samples' responses clearly revealed the stage of the implementation of SLM in their elementary schools. Their responses also displayed that each school specifically was quite different in terms of the stage of SLM in elementary schools. The results of the structured questionnaire also showed that teachers had quite various perceptions on the implementation of SLM in their schools and thought for best practice of SLM.

The findings of the structured questionnaire which showed the samples' responses can be summed up in the form of percentages. As what has been previously mentioned there were 22 items that were divided into three groups of SLM stage indicators; they were habituation (10 items), development (6 items) and learning (6 items). Their responses on the ten indicators of habituation stage yielded an average percentage of 83%; six items of the development stage, 78%; and six items of learning stage, 53%. The average percentages described the stage of the SLM program at schools.

The responses of the structured questionnaire also revealed that the basic requirements of the SLM program that was 15-minutes reading activity were well conducted. The teachers also considered that the accessibility for the school library which had quite various books was also good to accommodate the literacy development in their schools. In addition, they stated that the reference books that were available in the school library were quite various. In the school canteen and

other parts of the schools have already been set up by providing the literacy atmosphere. It was done by providing creative posters that were interesting to read and as reminders.

The questionnaire also showed the teachers' perceptions on the implementation of SLM in their elementary schools. They considered that SLM could develop the students' characters which were manifested in the religious activity as a part of the SLM. Their students' characters developed in line with the implementation of SLM in their schools. They also thought that creating literacy practices should be carried out by all related parties; they were internal and external parties. They considered that literacy practices should be provided by both parties because the need for practicing literacy skills should be carried out continuously.

Semi-structured Interview

The main purpose of carrying out the one-to-one semi-structured interview was to confirm some findings that were resulted from the online structured questionnaire. In addition, the researcher would like to get the detail data that were needed in this case study. The guided questions in the semi-structured interview were carefully constructed to focus the data collection on getting more comprehensive data concerning the stage and teachers' perceptions on the implementation of SLM in elementary schools. The prepared questions were expected to get more complete and accurate data, and the results were principally used to triangulate the data that were collected by administering the previous instruments, observation and questionnaire. The findings of the interview can be presented as follows.

The semi-structured interview was directed to get further data on the stage of the SLM program which has already been carried out at the school. The results of the interview revealed that the implementation of SLM was mainly focused on 15-minutes reading activity and its following activity. In addition, the samples confirmed that the schools applied different forms of SLM programs such as religious activity and character building. The other school also added singing as a part of their literacy program. The students were required to sing national songs that were done prior to or at the end of the teaching and learning process. These activities were held sustainably and continuously during their everyday activities at schools so they face literacy practices that support their literacy development.

The results of the one-to-one semi-structured interview also gained information that was related to the teachers' perceptions on the implementation of SLM in their elementary schools. They confirmed that SLM has brought different changes to their students' awareness literacy is important. The teachers felt that the students improved in terms of their motivation, academic achievement, and the development of their character. According to them, their students were more motivated during the process of teaching and learning that affected their learning achievement; besides, their characters developed significantly. They also considered that literacy practices should be carefully designed so that the implementation of SLM in their schools can achieve their overall objectives. It required the involvement of internal parties (i.e. teachers, students and educational personnel) and external parties (i.e. family, alumni, and society).

Based on the data that have already been collected by administering the research instruments, observation, structured questionnaire, and semi-structured interview, the research findings were then discussed. The discussion of the findings was an important part of a research report, and the discussion should be directed to answer the research problems which have been previously formulated. As what has been aforementioned, the present evaluative case study was focused on figuring out the stage and the teachers' perception of the implementation of the SLM program in elementary schools. The discussion of the present research findings can be briefly and concisely elaborated as the following discussion.

The Stage of SLM in Elementary Schools

In the present case study, recognizing the stage of SLM in elementary schools in the first research problem. The stage of SLM was divided into habituation, development, and learning. This study was intended to identify which stage of SLM was being applied by the three elementary schools which are located in Lembongan village. The results of administering the research instruments, observation, structured questionnaire and semi-structured interview revealed clearly the stage of SLM program. The stage was carefully determined by using the prepared indicators that have been mentioned by (Faizah et al., 2016) in the "Guidebook of Elementary School Literacy Movement."

The results of the observation and online structured questionnaire were confirmed by the results of the semi-structured interview. The schools have generally carried out the SLM program based on the 22 abovementioned indicators. In general, the implementation of the SLM

program has already been categorized as in the development stage even though the schools did not yet fulfill all requirements or indicators of the habituation stage. The discussion of the stage of SLM in elementary school was directed towards literacy activity, supporting facility, literacy environment, and internal and external parties. Furthermore, the discussion of the present case study was respectively elaborated as follows.

First of all, the schools have already practiced basic literacy activities such as 15-minutes reading activity which was regularly held before the teaching and learning process inside or outside the class. During the process of 15-minutes reading activity, the students were also invited to summarize and share what was read by the students. The students were also required to readily and voluntarily question or respond to their friends' sharing. These activities were carried by the schools in order to build the students' social characters such as mainly confidence, responsibility, and discipline. The students actively involved during the literacy activity even though a few of them still needed attention to get focus on their reading.

The schools also tried to provide supporting facilities that were required to smoothly conduct the SLM program. All of the three schools have already provided their students with a library which consisted of textbooks and other various book collection. This facility was very important for students as they could do literacy activity in their spare time. Even though their students' participation in doing literacy activity in the library was still low. It was caused by the accessibility of the library which was in a different building with their classrooms. Therefore, the three headmasters agreed that they considered the

need for building Reading Corner which was placed in the classroom corridor or next and accessible from their classroom so that it would be reachable.

Furthermore, the literacy environment actually tried to provide a literacy environment that stimulated students to develop their literacy skills. The schools were equipped with posters that reminded students about the importance of literacy skills. The posters were put in their classrooms, schools' corridor and other visible places for students. These reminders were important so they would try to enrich themselves through developing their literacy skills. The teachers assumed that the schools should also provide not only the posters campaign but also other forms. For example, the schools might provide reward which was intended for the students who showed their active involvement in literacy development.

Finally, the last indicator was the involvement of internal (i.e. headmasters, teachers, and students) and external (family, alumni, and society) party. The involvement of internal parties was really important in developing students' literacy skills. However, their involvement should not be only in the form of guiding or controlling the students during the literacy activity, but they could also model the literacy activity to their students. The internal parties could join the students doing 15-minutes reading instead of walking around and watching their students who were reading. In addition to internal parties, external parties also played important roles. The schools needed to educate the students' families that their roles were important to develop their children's literacy skills. At home, parents should provide an atmosphere that could stimulate and develop students' literacy

skills. Besides, the schools could also invite school alumni and society that could motivate students in developing their literacy skills.

The literacy skills should be developed as early as possible. It should be continuously done through literacy activity and in supporting the literacy environment. This was in line with Machado (2013) who states that literacy should be developed as earlier as possible, and literacy skill is started earlier, students would be more expert (Barratt-Pugh & Rohl, 2000). In addition, developing students' literacy is not only teachers' responsibility (Wisudo et al., 2012). In addition, to develop students' literacy skills, literacy movement whose activities are mostly carried out in schools should involve students, teachers, educational personnel, and parents (Atmazaki et al., 2017). Thus, it can create successful literacy development.

To sum up, based on the findings and discussion of the present case study, the stage of SLM implementation was categorized in the stage of development. The fact that the habituation stage has already been passed could be clearly seen from the growing reading interest through 15 minutes reading activities in which the students actively involved during the activity. These three schools have already fulfilled the requirements or indicators of the habituation stage. In addition, the development stage which focused on increasing literacy skills through responding to enrichment books (Faizah et al., 2016) became the stage where the three schools were to develop the students' literacy skills.

The Teachers' Perceptions on the Implementation of SLM

The second research problem which was investigated in the present case study was focused on finding out the teachers' perceptions on the implementation of SLM in elementary schools. The teachers' perceptions were an important part of designing literacy activities and environment which could stimulate students to do literacy practices in their daily lives. The discussion of the teachers' perceptions on SLM in elementary schools was focused on elaborating about teachers' roles, literacy practices, students' characters, and literacy reward. These perceptions were briefly and concisely discussed as the following explanation.

To develop students' literacy skills, teachers in cooperation with the school's policy should maximize their roles. This was important because the success of applying literacy development was dependent on the teachers' creativity in designing literacy activities and literacy environments that could support their students' literacy development. Teachers should take dominant roles in designing literacy atmosphere which enabled their students to develop their literacy skills. It was important as teachers should guide their students during the implementation of SLM and the most difficult part of carrying out the program was to be the model.

Literacy activities that were designed to develop students' literacy skills were very important, and the interconnection between literacy activities and literacy environment might create strong bonding that could develop students' literacy skills. Thus, SLM program should provide literacy activities and environment that could stimulate literacy practices; the literacy practices might be carried out not only at

school but also at home (Tankersley, 2003; Callander & Nahmad-Williams, 2010; Rosemary et al., 2007; and Durgunoglu & Goldenberg, 2011). The literacy practices which were well provided at home would support the students' success in developing their literacy when they enter their schools (Aram & Korat, 2010; Machado, 2013; and McLachlan & Arrow, 2017).

As what has been aforementioned that the implementation of SLM in elementary school did not only develop the students' literacy skills but also their characters. It might happen because the schools also put religious activity as a part of their literacy development in which the students were required to pray before the class was started. In addition, comprehensive literacy activities which were carried at the schools could build the students' social characters such as confidence, responsibility, and discipline. When they were required to read, summarize, present and respond to their friends' literacy works, they should be responsible and confident. They must also attend the school on time which required their discipline.

Finally, teachers took into account that schools needed to provide an appreciation for the involvement of the students during the literacy activity. This can be done through literacy reward. The schools in larger scale or teachers in their own classroom can provide literacy reward for the students who have already actively joined the SLM program at schools. The reward for elementary school students was really interesting and meaningful. Therefore, teachers could provide simple reward which could be awarded to their students every month or semester or year as an appreciation of their literacy participation. This would motivate students to perform better and better during their

involvement in literacy activity, and in the end, it is actually effective to improve their academic achievement.

CLOSING

Conclusion

The present qualitative research with case study design was mainly aimed at fathoming out the stage and the teachers' perceptions on the implementation of SLM in elementary schools. The present case study was carried out in three different public elementary schools in Lembongan village, and these schools have already implemented SLM since the academic year 2016/2017. After administering the research instruments, the collected data were analyzed. Based on the discussion of the research which has been presented, this evaluative case study can be concluded as follows.

The stage of the implementation of SLM in Lembongan elementary schools was in the development stage. The three schools have fulfilled the literacy activity, supporting facility, literacy environment, and internal and external party as the basic requirement of the habituation stage and development stage. These three schools have already fulfilled the requirements or indicators of the habituation stage, and they were now in the middle of developing their students' literacy skills. In other words, they were in the development stage. This can be seen from the efforts that were done in increasing literacy skills by responding to enrichment books.

In addition, the teachers' perception on the implementation of SLM at their elementary schools were varied. They considered that teachers' roles, literacy practices, students' characters, and literacy reward were important things in developing students' literacy skills. Teachers should

play their roles in designing a literacy atmosphere so that students might have a rich-literacy environment that can be used to do literacy practices. In addition, they considered that literacy development did not only develop the students' academic achievement but also their social characters. Finally, they also believed that to develop the students' literacy skills, the SLM program should provide literacy rewards that could motivate students.

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