School Literacy Movement Implementation Strategy in Forming Effective Schools in State Elementary School 02 Kalikuda, Adipala District, Cilacap Regency

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ABSTRACT

This study aims to determine the extent of the implementation strategy of the school literacy movement in forming effective schools at SD Negeri 02 Kalikuda, Adipala District, Cilacap Regency. The research method used is a descriptive qualitative method, which examines the natural condition of objects with the researcher acting as the key instrument. The goal of this qualitative research is to provide an in-depth, detailed, and comprehensive depiction of the empirical reality behind the phenomenon. Data were collected through observation and interviews with informants or participants. The research results indicate that the implementation strategy of the School Literacy Movement (GLS) comprises three main stages: the Habituation Stage, which includes activities such as reading for 15 minutes before lessons start, Literacy Thursdays, and building a literacy-rich physical school environment; the Development Stage, involving the creation of reading corners in classrooms, development of other facilities (UKS, canteen, school garden), and creating text-rich materials, as well as fostering a literacy-rich school environment; and the Learning Stage, which includes reading activities for 15 minutes before class with both lesson and non-lesson content, integrating literacy activities into the curriculum, and implementing various comprehension strategies in thematic lessons. The results of this research will be published and presented in international journals or proceedings.

Keywords: School Literacy Movement, Effective Schools, Strategy.

INTRODUCTION

Literacy skills cannot be separated from the world of education. In accordance with the function and purpose of national education, which is to improve human knowledge and morals, literacy ability can describe a country's progress (Anjarwati et al., 2022).

Education is one of the factors that can affect the quality of Human Resources. Through Education, one can add knowledge and insight. Indonesia is listed as one of the countries that has succeeded in reducing illiteracy rates (Jannah, 2021).

Human Development Index (HDI) or better known as HDI was created and introduced by the United National Development Program (UNDP) (Scherbov & Gietel-Basten, 2020). According to UNDP, it is a process of enlarging the choices of people which can be seen as a process towards expanding choices as well as being a measure achieved from an effort to improve aspects of people's lives and welfare (Žižek et al., 2023). UNDP introduced an

indicator that it has developed, namely an indicator that can describe the development of human development in a measurable and representative manner, called the Human Development Index (HDI) or Human Development Index (HDI) (Picatoste et al., 2021). HDI is a measure that describes the achievement of community welfare at the level of education, quality of health and improvement of community welfare. HDI has four indicators, namely life expectancy, literacy rate, average length of schooling and purchasing power (economic) ability (Alaimo & Seri, 2023).

Data on the Human Development Index (HDI) in UNDP in 2018 noted that the literacy rate of Indonesian society reached 92.8% for the adult group, and 98.8% for the adolescent category. This figure shows that Indonesia has passed the stage of literacy crisis in the sense of being free from illiteracy. Although the illiteracy rate in Indonesia is low, literacy skills are still classified as a concern because there is still a lack of interest in reading (Darmiyanti & Taufik, 2021)

The low ability of Reading Literacy is caused by weak interest and ability to read and write because it is considered not yet a necessity of life and culture of the nation (Vasalampi et al., 2023). Reading Literacy is still not considered a critical problem because the number of libraries and books is far from meeting the needs of reading as an educational basis for reading culture problems, while many other problems are considered more urgent. This causes human resources to be less competitive due to lack of mastery of science and technology (Astuti, 2022).

A research study conducted by Progress In International Reading Literacy Research (PIRLS), which assesses the reading ability of fourth-grade students, shows that Indonesia ranks 45th out of 48 countries included in the reading category. It was concluded that the reading ability of Indonesian students is still very poor in literacy (Cho et al., 2021; Toprak-Yildiz, 2021).

A different study titled World's Most Literate Nations Ranked was conducted by Central Connecticut State University in March 2016. Indonesia is still in the lowest ranking of countries which is only ranked 60th out of 61 countries. It can be concluded that the interest in reading Indonesian people is a crucial problem that must be resolved. In dealing with these problems by using literacy activities in fostering interest in reading (Ilmi et al., 2021). The results of the 2018 Programme for International Assessment survey stated that Indonesia's reading ability points dropped from 397 in 2015 to 371 in 2018 (Makdori, 2019 in (Subakti et al., 2021).

The Ministry of Education and Culture through Ministerial Regulation number 23 of 2013 launched a school literacy movement to foster effective schools (Kartikasari & Nuryasana, 2022). Simply put, every child in elementary school is required to read books reading local stories and folklore that have local wisdom in their reading material before the learning process in class begins (Wiratsiwi, 2020).

The School Literacy Movement is a participatory school effort or activity that linking the school community, academics, publishers, mass media, citizens and stakeholders (Septiani & Kurniawati, 2021). The purpose of the School Literacy movement is to familiarize and stimulate students' interest in reading and writing . The School Literacy Movement is also a hallmark of

an effective school, receiving special support and attention from all parties because it encourages school residents to carry out knowledge activities in reading and writing with the end result that can make a positive contribution to the world of education and the environment (Ilmi et al., 2021).

Effective schools are schools that demonstrate high standards of academic achievement and have a goal-oriented culture, characterized by the formulation of a vision that is set and promoted jointly between members of the school administration, human resources both principals, teachers and school officials, and students (Ghavifekr & Ramzy, 2020). Effective schools show compatibility between the results achieved and the expected results; for this reason, one of them is implementing school literacy programs (Thierry et al., 2023).

Since the end of 2022, during the pandemic, several school activity programs in Indonesia have been hampered, one of which is the school literacy movement program activities, which makes students' interest in reading decrease and achievement decrease. The Minister of Education and Culture assessed that currently, Indonesia is experiencing a literacy crisis. The position of the Indonesian children's reading field is ranked at the bottom. Far below a country like Malaysia (Syafrina, 2020).

Schools have an important role in the implementation of learning. The implementation of programs in schools requires cooperation between parties. One of the effective school programs implemented by SDN 02 Kalikuda, Adipala Sub-district is the School Literacy Movement to improve achievement through students' passion or interest in reading as one of the indicators of an effective school.

Based on the results of observations carried out on Thursday, November 30, 2023, to grade III teachers of SDN 02 Kalikuda, Adipala District, Cilacap Regency, students are still not interested in reading so that it affects learning achievement, so a rule was rolled out, namely the SDN 02 Kalikuda School Literacy Movement Program since the beginning of the new academic year 2023, namely reading activities about 15 minutes before learning begins. Students read one of the books in the classroom or classroom terrace. SDN 02 Kalikuda also provides several supporting facilities for the literacy movement such as a reading corner in the classroom, then also provides a library with a variety of books.

The problem of implementing the School Literacy Movement at SDN 02 Kalikuda, Adipala District, based on the results of interviews is that students have not maximally implemented reading culture, teachers have not been given the task of mentoring students who are still lazy to read, and parents do not pay attention to school literacy programs. Some of these things happen because there is no GLS activity strategy.

Alternative solutions implemented today to run school literacy movement activities are students given instructions to read certain page package books before learning begins and several other activity programs that lead to literacy culture. The innovation of the school literacy movement after the pandemic period requires the participation of various parties because education is a shared responsibility. The need for alternative strategies for implementing the school literature movement that can be applied to achieve effective school goals. So the

question of this research is how is the strategy of implementing the school literacy movement at SDN 02 Kalikuda, Adipala District, Cilacap Regency in forming an effective school?

RESEARCH METHODS

This study uses a descriptive qualitative approach to explore and understand the phenomenon of the school literacy movement in forming effective schools at SDN 02 Kalikuda, Adipala District, Cilacap Regency. Qualitative research methods allow researchers to examine the phenomenon in depth, detail, and holistically using words and language in a natural context. Primary data were obtained directly from informants, such as principals, teachers, and learners through in-depth interviews, observations, and documentation studies. Meanwhile, secondary data are obtained from existing sources, such as journals, books, and other documentation related to the school literacy movement.

This study's population was school principals, teachers, and students at SDN 02 Kalikuda, Adipala District, Cilacap Regency. The sample was selected based on certain considerations and then interviewed in depth to obtain the required information. Data collection techniques used include interviews, observations, documentation studies, and literature studies.

Data analysis is carried out inductively to explore the meaning of observed phenomena by matching empirical reality with applicable theory. The results are then presented in tables that present observation sheets and interview grids/guidelines and analyzed using Milles and Huberman's interactive analysis model.

Using these methods, this study aims to gain a deep understanding of the school literacy movement and its role in shaping effective schools, as well as to identify factors that influence the implementation of the school literacy movement.

RESULTS OF RESEARCH AND DISCUSSION
Habituation Stage
a. **Read 15 minutes before class starts**

Before starting the lesson, there is a 15-minute reading activity. Learners read for a moment. For the book, the children who choose, if they want a learning book, read the learning book for the day; if they want a storybook, then the storybook to read. If the system is silent reading, sometimes there is also me reading in front of the class, and students listen.

The implementation of the GLS habituation stage has targets to be achieved in the implementation of GLS. Regarding the target to be achieved at this stage of habituation, the target to be achieved in low grades is to instill reading habits so that students love reading, then students are at the stage of reading fluency so as to launch students reading. For high classes, it is more about understanding, so it's not just reading, there is a reflection on what has been read at least the title, author and what the content of what has been read.

The results of the interview above at SDN 02 Kalikuda, Adipala District, found that at the habituation stage after COVID-19, there was a 15-minute reading activity before the lesson began which was carried out by teachers and had been implemented in all classes.

In its implementation, it is done with students reading silently and there is a time for the teacher to read. For reading materials read is more of a book that is of interest to students where it is available in the reading corner and allowed to bring books from home.

The purpose of the 15-minute reading activity at the beginning of this lesson is to familiarize students with reading so that they can instill a character who likes to read. The target to be achieved at this stage of habituation for low grades is to instill reading habits so that students love reading and encourage students to read. For high-grade learners, it is more about understanding; there is a reflection of what has been read. During the COVID-19 period, the reading activities carried out were assignments by teachers to read at home.

b. **Literacy Thursday**

In creating a positive literacy culture in schools, Mubarok et al. (2020) suggest that there is a need for a physical, social, and affective environment that is closely related to the academic environment. This can be seen from the implementation of the literacy movement in schools. Schools should allocate a lot of time for literacy activities. To support literacy activities and instill the habit of reading in students, the school created a special literacy time called Literacy Thursday. This Literacy Thursday program was formed as a result of training conducted by the Tonato Foundation on Reading Culture.

There is a Literacy Thursday activity once a week. So the Principal, the teachers and the students read on the school grounds. On this literacy Thursday, the activities are storytelling, silent reading, and children's performances with literacy themes. As long as books from the school are provided, in addition to reading books, sometimes interspersed with reading newspapers, students are welcome to bring their respective newspapers from home.

The implementation of this Literacy Thursday, this activity is activity that aims to familiarize children with reading so that children like to read; the implementation cannot be too forced. Giving punishment is just a reminder; this punishment given is more like a scuttle to encourage him. What he memorizes, such as memorizing Pancasila for the lower classes or singing one of the obligatory songs.

The results of the interview above concluded that in supporting the government program related to 15 minutes of reading on GLS, the school made a special program, namely Literacy Thursday to instill the character of reading in students. This literacy Thursday is a silent reading activity carried out every Thursday with a duration of 30 minutes from 07.00 to 07.30 WIB. The implementation of Literacy Thursday was guided by the guidance teacher, where all school residents, students, teachers, and parents, participated in reading on the school grounds. In Thursday's activity, literacy begins with silent reading for 15 minutes, then continues with the development stage, which is retelling what has been read in one's own language style. With this Literacy Thursday, students can train their confidence to appear in front of many people.

c. **Building a Literacy-Rich School Physical Environment**

At the habituation stage, the GLS strategy carried out in order to instill a love of

reading in students is to build a school physical environment rich in literacy, namely by (1) providing a school library, reading corner, and comfortable reading area; (2) development of other facilities (UKS, canteens, school gardens); and (3) provision of printed, visual, digital, and multimodal text collections that are easily accessible to all school residents; (4) manufacture of print-rich materials. The implementation carried out by SD Negeri Kedungmalang is by providing a library corner, classroom reading corner and the development of other facilities (UKS, canteen) with posters related to health and hygiene.

1. **Building a Library Corner**

   One of the most important means of implementing GLS is the existence of libraries. The library serves as a learning center in elementary schools. The development and arrangement of libraries is an important part of the implementation of the literacy movement in elementary schools. A well-managed library can increase the reading interest of elementary school residents and make them lifelong learners. Therefore, ideally, schools, especially elementary schools, need to have a library room. Based on findings in the field, SDN 02 Kalikuda does not have a special library room, so as an alternative, SDN 02 Kalikuda built a library corner. The Library Corner at SDN 02 Kalikuda is a 4 x 2m room consisting of several bookshelves. Some of the existing collections come from regional libraries. Books are partially distributed from regional libraries. But sometimes, the book is not a storybook but rather a popular knowledge that is given to us. Later, once a month, they will exchange the books that have been read again because the book is not a grant. For example, this month's book 120 was given to SDN 02 Kalikuda; next month, this book was taken and given to another elementary school. Later, books from other elementary schools will be given to our elementary schools.

   For the collection in the corner of the library it is part of the regional library. The county library lent its collection to this school, and it would later be exchanged. Then the existing collection is also a grant from the Tanoto Foundation, coincidentally it was me who held it in the form of a tiered collection with Big Book. For the donated collection, I received all because it was in accordance with the needs of the child.

   Based on the results of the interview above, it can be stated that at this stage of habituation, the school built a library corner instead of the absence of library space. Some of the collections are borrowed from the regional library and a grant from the Tanoto Foundation which is then distributed to the reading corner of each class.

2. **Provide Class Reading Corner**

   The classroom reading corner is a corner in the classroom that is used to display a collection of reading and works by students. The reading corner at SDN 02 Kalikuda is in each class at SDN 02 Kalikuda. This reading corner is a school program created as a trigger for students' reading interest. It is equipped with collections tailored to the class level of these students. Related to the problem of class reading corners, each of our classes makes its own reading corner whose books are tailored to their interests and age so that they attract them to read. For the collection, there are folklore books, short stories and encyclopedias.

Then, the placement of the reading corner is also made interesting and comfortable so that they are comfortable reading. Some of these books in the reading corner of each class are donated by the community from parents, every grade, at least 2 books are handed over to the school.

There are books in the corner of the classroom that are fiction and non-fiction, such as General Knowledge. The books vary from class to class. In the first grade, there are usually more storybooks with pictures, while for higher grades, there is usually more writing. Because the reading power of first-graders with high grades is different.

The classroom reading corner is used by students if, for example, before recess, the children have finished collecting assignments, so those who are allowed to read in the reading corner. Based on the results of the interview above, it was found that at the habituation stage, SDN 02 Kalikuda made a reading corner in each class whose book collection was adjusted to the age and grade level of the students. The collection in the reading corner comes partly from donations from parents, guardians, and students. In the use of this reading corner, it is usually used also before break time for students who have collected assignments so as not to disturb other friends. The purpose of making this reading corner is as a means to attract students to read both during and outside class hours.

3. **Development of Other Facilities (UKS, Canteen, School Garden)**

UKS in elementary schools need to campaign for a healthy lifestyle (hand washing, self-cleaning, and behavior that supports success, neatness and beauty). Text-rich materials that can enrich UKS activities, such as health or hygiene posters; Proverbs related to a healthy lifestyle, cleanliness, neatness and beauty. School canteens that sell unhealthy food must be changed by developing clean and healthy food technologies. School gardens are living laboratories that can teach knowledge about a wide variety of ornamental plants, medicinal plants, food plants and fruits that are beneficial to health and learning.

Related to health or hygiene posters, in schools there are posters such as reading posters pasted in the corner of the library. Then there are also posters in the UKS, canteens, toilet areas, and in front of schools such as non-smoking areas urging not to smoke; for healthy food, there is my plate because if now it is not 4 healthy 5 perfect anymore.

Based on interviews, it was found that at SDN 02 Kalikuda there have been posters both in the neighborhood or school area, in classrooms, UKS, canteens and toilets such as appeals not to smoke and my plate. Then based on observations made by researchers, at SDN 02 Kalikuda there have been posters related to healthy living such as PHBS (Clean and Healthy Living Behavior) related to washing hands, disposing of garbage in its place, clean and healthy canteens and the installation of Asmaul Husna throughout the corridor to educate students who read it.

4. **Create Text-Rich Material**

To foster a culture of literacy in the school environment, classrooms need to be enriched with text-rich materials. The text-rich material found at SDN 02 Kalikuda includes the works of students (both in the form of writing, and pictures), daily schedules

namely the distribution of class assignment groups, picket lists and other displays containing information. In a strategy to create a positive literacy culture in schools, Beers, et al suggest that schools that support the development of literacy culture should display the work of students in all areas of the school. In this regard, SDN 02 Kalikuda made a school mading. In the General Dictionary Indonesian it is stated that a wall magazine (mading) is a magazine that is not assembled, but in the form of sheets attached to the wall or blackboard.

Related to mading, there is a school mading to display students' work. Usually children take turns to put up their work. Mading executors are high grade students, 4, 5 and 6 and are still guided by their respective homeroom teachers. For the implementation time once every one (1) week, alternating high classes fill in the mading.

Based on the results of the interview above, it was found that at SDN 02 Kalikuda there are text-rich materials, one of which is the work of students. The work of these students is then displayed on the mading. With the existence of mading as a forum for creativity for students and a medium for encouraging students to read, assess and respond, the making of mading has an important role in fostering interest or passion for reading in students accompanied by encouragement for students to be creative.

Development Stage

  a. **Fifteen minutes of reading before class hours with non-academic bills**

Activities at the development stage, in principle, are the same as activities at the habituation stage. At this stage, the books that students read are still based on the pleasure or interest of students. The difference with activities at the habituation stage is the follow-up of what has been read. At SDN 02 Kalikuda, after fifteen minutes of reading before class hours and continued with other activities both orally and in writing.

Related to 15 minutes of reading before class time begins with non-academic bills, 15 minutes of reading in class is carried out silently, later about 10 minutes of reading, then 5 minutes of representatives of them come forward to retell what they read. Then, there is the literacy tree, where I paste the names of the children, the title, and the synopsis of what they read. Afterward they write neatly on origami paper, then paste on the literacy tree. After the students heard what I had read, the follow-up was to ask the students what could be captured from the books I had read. Then if the activity is students read silently, then then write back what has been read.

As for non-academic bills for grade 1 students, the activities carried out are observing the pictures in the Big Book and reading together. As for observing this picture that is in the Big Book together, the bill is in oral form and then written on paper what has been observed. For example, describe flowers. Big Book books are kept in the office because they cannot be divided into each class because there are few of them and the procedure for carrying out Big Book reading activities is not the same as reading ordinary books. To read Big Book depends on the number of words, usually for low grades, but there are also for high grades. Adjusted to the syllable, if a bit much for the high class. For the lower class

the syllables are still some around 10 words, especially in grade 1. So how to use it with the teacher reading in front of the class where the purpose of this Big Book is 4 focuses, namely the pediction focus of the book, then difficult words, then punctuation and comprehension. So for these 4 focuses cannot be done all, for example a maximum of two (2) that can be implemented.

Based on the results of the interview above, it was stated that SDN 02 Kalikuda after the COVIS-19 virus after carrying out the habituation stage continued the development stage with activities in the form of follow-up of books that had been read both in oral and written form, namely summarizing what had been read and or telling what had been read in front of the class. But in this stage of development, the follow-up action of what has been read depends on the teacher who teaches.
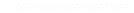
Then at this stage at 15 minutes before learning begins, teachers sometimes read books such as Big Book, where the purpose of reading this Big Book there are four (4) focuses, namely the prediction focus of the book, difficult words, punctuation and comprehension. For low-level students, the activities carried out are observing pictures in Big Books and reading together. As for after observing the pictures in the Big Book, then there are non-academic bills in the form of writing about what has been observed. The follow-up after COVID-19 is to ask students to video books that have been read orally via WhatsApp.

b. **Developing a Physical, Social, Affective School Environment Rich in Literacy and Creating a School Ecosystem that Values Openness and Passion for Knowledge**

In carrying out activities at this stage of development, in developing a school's physical, social, and affective environment that is rich in literacy and creating a school ecosystem that values openness and passion for knowledge can be done with various activities, including giving awards to the achievements of positive behavior, social care, and the spirit of learning of students that can be given at flag ceremonies or certain days. For last year, there was a clean class competition, so for the clean class, you can get cleaning tools such as broomsticks, mops, and the like; the dirtiest class gets a black flag, so as to motivate their class to be clean.

Then, there are other academic activities that support the creation of a culture of literacy in schools, such as tours to the city library or other reading places. There are tours to the county library for 4th grade and 5th grade, so they paid a visit to the county library. There the activity is reading together in addition to introducing the library as a place for books. There is a literacy tour conducted with outside parties, namely Evergreen where students who are members of Evergreen are invited to Gramedia accompanied by teachers. The purpose is to give them enthusiasm in reading.

The school also receives visits from mobile libraries. There is a visit from the mobile library. This is a program from the library, and we only accept it. Later, if they want to visit, there is usually a notice. This mobile library only visits for about 2-3 hours a day. Last year it was in September.

Based on the results of the interview above, it can be stated that in the development stage, teachers use the physical, social, and affective environment of schools that are rich in literacy and create a school ecosystem that values openness and passion for knowledge is carried out with activities, such as giving appreciation about caring for the environment. Then, there are other academic activities that support the creation of a culture of literacy in schools, such as tours to city libraries and media as well as visits from mobile libraries.

c. **Literacy Skills Development**

Literacy skills can be developed through activities in school libraries, city/regional libraries, community reading parks, or classroom reading corners. These activities include reading books aloud, reading silently, reading together, etc. In this activity, there is an activity to respond to enrichment books in the relevant reading corner or class time. At this stage of development, the activities carried out aim to improve the library literacy skills of students.

Related to activities in the reading corner, there are activities in the reading corner or in the library corner to introduce students to the types of collections. It's a reference book, and it's a storybook. Then I told them to group the books according to type and then arrange them on the shelves. In the first class, there are activities in the reading corner, such as introducing students to the types of books; for example, this is the form of a storybook. Then we see other activities in the reading corner according to the theme of learning. So we set who sits in the reading corner and who doesn't. Because otherwise, they are scrambling. We prepare the mat.

There are reading activities carried out in the reading corner during certain learning hours, such as during Indonesian language lessons. We had mats, so we sat down together and read silently. After reading, there was an activity of responding to the reading by me asking questions, and then they concluded what they had read.

Based on the results of the interview above, it can be stated that the development of literacy skills at SDN 02 Kalikuda is carried out through activities in the classroom reading corner related to introducing types of reading to students and using reading corners to read silently during certain class hours such as Indonesian. As for this activity, the goal is not only to improve student library literacy but also to develop student literacy related to reading, writing and communicating what has been read.

Learning Stage

a. **15 Minute Reading Activity Before Class with Academic and Non-Academic Bills**

In the learning stage, the 15-minute reading activity is also associated with the learning to be learned. Reading activities at the learning stage are related to the implementation of the 2013 curriculum and the Independent Curriculum which requires students to read non-lesson books. In this stage, the books read by students are in the form of books about general knowledge and special interest hobbies, and can also be associated with certain subjects, as many as 6 books for elementary school students. There are also bills of an academic nature (related to subjects).

When class time is about to start, students read the material first, including all subjects, including mathematics. There are also students given reading tasks, and then the evaluation is in the form of writing down non-standard vocabulary from the text they read. Sometimes if the material is inadequate, I prepare additional material from the internet or other books for students to read first. Then later the bill will be evaluated, question and answer using the ADeK SiMBa system (What, Where, Why, Who, Why, How).
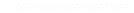
Based on the interview above, it can be seen that at the learning stage, there are 15-minute reading activities at the beginning and in the middle of the lesson, followed by academic bills. However, the implementation has not been fully carried out, depending on the teacher who teaches and the suitability of the material taught. Then, teachers have not fully required students to read non-lesson books. Where the books read by students are in the form of books about general knowledge and special interest hobbies and can also be associated with certain subjects, as many as 6 books for elementary school students.

b. **Literacy activities in learning are adjusted to the academic bill in the independent curriculum (for grade 3)**

At the learning stage, the implementation of literacy is adjusted to the Merdeka curriculum. In the context of the Merdeka curriculum, learning is not only focused on improving cognitive abilities but rather on developing students' attitudes, skills and knowledge. Related to literacy activities in the Merdeka curriculum, literacy activities in learning are adjusted to the Merdeka Curriculum. This is adjusted to what learning, for example, material about social studies, to make it easier for children to understand is one of them by making a mind map, where the mind map must be made as interesting as possible, as colored. So the academic bill is that after students read, students make mind maps, later displayed in the classroom. Then, in the learning activity, there are reading activities, for example, about the water cycle, so students read first, then questions and answers and conclusions as reinforcement just doing LK (Lembar Keja). Other learning activities, such as reading rhymes and poems according to the Merdeka curriculum, then assessed whether they meet the requirements, for example, rhymes, whether the rhymes must be A-B-A-B appropriate or not.

GLS in the learning stage in the Independent Curriculum targets understanding of the text in the form of conclusions. Then students are also given the task to see the non-standard vocabulary of a text. So, the learner writes the word errors that he finds, like the word "clay" in this paragraph. Usually for the evaluation after they finish one theme then there is a daily test then, after that I give them a text of about 5-10 paragraphs, usually about 5 different kinds of text, so there are several of them that are the same. I prepare a piece of text about a story to see how it is understood in one text. Later, the understanding of the text is evaluated, for the writing in the form of conclusions and then the vocabulary of students.

If, during this pandemic, I give material online, then from the material, I ask them to understand, for example, mathematics, so from that material I ask them to examine what

they see in the form of conclusions in their own language. Then there is also me showing a story, then relayed by students through voice notes."

For books that match the material, later during class hours there will be reading hours too, there is reading silently. Regarding the system, it depends on what is stated in the book; for example, reading aloud, then the child does it alternately; if in the heart, then read it silently. So it is adjusted to the available material. Reading activities are adjusted to KD in the Independent Curriculum, the bill is question and answer and in writing. For example, in Big Book reading activities, Big Books are used according to the theme, for example, in hobbies where there are children who like to go to the zoo, then we use the appropriate Big Book, for example, about greedy wolves.

At this stage of learning, you can use physical, social, affective, and academic environments accompanied by a variety of literacy-rich readings outside of textbooks to enrich knowledge in subjects. In learning activities, students use physical, social, and affective environments; for example, in the classroom learning about social studies material where there are best problems, so students are drawn to determining places, for example, in the cafeteria, where literacy is related to oral interview questions. Previously, they had prepared some questions, then some asked, and some took notes. The bill is a statement. Where in this activity in addition to literate students asking orally and taking notes in writing, students are also required to find problems, for example about the old service, so after students return to class then they discuss how to solve the problem for example by increasing the number of canteen services or the canteen is added. So they are also invited to think critically.

Students are assigned to search, for example, the names of plants around the school environment, such as kale, and what Latin names they can search for in books or through the internet.

Based on the results of the interview above, it can be stated that in the learning stage, literacy activities have been adjusted to the Independent Curriculum, where every learning has reading and writing activities. The bills or tasks given are also in accordance with the Independent Curriculum in the form of mind maps and student understanding in the form of conclusions and group reports.

c. **Implement various strategies for understanding texts in thematic learning**

At the learning stage, in order to make it easier for students to understand the text, various strategies are needed that are used in all subjects. In this learning students can more easily understand, usually by using Big Book. In Big Book reading is done by guided reading and reading together. For guided reading, there is one group of children that we guide. To read this Big Book, children use the spelling method, which is spelling per syllable. Then, so that students can understand the reading, they can use the concept of ADeK SiMBa; for example, in this theme, there is a song, then who is the creator, what is the content of the song about, and what is the moral message? The goal is to provoke children to ask a lot of questions and increase their vocabulary.

The strategy so that students can understand the text is to make a mind map with their own creations in any shape to attract them to understand the text. Then another strategy is to use the ADeK SiMBa concept, another version of 5W+1H. To make it easier for students to understand information in reading, usually use a mind map with ADeK SiMBa. For the mind map I make the title in the middle, for example Putri Pinang Masak, where it happened, what moral message is contained and the conclusion. Then, if the material is about the discovery of electricity, where I also use the ADeK SiMBa strategy, who is the inventor, and how is the process?

Based on the results of the interview above, it can be concluded that at this stage of learning there is a reading strategy used so that students to make it easier for students to understand the material. The strategy used for the first class is the spelling method, using Big Book and ADeK SiMBa. Then, for high-grade students, the strategy used is mind maps and ADeK SiMBa.

d. **Learning in the Reading Corner**

At this stage of learning, students also carry out learning activities in the reading corner. In learning in the library or reading corner, low-grade students are required to be able to analyze reading content simply; for example, with a simple story map, students map characters, beginnings, climaxes, and endings. As for higher classes, the activities carried out are students can select and analyze information content in library materials, for example, by using book features (text, illustrations, graphics, tables) to find certain information in books.

Learning is done in the reading corner of each class. We are required after attending training from the Tanoto Foundation to take advantage of the reading corner in each class. The reading corner is used for learning references; for example, when studying social studies about customs, they look in the reading corner of the class, such as looking in an encyclopedia. Then there is also watching a short film, in the direction of the character of the character. Children use reading corners or library corners, for example, when I tell them to find learning resources to do assignments.

Based on the interview results, it can be stated that at the learning stage, there is learning in the reading corner with activities to find certain information in reading material. At this stage of learning in the reading corner, those who do it are high-class learners.

Of the three stages of the school literacy movement, namely the habituation stage, the development stage and the learning stage, it has its own goals and objectives. At the habituation stage, the intention is to stimulate students to cultivate an interest in reading and writing. At the development stage the intention is to maintain and maintain the activities of students in the culture of reading and writing. This stage of learning is intended to improve and direct students to their expert fields in reading and writing activities to literacy skills such as reading a poem, short story, rhyme, drama text and writing a poem, short story, rhyme, drama text. Each stage in the school literacy movement (GLS) has a structured relationship and must be carried out according to its stages so that the goals of

this school literacy movement can be achieved optimally.

CONCLUSION

The implementation of the GLS strategy at SDN 02 Kalikuda Adipala District in thematic learning for students is carried out through three stages: the habituation stage, the development stage, and the learning stage, which successfully enhances students' learning outcomes, especially in literacy aspects. This research is relevant in the context of improving literacy quality in primary schools in Indonesia and can serve as a reference for other schools. It is recommended that other schools adopt this three-stage model for their GLS programs, while further research is needed to explore the long-term impact of GLS implementation on student learning. The results of this research will be compiled into a scientific article and targeted for publication in international journals or presentation in international conference proceedings, with the hope of sharing these important findings with the broader academic community and encouraging further discussion on GLS implementation in various educational contexts.

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