

Implementation Of The School Literature Movement (Slm) During The Covid-19 Pandemic In Junior High School In West Java Province, Indonesia

Deni Hadiansah^{1*}, Sutaryat Trisnamansyah², Waska Warta³, Yosal Iriantara⁴

¹ The Doctoral of Educational Science Student Nusantara of Islamic University, Indonesia

^{2,3,4} Lecturer of Nusantara of Islamic University, Indonesia

* Corresponding author:

Email: denihadiansah@gmail.com

Abstract.

The low literacy skills of students in primary and secondary schools in the Republic of Indonesia (RI), since 2015 the government has implemented the School Literacy Movement (SLM) program. It is only that in early 2020 the program was disrupted due to the COVID-19 pandemic. This research is to describe how the SLM program was implemented during the COVID-19 pandemic in a secondary school in West Java Province, Indonesia. This descriptive qualitative research uses the literature study method. The main reference sources are literacy movement manuals published by the Indonesian government, activity programs compiled by the school, and other secondary sources. The results showed that with the active collaboration of school residents, SMP ASBP KBB and SMP NKB West Java Province, Indonesia, continued to implement the SLM program even though during a pandemic emergency. Various initiatives made schools more adaptive to the presence of internet technology, making activities more meaningful, integrated, and appropriate. parameters have been able to create a Literate School Ecosystem (LSE) as the main goal of program success.

Keywords: *Bivalvia, bray-curtis, canonical correspondence analysis, density, gastropoda.*

I. INTRODUCTION

The result of a McKinsey Global Institute study (2012) has placed Indonesia among seven countries with the largest economic power in the world in 2030. One of the proof is that Indonesia's global competitiveness index is quite good, it is ranked 41st out of 138 countries (Kemendikbud, 2017a). In the field of education and culture, Indonesia has also supported by a diversity of 1,340 ethnicities, 646 regional languages, it has wide geographical and cultural conditions, 268,059 educational units, 2,888,548 teachers, and 44,573,106 students (PDSPK, 2017). Therefore, in 2030-2040, Indonesia is predicted to experience a demographic bonus, with the population of productive age (aged 15-64 years) reaching 64 percent of the total projected population of 297 million (Bappenas, 2017). The latest census data shows that Indonesia's population is 270.20 million people with a composition of 10.88% post, Gen Z, 27.94% Gen Z, 25.87% millennial, 21.88% Gen X, 11.56% baby boomers, and 1.87% pre-boomer. The population's growth rate per year is 1.25% with productive age (15-64

years) at 70.72% (BPS, 2020). On the other side, Indonesia is currently experiencing challenges and problems. Indonesia's Human Development Index is currently ranked 113th out of 187 countries (UNDP, 2016), far below the rankings of other ASEAN countries. The literacy skills, which are a prerequisite for the skills of the 21st century, are very worrying in Indonesia.

The results of the 2016 US Central Connecticut State University literacy survey put Indonesia in 60th place out of the 61 surveyed countries. Indonesia is only one level better than Botswana, a poor country in Africa (CCSU, 2016). The results of the PISA (The Program for International Student Assessment) literacy test, a program initiated by countries that are members of the OECD (Organization for Economic Cooperation and Development) in 2015, the ability of Indonesian 15-year-olds in reading, mathematics, and science is ranked 64th out of 69 participating countries (OECD, 2016). In 2018, Indonesia's test results were in position 74 out of 79 countries (OECD, 2019). The literacy of Indonesia is only above countries such as Kosovo (only independent in 2008), the Philippines, Lebanon, Morocco. When compared to fellow Southeast Asians, Indonesia is below Singapore, Malaysia, Brunei Darussalam, and Thailand (Khurniawan and Erda, 2019). In the other data, the research of USAID in 2014 shows that 47.2% students in Indonesia are ready to move up to grade 3 since they read fluently and understand their meaning.

The remaining (a) 26.3% even though they read slowly but understand the meaning of the reading (b) 20.7% are classified as for beginners, namely a combination of fluent and slow readers but do not understand the meaning; and (c) 3% are classified as non-readers since even though they have been in school for two years, they do not know letters (Kemendikbud, 2015). The results of the Program for the International Assessment of Adult Competencies (PIAAC) in 2016 concluded that the proficiency level of Indonesian adults ranks at the bottom of almost all types of competencies needed by adults to work and work as members of society (Kemendikbud, 2017a). At the national level, the results of the Indonesia National Assessment Program (INAP) score which measures reading, math, and science abilities for elementary school students also showed that the results of Indonesian students' abilities were categorized as quite good in the fields of mathematics (77.13%) and science (73.61. %), the students' reading ability is still very low, namely 46.83% (Puspendik, 2020). Then, in the reading interest survey in 12 provinces with 3,360 respondents, the results showed that 70% had a reading frequency between 0 - 2 times and 2-4 times per week, while most of the reading time (63%) only ranged from 0-2 hours per week. (National Library of Indonesia, 2015).

This condition is far compared to developed countries in parts of the world. The Alibaca Index (Reading Literacy Activities) in 34 provinces in Indonesia is included in the low category, which is at 37.32. The value is composed of four dimensions, namely the Dimension of Proficiency Index of 75.92; Access Dimension Index 23.09; Alternative Dimension Index of 40.49; and a Cultural Dimension Index of

28.50 (Puslitjakdikbud, 2019). The decline in student literacy skills in Indonesia is exacerbated by the availability of libraries and school laboratories. Nearly a third of schools do not have a library. The laboratory as a means of supporting learning is also inadequate and the deficiency reaches 62.7% nationally (Kemendikbud, 2020). This is directly proportional to the level of national library availability that has only been met by 20%, which is only 154,359 libraries out of the ratio of the needs of 767,951 libraries (National Library of Indonesia, 2016). This condition is in line with the fact that student learning outcomes are low. According to the Ministry of Education and Culture (2020), the results include: (a) pedagogy and teaching effectiveness of teachers that still need to be improved, (b) the curriculum is seen as rigid and focused on content, and (c) inadequate school infrastructure. This is the urgency of the literacy problem in Indonesia.

As a country with a population of 270.20 million people (BPS, 2020), it is ranked the 4th largest population in the world, in terms of literacy, lagging behind other countries. Baswedan (2014) calls it the "Education Emergency" situation. The writer, Taufik Ismail calls it the term "Generation Zero Books" (Antarnews.com, 2007). The effects of low literacy in various dimensions are felt in the practice of the life of the nation and state. It is marked by the emergence of child violence, terrorism, separatism, narcotics, pornography, cybercrime, and the crisis of national personality (Kemendikbud, 2017c). The problems above should be serious and require special handling. The low literacy culture of the Indonesian people must be addressed and resolved immediately. By increasing literacy, Indonesian citizens will become smart and competitive. Big nations have literate people (Effendy, 2017). Hartoonian (in Harras et al, 2014) states that "if we want to be a superpower, we must have individuals with much higher levels of literacy". Literacy itself is the axis of 21st-century skills in addition to competence and character quality (WEF, 2015). Literacy for all encompasses. The educational needs of all human beings in all settings and contexts (UNESCO, 2017). Reading is the heart of education (1984). Reading is the basic tool in living a good life (Adler and Doren, 1972).

Therefore, literacy can act as an agent of change which is implemented as a foundation of skills for human life (Hirai et al, 2010; Lind, 2008; Francis, 2006; Hauser et. Al (ed), 2005). Thus, UNESCO has declared that every September 8 is commemorated as International Literacy Day. As far as it can be traced, Indonesia has initiated the literacy movement since the 1970s through the literacy eradication program during President Soeharto's era (Solihin, 2019). Even West Java, one of the provinces in Indonesia, since 2012 has initiated a literacy movement through the West Java Leaders Reading Challenge (WJLRC) program. The effort to preserve the reading culture of students was adopted and mentored by Carmel Jones as State Manager of PRC South Australia. The WJLRC program continued until 2016, being implemented in 1,300 pilot schools (Slam, 2017; Disdik Jabar, 2021). As a result, West Java province became a pioneer in the literacy movement in Indonesia. It's just that in

informal schools, the literacy movement is still unable to create students who think critically and reflectively as the literacy skills agreed by the global community (Retnaningdyah et al., 2016). To realize this condition, the Indonesian government has initiated the National Literacy Movement Program (LMP) through the Ministry of Education and Culture since 2015.

This movement is an effort to synergize all potentials and expand public involvement in the development of a literacy culture. The literacy movement is carried out massively both within the family in the community and in schools (KEMENDIKBUD, 2017). LMP is prioritized through three programs, namely: (1) School Literacy Movement (SLM), (2) Family Literacy Movement (FLM), and (3) Community Literacy Movement (CLM). This priority program was officially marked by the issuance of Permendikbud Number 21 of 2015 concerning Character Development. In regards to the SLM program specifically, the Indonesian government has formed a SLM Task Force from various elements, namely bureaucrats, academics, literacy activists, and non-governmental organizations (NGOs) in 2016. The task force works to publish books, disseminate programs, festivals, FGDs, and organize student literacy competitions. At the university level, SLM is also widely used as the object of research by students and lecturers. Literacy has also become a topic for scholarship applications. This means that the SLM Program is by President Joko Widodo's NawaCita and is in a significant position in the world of education in the country. SLM is a strategy to make schools a learning organization whose citizens are literate for life (Retnaningdyah et al., 2016).

Then, on December 11, 2019, the Indonesian Minister of Education and Culture Nadiem Anwar Makarim launched the "Free Learning" program. One of the policy points is holding a Minimum Competency Assessment (MCA) for students with competencies measured for reading and math literacy abilities (Kemendikbud, 2019). The SLM program has nationally moved, and ran smoothly until the end of 2019. In early 2020, life has changed. Indonesia is hit by the COVID-19 pandemic. Around the world, UNESCO (2020) has announced that more than 1.5 billion primary and secondary school students in the world have quit school due to COVID-19, including in Indonesia. The learning model has changed, from face to face to online. The Indonesian government has also adopted the virtue of Learning From Home (LFH), marked by the issuance of a Circular of the Minister of Education and Culture Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of COVID-19. The SLM program was automatically interrupted and had stopped in all schools. Until the beginning of 2021, this policy is still running. In an emergency, many schools have initiatives to keep the SLM program running according to the online learning emergency curriculum established by the government. Internet technology is the main support, in addition to the active collaboration of school administrators. Therefore, this study will describe the sustainability of the SLM program in one of the schools in Indonesia.

II. LITERATURE REVIEW

Importance of Literacy

The theme of Indonesia's education development for the 2015-2019 period is increasing regional competitiveness and it is designated as the era of the ASEAN Economic Community (AEC). That effect is that Indonesia's human resources must be prepared in order to face competition in the regional-global area in the 21st century (Kemendikbud, 2017c). There are several skills that need to be mastered in order to face the 21st century.

“With the renewal of physical existence goes, in the case of human beings, the recreation of beliefs, ideals, hopes, happiness, misery, and practices. The continuity of any experience, through renewing of the social group, is a literal fact. Education, in its broadest sense, is the means of this social continuity of life. Every one of the constituent elements of a social group, in a modern city as in a savage tribe, is born immature, helpless, without language, beliefs, ideas, or social standards. Each individual, each unit who is the carrier of the life-experience of his group, in time passes away. Yet the life of the group goes on”. (Dewey, 2001: 6)

In the field of education, in the UNESCO Literacy for Life report (2006), it is stated that literacy is a basic human right and is the axis of the education vortex. Literacy skills have a very important role and demand skills needed in the 21st century. According to the World Economic Forum (2016), students need 3 skills in order to survive in the 21st century, namely the foundation of literacy or basic literacy (how learners apply literacy skills to daily life), competence (how students respond to complex challenges), and character (how students respond to changes in their environment). Nowadays, education is a daily life necessity. In fact, education leads to continuity of life and it is the thought of humans as a social means. Therefore, education is a social means that unites as the constituent elements of a social group. This statement is in accordance with the theory of John Dewey (2001: 6) regarding education and democracy which states that:

“With the renewal of physical existence goes, in the case of human beings, the recreation of beliefs, ideals, hopes, happiness, misery, and practices. The continuity of any experience, through renewing of the social group, is a literal fact. Education, in its broadest sense, is the means of this social continuity of life. Every one of the constituent elements of a social group, in a modern city as in a savage tribe, is born immature, helpless, without language, beliefs, ideas, or social standards. Each individual, each unit who is the carrier of the life-experience of his group, in time passes away. Yet the life of the group goes on”. (Dewey, 2001: 6)

Kern (2000) stated that literacy is the use of social, historical, and cultural situations in interpreting texts. Therefore, literacy requires sensitivity to the relationships between textual conventions and the context of their use. Ideally can

critically reflect on these relationships. According to the Ministry of Education and Culture (2017d) literacy is no longer understood as merely individual transformation, but a social transformation. Low levels of literacy are highly correlated with poverty, both in an economic sense and in a broader sense. Literacy strengthens the ability of individuals, families, and communities to access health, education, and economic and political opportunities. In a broader context of information, according to Clay (2001) literacy consists of 6 components, namely: (a) early literacy; (b) basic literacy; (c) library literacy; (d) media literacy; (e) technology literacy; and (f) visual literacy. The literacy component was developed by the Indonesian government in the SLM program into 6 dimensions of literacy as follows.

Table 1. The Dimension of Literacy

The Dimension of Literacy	Description
Literasi Read-Write	The ability is in reading, understanding, and using written language
The literacy of numberization	The ability in using the numbers and other symbols to understand and express quantitative relationships
The literacy of science	The ability in using scientific knowledge and principles to understand the environment and test hypotheses
The literacy of digital	The ability in using digital media, communication tools or networks in everyday life
The literacy of financial	The ability to understand and apply conceptual aspects and financial matters in daily activities
The literacy of culture and citizenship	The ability to understand, aware, analyze, and apply knowledge about culture and citizenship

Source: Kemendikbud (2017d); Wiedarti et al. (2019).

It appears that literacy is dynamic and varied in both community and discourse. In the National Literacy Movement Roadmap document (2017) it is stated that as an ability, literacy can be related to several things, namely (1) reading, writing, and oral skills; (2) numeracy related skills; and (3) capabilities that enable access to knowledge and information. This is in line with UNESCO (2013) that literacy is related to the ability to identify, understand, interpret, create, communicate, and calculate using printed and written materials in various contexts. Thus, literacy is not limited to literacy skills but also relates to the ability to interpret the text, such as letters, numbers, and cultural symbols as outlined in images or other symbols critically. This is called multiliterate. Based on the paradigm above, the School Literacy Movement (SLM) program is an attempt by the Indonesian government to face the 21st-century learning paradigm. According to Ariyana et.al. (2019), the main focus is to encourage students to have critical thinking skills, creativity and innovation,

communication skills, collaboration, and confidence. Technically, the implementation of learning must be oriented to the Higher Order Thinking Skill (HOTS) principle.

School Literacy Movement (SLM)

The big idea for the emergence of the School Literacy Movement (SLM) program in Indonesia, was marked by the issuance of the Minister of Education and Culture Regulation Number 23 of 2015 concerning Cultivation of Character. The Ministry of Education and Culture established a working group for the National Literacy Movement (NLM). This working group was formed to strengthen the synergy between the main units of literacy movement actors by gathering all potentials and expanding public involvement in developing and cultivating literacy in Indonesia. According to the Ministry of Education and Culture (2017d), this movement is carried out comprehensively and simultaneously, starting from the realm of the family to schools and communities throughout Indonesia. This means that increasing national literacy needs to be framed in a national movement that is integrated, not partial, individually, or determined by certain groups. The literacy movement is not only the responsibility of the government, but also the responsibility of all stakeholders including the business community, universities, social organizations, literacy activists, parents, and the community.

The SLM program is an effort that is carried out as a whole to make the school a learning organization whose citizens are literate for life through public involvement (Laksono and Retnaningdyah (ed.), 2016). A more detailed understanding is found in the Main Book of the School Literacy Movement (2016) which states that SLM is a participatory business or activity involving school members, academics, publishers, mass media, the community, and stakeholders under the coordination of the Ministry of Education and Culture The Republic of Indonesia. When it is referring to the 2013 Curriculum learning method which places students as learning subjects and teachers as facilitators, according to Wiedarti et al. (2019) literacy activities no longer focus solely on students. The teacher, apart from being a facilitator, is also the subject of learning. Broad access to information sources, both in the real world and cyberspace can make students know better than teachers. Therefore, the activities of participants in literacy should not be separated from the contribution of the teacher, and the teacher should strive to be a qualified facilitator. Teachers are role models.

III. RESEARCH METHOD

This descriptive qualitative research has the characteristics of a natural setting, researcher as a key instrument, multiple sources of data, inductive and deductive data analysis, participant's meaning, emergent design, reflexivity, your holistic account (Creswell, 2017; Sugiyono, 2019). The method used is literature study through a review of guidebooks, activity program documents, reports, and archives related to research problems (Nazir, 2013). This technique also utilizes library resources to

obtain research data (Danandjaja, 1997; Zed, 2014). Sources can also be from mass media coverage (Pratiwi, 2019).

Document review is carried out systematically. It addresses questions that are difficult to address using quantitative methods or isolated qualitative research results (Finfgeld-Connett, 2014; Hainey et al., 2016). Several guidebooks published by the Ministry of Education and Culture of the Republic of Indonesia are used as the main reference. In addition, to see the implementation at the school level, the SLM program compiled by Al-Azhar Syifa Budi Parahyangan Junior High School, West Bandung Regency (SMP ASBP KBB) and Nugraha Junior High School, Bandung Regency (SMP NKB) will be referred to during the COVID-19 pandemic. The assessment was carried out dialectically so that the implementation of the SLM program in schools can be described during the COVID-19 pandemic.

IV. RESULT AND DISCUSSION

The implementation of SLM at SMP ASBP KBB and SMP NKB have generally referred to the principles in the guidelines issued by the Ministry of Education and Culture of the Republic of Indonesia. The implementation principle emphasizes the following: (1) Literacy development runs according to predictable stages of development; (2) A good literacy program is balanced; (3) literacy program integrated into the curriculum; (4) Reading and writing activities are carried out at any time; (5) literacy activities develop oral culture; and (5) Literacy activities need to develop awareness of diversity (Laksono and Retnaningdyah (ed.), 2016; Wiedarti et al, 2019).It is only that due to the implementation of SLM in facing the COVID-19 pandemic situation, this principle has changed as well as strengthened as shown in the following table.

Tabel 1. Strengthening the Principle of SLM Implementation during the COVID-19 Pandemic

The Principles of Implementation Before the Pandemic Era	Strengthening Implementation Principles of Pandemic Era
<ul style="list-style-type: none"> ● Literacy development progresses according to predictable stages of development ● Literacy programs are balanced ● Literacy program integrated with the curriculum ● Literacy activities are carried out anytime ● Literacy activities developed the oral culture ● Literacy activities developed an awareness of diversity 	<ul style="list-style-type: none"> ● Literacy programs are adapted to pandemic emergency policies ● Literacy programs are implemented by online with various digital platforms ● The literacy program is provided with parental/guardian assistance ● Literacy programs are integrated by pandemic curriculum emergency ● Literacy activities has developed a digital culture, a good internet, and anti lie ● Literacy activities are needs to develop awareness of information literacy

Source: processed data

The Strategies for Optimizing the Success of the Pandemic SLM Program

Many activities of the SLM program are basically carried out in schools both inside and outside the classroom. Atmazaki et.al. (2017) stated that SLM is a literacy movement whose activities involve students, education and education personnel, as well as parents. Finally, the SLM program can display good practices about literacy and make it a habit and culture in the school environment. In the pre-pandemic era, literacy activities were integrated into face-to-face learning activities. It is only that the situation changed everything after the COVID-19 pandemic. Learning activities are carried out online, so the literacy movement adjusts. Therefore, there are several strategies implemented by SMP ASBP KBB to deal with it, as shown in the following table.

Table 2. Strategy for the Implementation of the Pandemic SLM at ASBP KBB and SMP NKB

The Strategies	The Description of Activities
Strengthening of the capacity of facilitators	<ul style="list-style-type: none"> ● Teacher training through various online platforms ● Teacher training in making educational literacy-based toys online ● Virtual discussion forum on the topic of school citizen literacy
Increasing of variety of quality readings	<ul style="list-style-type: none"> ● Providing the digital educational aids and toys ● Providing the literacy learning materials in digital form ● E-book writing program for students and teachers
Expanding access to learning sources	<ul style="list-style-type: none"> ● Developing e-learning support facilities ● Providing and services for E-laboratory ● An easily accessible school literacy activity platform ● Be optimize through school e-libraries ● Organizing the online literacy open houses by schools ● The literacy campaigns on various social media
Increasing of public involvement	<ul style="list-style-type: none"> ● The implementation of virtual discussions with literacy figures ● The implementation of a virtual literacy festival ● Involving the industrial world in the procurement of reading sources
Strengthening of the governance	<ul style="list-style-type: none"> ● The allocation for both time or schedule for online literacy activities ● Budget allocation to support online literacy ● Establishing the school literacy team during the pandemic ● The regulation of literacy activities into Learning From Home (LFH) ● Strengthening the role of school committees during a pandemic

Source: processed data

The Stages of Implementation SLM during the COVID-19 Pandemic

There are different stages of the SLM program before and after the COVID-19 pandemic. Although the pandemic, all stages of the program must be carried out by

school administrators. The planning stage, in general, is a series of rational sequences for the preparation of an activity plan. At the organizing stage, the subjects in literacy activities are all school members, namely students, educators, educational staff (librarians), and school principals (Laksono and Wiedarti, 2016). The stages of the SLM during the COVID-19 pandemic at ASBP KBB Junior High School can be detailed as follows.

Table 3. The Stages of Implementation SLM during the COVID-19 Pandemic in SMP ASBP KBB and SMP NKB

The Stages	The Description of Activities
	<ul style="list-style-type: none"> ● 15 minutes before online learning was began ● Providing the digital platforms to support literacy activities, such as the Learning Management System (LMS), e-libraries, digital reading collections, and various multimodal learning resources for school residents
Development	<ul style="list-style-type: none"> ● Preparation of reports on reading results at home ● Virtual student book talks ● Giving the awards to the students ● Virtual film or art performance ● The implementation of competition of writing and reading poetry on several digital platforms
Learning	<ul style="list-style-type: none"> ● The literacy activities in online learning are adjusted to the COVID-19 pandemic emergency curriculum ● Implement strategies for virtual literacy activities ● The literacy activities are carried out using several online learning platforms which are controlled by teachers and students

Source: processed data

From the literacy activity stages above, the school has carried out a self-evaluation to measure the achievement of literacy implementation by providing entries through the Google Form platform. Technically, assessment activities are carried out every week for activities that have been implemented. The SLM evaluation is carried out per semester. The results of this evaluation are then used as material for a general evaluation of the online learning process during the COVID-19 pandemic.

Creation of a School of Literate Ecosystem (SLE)

The implementation of SLM at SMP ASBP KBB and SMP NKB has empowered all school members and facilities with a variety of initiatives. For the COVID-19 pandemic emergency, SMP ASBP KBB is trying to adjust and continue to implement the SLM program. The difference from face-to-face (face-to-face) activities to online is of course a challenge in itself. Therefore, assessing and evaluating the success of SLM during the COVID-19 pandemic must adjust accordingly. Koesoema et al. (2017) stated that the literacy movement can be assessed and evaluated based on the relevant components according to the implementation strategy. Several of the

activities that support the success of SMP ASBPP KBB and SMP NKB in creating a literate school ecosystem (SLE) can be seen in the following table.

Tabel 4. School Activities in Creating a Literate School Ecosystem

Physical Environment
<ul style="list-style-type: none"> ● The work of students are posted on the school's website or social media ● Digital reading resources are available on the school website ● Many reading sources and activity programs are easily accessible to students, parents, and the community ● The school administrators are willing to have a virtual dialogue with several components
Social and Affective Environment
<ul style="list-style-type: none"> ● The appreciation for student achievement in the field of literacy ● The principals are actively involved in several activities ● The celebration of national holidays with literacy nuances ● The existence of collaborative activities of all school members ● The creation of activity models in online learning that support literacy
Academic Environment
<ul style="list-style-type: none"> ● The school literacy team has prepared the SLM program during the COVID-19 pandemic ● Providing the special time for literacy activities in online learning ● Providing easily accessible digital reading sources in several applications ● Providing the Learning Management System (LMS) that supports literacy activities ● All school members are enthusiastic and do the collaboration to create fun literacy activities ● Be opened through the external assistance

Source: processed data

The implementation of SLM at SMP ASBP KBB and SMP NKB is in line with the principles of literacy activities proposed by Kern (2001), including: (1) literacy involves the interpretation or participation of writer-speaker and reader-listener; (2) literacy involves collaboration; (3) literacy involves habituation; (4) literacy involves cultural knowledge; (5) literacy involves (self) reflection; (6) literacy is not limited to the oral-written system; and (7) literacy is the ability to identify, determine, find, evaluate, create effectively and organized, use and communicate information to solve various problems. In addition, the implementation strategy is in line with the parameters proposed by Beers et al. (2009) on strategies to create a positive literacy culture in schools.

V. CONCLUSION

The School Literacy Movement Program (SLM) at SMP ASBP KBB and SMP NKB, is still being implemented even in the emergency of the COVID-19 pandemic. Various initiatives were carried out by school members from strengthening principles, creativity to implementation stages, and assessments according to situations and conditions. Based on the results of the study, the school has successfully adapted to the pandemic situation, so that the SLM program continues to run. Various initiatives have made the program more meaningful, integrated, by training school members to use safe

and healthy internet media. Following the parameters that have been determined in the SLM concept, the SMP ASBP KBB and SMP NKB have succeeded in creating a literate school ecosystem as the main goal of the success of the SLM program initiated by the Indonesian government.

VI. ACKNOWLEDGEMENTS

The gratitude goes to the academic community of Nusantara Islamic University, and the managers of SMP ASBPP KBB and SMP NKB who have supported the implementation of research activities.

REFERENCES

- [1] Adler, J. M & Doren, VC. (1972). How to Read A Book. United States of America: Simon & Schuster, Inc.
- [2] Antaranews.com. (2007). Taufik Ismail: The Indonesian Nation "Generation of Book Zero". <https://www.antaranews.com>
- [3] Ariyana et.al. (2019). Learning Handbook Oriented on Higher Order Thinking Skills. Jakarta: Directorate General of Teachers and Education Personnel, Ministry of Education and Culture of the Republic of Indonesia.
- [4] Atmazaki et.al. (2017). Guide to the National Literacy Movement. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- [5] Balitbangbuk. (2020). Evaluation of the Implementation of the School Literacy Movement (SLM) Program in the Education Unit. Jakarta: Research and Development Agency and Books, Ministry of Education and Culture RI.
- [6] National Development Planning Agency. (2017). Press Release: Demographic Bonus 2030-2040: Indonesia's Strategy on Employment and Education. <https://www.bappenas.go.id>
- [7] Baswedan, Anies. (2014). "Emergency Education in Indonesia", Salindia Presentation at the Ministerial Meeting with the Head of Service, Jakarta, 1 December 2014.
- [8] Beers, CS, Beers, JW, & Smith, JO (2009). A Principal's Guide to Literacy Instruction. New York: Guilford Press.
- [9] BPS. (2020). Statistical Yearbook of Indonesia 2020. Central Statistics Agency (BPS).<https://www.bps.go.id>
- [10] Central Connecticut State University. (2016). World's Most Literate Nations Ranked.<http://webcapp.ccsu.edu>
- [11] Clay, Marie M. (2001). Change Over Time in Children's Literacy Development. Auckland, NZ & Portsmouth. NH: Heinemann.
- [12] Creswell, John W. (2017). Research Design Qualitative, Quantitative, and Mixed Approach. Yogyakarta: Student Library.
- [13] Danandjaja, James. (1997). Library Research Methods. *Indonesian Journal of Anthropology*, No. 52, 1997, 82-92.
- [14] Dewey, John. (2001). Democracy and Education. Pennsylvania State University
- [15] Director General of Dikmen. (2016) The Main Book of the School Literacy Movement. Jakarta: Directorate General of Primary and Secondary Education, Ministry of Education and Culture of the Republic of Indonesia.

- [16] West Java Education Office. (2021). A Brief History of the West Java Leader's Reading Challenge. <http://literasi.jabarprov.go.id>
- [17] National Long Term Development Plan (RPJPN) 2005-2025 document. Available in <https://www.bappenas.go.id>
- [18] Effendy, Muhadjir. (2017). "Message of the Minister of Education and Culture", in the Guidelines for the National Literacy Movement. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- [19] Farr, R. (1984). Reading: Trends and Challenges. Washington DC: National Education Association.
- [20] Finfgeld-Connett, D. (2014). Use of content analysis to conduct knowledge-building and theory-generating qualitative systematic reviews. *Qualitative Research*, 14,341–352.
- [21] Francis, AD (2006). The Making of Modern Romanian Culture: Literacy and the Development of National Identity. London-New York: Tauris Academic Studies.
- [22] Hainey, T., Connolly, TM, Boyle, EA, Wilson, A., & Razak, A. (2016). A systematic literature review of games-based learning empirical evidence in primary education. *Computers & Education*, 102, 202–223.
- [23] Harras, Kholid et al. (2014). Reading Module 1. South Tangerang: Open University Publisher.
- [24] Hauser, RM et. al (ed). (2005). Measuring Literacy: Performance Level for Adults. Washington, DC: The National Academies Press.
- [25] Hirai, DLC et. al. (2010). Academic Language/Literacy Strategies for Adolescents: A “How To” Manual for Educators. New York and London: Routledge.
- [26] Ministry of Education and Culture. (2015). Strategic Plan of the Ministry of Education and Culture for 2015-2019. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- [27] Ministry of Education and Culture. (2017a). Literacy Strategy in Learning in Junior High Schools (2013 Curriculum Instructor Refresher Material). Jakarta: SLM Task Force of the Directorate General of Primary and Secondary Education.
- [28] Ministry of Education and Culture. (2017b). 2016—2017 Education Data Overview. Jakarta: Center for Education and Culture Data and Statistics. <http://publikasi.data.kemdikbud.go.id> Kemendikbud. (2017c). Roadmap for Strengthening Character Education. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- [29] Ministry of Education and Culture. (2017d). National Literacy Movement Roadmap. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- [30] Ministry of Education and Culture. (2019). Minister of Education and Culture Sets Four Principles of Educational Policy "Freedom of Learning". <https://www.kemdikbud.go.id>
- [31] Ministry of Education and Culture. (2020). The Strategic Plan of the Ministry of Education and Culture for the Year 2020-2024. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- [32] Kern, Richard. (2001). Literacy and Language Teaching. Oxford: Oxford University Press.
- [33] Khurniawan, Arie Wibowo and Gistriza Erda. (2019). Evaluation of PISA 2018 Achievements: Indonesia Needs to Immediately Improve. Vocational Education Policy White Paper, Vol. 1 (21), 2019, 1-13. <http://repository.kemdikbud.go.id>

- [34] Koesoema A., Doni et al. (2017). GLN Assessment and Evaluation Guidelines. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- [35] Laksono and Pratiwi Retnaningdyah. (2016). A Supporting Manual for the Implementation of the School Literacy Movement for the Junior High School level. Jakarta: Ministry of Education and Culture RI. Ibrahim, Gufran Ali et. al.. (2017). Roadmap of the National Literacy Movement (GLN). Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- [36] Lind, A. (2008). Literacy for all: Making a difference. United Nations: Educational, Scientific and Cultural Organization.
- [37] McKinsey Global Institute. (2012). The Archipelago Economy: Unleashing Indonesia's Potential. McKinsey Global Institute. <http://www.mckinsey.com>
- [38] Nazir, Moh. (2013). Research methods. Bogor: Ghalia Indonesia.
- [39] OECD. (2016). The Survey of Adult Skills: Reader's Companion (Second Edition). Paris: OECD (The Organization for Economic Co-operation and Development) Publishing. <https://www.oecd.org>
- [40] OECD. (2019). PISA 2018 Assessment and Analytical Framework: Science, Reading, Mathematical and Financial Literacy. <http://www.oecd.org>
- [41] Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education
- [42] Permendikbud No. 23 of 2015 concerning the Growth of Character
- [43] National Library. (2015). Results of the Study of Indonesian Community Reading Culture. Jakarta: National Library of Indonesia.
- [44] National Library. (2016). Government Agency Performance Accountability Report (LAKIP) National Library 2016. Jakarta: National Library.
- [45] PPSDK. (2017). Indonesia Education Statistics In Brief. Jakarta: Center for Education and Culture Data and Statistics (PPSDK), Ministry of Education and Culture.
- [46] Pratiwi, Beautiful. (2019). Effect of PISA Program on Curriculum in Indonesia. *Journal of Education and Culture*, Vol. 4(1), 2019, 51-71.
- [47] Puslitjakkdikbud. (2019). 34 Provinces Reading Literacy Activity Index. Jakarta: Center for Research on Education and Culture Policy, Research and Development Agency, Ministry of Education and Culture.
- [48] Puspendik. (2020). Results of the Indonesian National Assessment Program (INAP). <https://pusmenjar.kemdikbud.go.id/inap-sd/>
- [49] Retnaningdyah, Pratiwi et.al. (2016). Guide to the School Literacy Movement in Junior High Schools. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- [50] Slam, Zaenul. (2017). West Java-Based School Literacy Movement Leader's Reading Challenge. *MIE: Journal of Madrasah Ibtidaiyah Education*, 1(1), 2017, 59-79. <http://e-journal.adpgmiindonesia.com>
- [51] Solihin, Lukman et al. (2019). 34 Provinces Reading Literacy Activity Index. Jakarta: Research Center for Educational and Cultural Policy, Research and Development Ministry of Education and Culture RI.
- [52] Sugiyono. (2019). Educational Research Methods. Bandung: Alfabeta.
- [53] Circular of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of COVID-19

- [54] UNDP. (2016). Human Development for Everyone Briefing note for countries on the 2016 Human Development Report. <http://www.id.undp.org>
- [55] UNESCO. (2006). Literacy for Life. Paris: UNESCO Publishing. <https://unesdoc.unesco.org>
- [56] UNESCO. (2017). Reading the Past, Writing the Future: Fifty Years of Promoting Literacy. Paris: UNESCO.
- [57] UNESCO. (2020). "COVID-19 Education Response". <https://en.unesco.org>
- [58] USAID. (2014). Best Practices for Developing Supplementary Reading Materials: Final Report. New York: USAID.
- [59] WEF. (2015). New Vision for Education: Unlocking the Potential of Technology. Switzerland: World Economic Forum (WEF).<http://www3.weforum.org>
- [60] WEF. (2016). The Global Competitiveness Report 2016–2017. Geneva: World Economic Forum.<http://www3.weforum.org>
- [61] Wiedarti, Pangesti et al. (2019). The Master Design of the School Literacy Movement. Jakarta: Directorate General of Primary and Secondary Education, Ministry of Education and Culture.
- [62] Zed, M. (2014). Library Research Methods. Jakarta: Indonesia Torch Foundation.