The School Literacy Movement Program During a Pandemic: Countenance Stake Model

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ABSTRAK

Kegiatan literasi merupakan salah satu upaya pemerintah dalam meningkatkan potensi dan kualitas pendidikan peserta didik, diantaranya melalui program Gerakan Literasi Sekolah (GLS). Program ini relevan dengan diberlakukannya penghapusan ujian nasional dan diberlakukannya asesmen kompetensi minimum. Per 2019, tingkat literasi baca tulis pada anak untuk Indonesia berada di urutan 42 dari 49 negara. Hal ini diperparah dengan terjadinya pandemi covid-19 yang menyebabkan terganggunya proses belajar mengajar di sekolah. Tujuan penelitian ini yaitu mengevaluasi implementasi GLS. Jenis penelitian ini yaitu penelitian kualitatif deskriptif dengan model evaluasi countenance stake. Triangulasi menggunakan triangulasi metode berupa wawancara dan observasi serta triangulasi sumber berupa kepala sekolah, guru, pustakawan, dan orang tua. Analisis data menggunakan 3 tahap reduksi data, penyajian data, dan kesimpulan/verifikasi. Hasil penelitian yaitu secara keseluruhan hasil evaluasi sudah sangat baik. Keluaran literasi berupa peningkatan kemampuan peserta didik dalam berbahasa sudah meningkat, seperti kemampuan fasih membaca, penggunaan tanda baca dengan tepat, memberikan tanggapan, serta membuat cerita. Selain itu, keterampilan peserta didik juga meningkat dan ditunjukkan dengan adanya karya berupa tulisan yang diterbitkan.

ABSTRACT

Literacy activities are one of the government's efforts to increase the potential and quality of student education, including through the School Literacy Movement (GLS) program. This program is relevant to enacting the abolition of the national exam and passing a minimum competency assessment. As of 2019, the literacy rate for children in Indonesia is 42 out of 49 countries. It was exacerbated by the COVID-19 pandemic, which disrupted schools' teaching and learning processes. The purpose of this study is to evaluate the implementation of the GLS. This type of research is descriptive qualitative research with a countenance stake evaluation model. Triangulation uses method triangulation in the form of interviews and observations and source triangulation in the form of school principals, teachers, librarians, and parents. Data analysis uses 3 stages: data reduction, presentation, and conclusion/verification. The study's results are that the overall evaluation results are excellent. The output of literacy in the form of increasing students' language ability has increased, such as reading fluently, using punctuation marks correctly, providing responses, and making up stories. In addition, students' skills also increase and are shown by the existence of works in the form of published writings.

1. INTRODUCTION

Education is an effort to increase the potential of quality human resources and become a benchmark for the progress and development of a nation. One of the government's efforts in increasing the potential of students is to improve the quality of public education, through the implementation of literacy activities (Mishra et al., 2020; White et al., 2018; Yulastri et al., 2018). Literacy activities are one of the important elements in the progress of a country in living life in the era of globalization (Allen et al., 2014; Ekşi & Yakışık, 2015; Purnama et al., 2021). The government launched the National Literacy Movement (NLM) program with the program's targets covering all spheres of education including schools, families, and communities. The three domains of Education mean that NLM activities can be driven by various parties and even the need for broad community involvement to build a culture of literacy. The NLM program was then developed, one of which was through the School Literacy Movement (SLM) (Narahawarin & Winarsih, 2019; Trianto & Ariesta, 2021). SLM is an effort to make school an organization whose citizens foster an interest in reading, which is carried out comprehensively and sustainably. The application of SLM at each level of education has different practices because learning activities are considered not able to realize growth in reading interest properly (Septiary & Sidabutar, 2020; Wulandari, 2019). To mobilize the school

literacy program at the Elementary School (ES) level, the government issued a Guide to the School Literacy Movement in Elementary Schools, which contains the objectives of the School Literacy Movement (Nugraha & Octavianah, 2020; Putri et al., 2020). From the purpose of the literacy program, it is expected that the ability of students to access information and knowledge can increase.

The creation of a literacy culture can improve students' reading skills so that they can understand information analytically, critically, and reflectively, through 21st-century life skills competencies (Hasanah & Sholihah, 2017; Kurnia, 2021). These skills can be acquired by mastering six basic literacy skills, namely literacy, numeracy, scientific literacy, digital literacy, financial literacy, and cultural and civic literacy (Khofifah & Ramadan, 2021; Kristiyaningrum & Ismanto, 2020). The Reading and Writing Literacy Movement is a mandatory reading activity other than textbooks for 15 minutes every day. Literacy activities should be a program implemented in every school in Indonesia, so the Ministry of Education and Culture issued an independent learning policy that abolished the National Examination and replaced it with the Minimum Competency Assessment (MCA) in Indonesia. One of the basic competencies in the AKM that is measured is reading literacy skills (Zahrudin et al., 2021). Literacy is a basic competency in MCA because it is the minimum or basic competency needed by students to be able to learn, abilities such as analyzing and absorbing information in a reading (Boltron & Ramos, 2021; Jang et al., 2021).

The literacy ability of Indonesian children is still low, as indicated by literacy studies conducted by international literacy institutions, such as PIRLS (Progress in International Reading Literacy Study) and PISA (Program for International Student Assessment). The results of the literary analysis in the PIRLS show that Indonesia is ranked 42 out of 49 with a score of 428 which shows a very low result (IEA, 2011). Likewise, the results of literacy by PISA in 2018, Indonesia was ranked 75th out of 80 countries (OECD, 2019). The low reading literacy in Indonesia can harm the quality of education and affect the quality of human resources because literacy skills are needed to be able to keep up with developments in education (Yulinda & Fernandes, 2019; Yuriza et al., 2018). The obstacle in the SLM program is the low interest of the Indonesian people in reading due to several factors such as SLM management has not supported the development of literacy. students both in planning, implementation, and the teacher's ability to prepare to teach and the methods applied (Bania & Imran, 2020; Batubara & Ariani, 2018).

The COVID-19 pandemic demands changes in various aspects of life (Mishra et al., 2020; Novianti & Garzia, 2020). One of the affected aspects is education in almost all countries with system changes, namely by eliminating activities in schools as a way to break the chain of the spread of COVID-19. Continued education must be ensured when so many children today cannot go to school (Amir et al., 2020; Besser et al., 2022; Khan et al., 2021). Although face-to-face activities in schools are abolished, educational activities must still be carried out by doing it online or called e-learning. Reading skills in Indonesia experienced a decline during the COVID-19 pandemic (Chandra et al., 2021). The entry of the covid-19 pandemic in Indonesia has caused educational institutions to also face new challenges in implementing the SLM program. This also affects schools in implementing the SLM program, schools are required to be able to take a role in providing benefits through school literacy programs.

SD Tirtamarta–BPK Penabur Cinere is one of the schools in the city of Depok that has implemented the school literacy program. The school has implemented school literacy starting from 2018 equipped with various preparations. The preparations carried out were preparing various literacy facilities such as school libraries, reading areas, and classroom reading corners. Schools also carry out school literacy activities by paying attention to program achievement indicators at each stage. During the pandemic, schools continue to run the SLM program even though they are online, this is due to the important role of literacy in fostering a reading culture that cannot be separated from the learning process (Kamardana et al., 2021; Kristiyaningrum & Ismanto, 2020). Based on the results of interviews with school principals and librarians, it was found that there were obstacles in implementing the SLM program, namely, the limited number of books available at home; lack of encouragement from parents; and inadequate human resources capabilities. These obstacles can interfere with the effectiveness of the implementation of the SLM program.

The evaluation of the SLM program encountered several obstacles in its implementation, namely, a lack of socialization, inadequate professional librarians, limited reading media, and inadequate infrastructure (Mas et al., 2019; Salma & Mudzanatun, 2019). As a result, SLM activities are less effective, so it is necessary to fulfill SLM program facilities and infrastructures such as providing reading corners, allocating time for reading, and increasing collaboration with parents and the community. With these obstacles, efforts are needed to conduct a comprehensive program evaluation. Therefore we need an evaluation model that can provide a clear and comprehensive consideration and explanation through the evaluation results. This study aims to evaluate the implementation of the School Literacy Movement (SLM). The countenance evaluation was chosen because it focuses on the implementation of two aspects, namely description and consideration, so it is considered more complex. The countenance evaluation model

emphasizes description and considerations, so this evaluation model is considered appropriate by researchers to be used in evaluating the SLM program at SD TIRTAMARTA - BPK PENABUR Cinere.

2. METHOD

This research is a qualitative descriptive evaluative study with a countenance stake evaluation model. The subjects in the study were principals, teachers, librarians, and parents of students at SD TIRTAMARTA – BPK PENABUR Cinere. The criteria for selecting the subjects of this study were because they had implemented literacy activities and were involved in the implementation of the program. The data was collected using observation with an observation guide, document studies, and in-depth interviews with interview questions guidelines. The instrument collection data in the research is presented in Table 1.

Table 1. Instrument Collection Data

No	Stage	Data Type	Indikator	Teknik Pengumpulan Data		
				Wawancara	Observasi	Dokumentasi
1	*Antecedent*	SLM Program Preparation	Various types of reading	✓		✓
			Various media	✓		✓
			Parent involvement	✓		✓
2	Transaction /process	Implemented SLM management	Habitual activity	✓	✓	✓
			Development activities	✓	✓	✓
			Learning Activities	✓	✓	✓
3	*Output /outcomes*	SLM Results Management	Fluent reading	✓		✓
			Use of punctuation marks	✓		✓
			Writing skills	✓		✓
			Creation	✓		✓

This study applies source triangulation and technical triangulation as a form of confirmation of the validity of the data. Source triangulation was used to check data using the same technique from various sources, while sources of information were obtained from school principals, librarians, teachers, and parents. Triangulation techniques, namely by comparing the data results from interviews, observations, and questionnaires from the same source. Triangulation was carried out to obtain consistent and definite data so that later analysis could be conducted. Data triangulation was carried out based on data collection methods from various sources to obtain consistent and definite data, meaning that researchers also tested the credibility of the data (Sugiyono, 2018). This study applies data triangulation techniques based on data collection methods and sources. All research instruments are used to collect data based on the evaluation stage including the introduction (antecedent), transaction (process), and output (output). Data analysis uses the analysis of the Miles and Huberman model through 3 stages, namely: data reduction, data presentation, and conclusion/verification (Sugiyono, 2018).

3. RESULT AND DISCUSSION
Result

The research results are divided into three stages based on the countenance stake evaluation model, namely: antecedent (introduction of initial conditions that may have an impact on results), transaction (process), and outcomes (results). First, *Antecedent* (Introduction). The SLM program has been carried out by schools by policies by the government, for schools, many, benefits are felt during this program. Schools can adjust activities and can start from the earliest activities, namely habituation activities, then can proceed to the next activity. The implementation of the SLM reading and writing program is carried out to grow and increase interest in reading in students so that they have receptive and active language skills. In its implementation, adequate supporting resources are needed so that the SLM program can run well and obtain maximum results for students. Research Results Based on The Evaluation Stage Table 2. Evaluation Recapitulation showed in Table 3.

Table 2. Research Results Based on The Evaluation Stage

Stage	Activity	Observed Aspect	Score	Categories
Antecedent		Learning resource book collection	4	Very complete
		Facilities for various learning resources	3	complete

Stage	Activity	Observed Aspect	Score	Categories
Process	habituation	Teachers/librarians use fiction/non-fiction books in literacy activities	4	always implemented
		Parental involvement supports literacy	3	always implemented
		Implementation of reading 15 minutes	3	always implemented
		Library visiting hours	4	always implemented
	development	Teachers/librarians require students to have reading journals	3	always implemented
		Students respond to reading	3	always implemented
		The teachers/librarians give the task of students making a working paper after reading	3	always implemented
	learning	Integrated literacy activities in lessons plans	4	always implemented
		Teachers/librarians use relevant and interesting methods to strengthen literacy	3	always implemented
		The teacher uses an enrichment book that is on the subject matter	4	always implemented
		The teacher relates the material to reading and writing Literacy activities in learning	4	always implemented
Output		Fluent in reading every word	3	Mostly implemented
		Use punctuation correctly	3	Mostly implemented
		Give feedback	3	Mostly implemented
		Create a story or summary	3	Mostly implemented
		Create another masterpiece	3	Mostly implemented

Table 3. Evaluation Recapitulation

Stage	Description		Judgment	
	Intent	*Observation*	*Standard*	*Judgment*
Antecedent	Prepared support resources	Facilities owned by the school	SLM guide in elementary school	No consideration
Process	Implementation of habituation activities	Implementation of literacy activities	SLM guide in elementary school	Consideration
	Implementation of development activities	Implementation of literacy development activities	SLM guide in elementary school	No consideration
	Implementation of learning activities	Implementation of literacy strategy earning activities	SLM guide in elementary school	Consideration
Output	Literacy results (non-academic and academic)	The outcome of reading and writing literacy	SLM guide in elementary school	No consideration

Based on the information in table 2, shows that the supporting resources owned by the school in the form of a collection of books are in the very complete category. This means that the school has a collection of books that can meet the needs of both teachers and students. However, during the pandemic, direct visits to the library were abolished, thus making schools have to provide new facilities to students in the form of digital libraries, called e-libraries. This digital library is a collaboration between the school foundation and a bookstore in providing books that can be accessed by students and teachers anywhere and anytime.

In the process of implementing the SLM program, it is by a special guidebook for the elementary level which also looks at the condition of the facilities that can be provided by the school. The school understands that attracting students' interest requires more effort so that the SL program can run optimally. One of the policies owned by the school is the procurement of a budget for the purchase of physical books, both those purchased by librarians and teachers. Librarians and teachers are allowed to choose the books needed to increase the number of library books that can be used in the learning phase and can support the

professionalism of teachers. The addition of reading books also sees the needs of students, librarians will ask students if there are reading books that are desired and not owned by the school library.

In the second point, the variety of learning resources is in a complete category, the school has and identified as many as 9 learning resources or facilities and infrastructure. In carrying out the 3 stages of SLM activities, several things need to be provided by the school, namely learning resources as well as facilities and infrastructure. Various learning resources as well as facilities and infrastructure can be used by librarians, teachers, and students. The diversity of learning resources owned, makes teachers and librarians always use them. This is shown in the third point, namely that teachers and librarians use fiction and non-fiction books with categories that are always implemented. Furthermore, parental involvement is in the category of frequent implementation, this is because not all parents can always supervise and accompany their son/daughter while implementing the SLM program from home. The role of parent involvement in the SLM program, one of which has also been a resource person for an activity at school.

Second, *Transaction* (Process). Habituation activities in the SLM program certainly involve various parties, especially school residents who take a role in implementing the activity program. Before directing students to take part in the SLM program, of course, school residents need to form good cooperation and set an example in implementing literacy in the school environment. One of the important roles of school members as literate role models is the role of the teacher. This, it turned out to be related to the habituation activities carried out. The activities carried out are reading books other than lessons for 15 minutes before the lesson begins, with a focus on reading aloud and reading silently. Parties involved in this activity may include teachers, school principals, and other education personnel to read or read books. Based on the results of observations in table 1, reading activities for 15 minutes are included in the category of frequent activities. Some teachers do not do it every day, this is not the standard implementation of the SLM program for habituation activities.

Another activity in habituation activities is the use of the school environment, such as the use of libraries, and the management of learning resources. The library is a center for learning resources in schools so it needs to be managed by trained education personnel to manage and utilize literacy materials, and have a program to grow interested in reading. With the availability of various learning resources and existing facilities, the SLM program should be implemented optimally to obtain satisfactory results. However, in its implementation there are obstacles faced, so schools need to deal with these obstacles.

The school's effort in dealing with these obstacles is by involving teachers in a training program to develop teacher skills in implementing literacy. This shows the school's seriousness in maximizing the implementation of the SLM program as a mandatory activity. The training which was attended by the teachers took place several times with different activities. In addition to developing training for teachers, the school also includes librarians in skills development training for librarians along with librarians from other schools. This training needs to be followed so that librarians can also develop their abilities in literacy activities.

Before the pandemic, library service hours ended after the last lesson. Students who have not been picked up are allowed to read books in the library or other reading areas. Meanwhile, during the pandemic, librarians need to collaborate with classroom teachers and parents in using electronic devices, especially in this habituation activity. This e-library facility can only be accessed via cellular phones (cell phones). Even though some students have limited electronic devices, so sometimes they need the help of parents to lend additional cell phones to students during certain lesson hours. During this pandemic, some parents continue to work from the office, so they cannot lend additional cell phones to students when they are at work.

Furthermore, in requiring students to have a reading response journal, it is in the category of frequently implemented. However, in its implementation there are still obstacles, namely, some students did not write until they were finished because of a lack of time for literacy activities. Activities carried out at this stage are intended to maintain students' interest in reading, as well as improve basic skills in fluent reading. The activities carried out are (1) making mandatory library visits, (2) responding to readings in the form of works, and (3) non-academic assessments. The school also held a literacy celebration such as holding competition activities related to reading and writing literacy. Student responses were assessed non-academically which focused more on the process of how students participated in programs held by the school.

SLM program activities carried out in learning activities require complete equipment prepared by low-grade and high-grade teachers. The lesson plans prepared by the teacher also contain relevant and interesting models and learning methods. Teachers also use various media or teaching aids, this of course involves the creation of the teacher. Even though the teacher has tried to use media and teaching aids, it turns out that the teacher still feels not optimal because he cannot use them every day. At the beginning of the activity, all students showed enthusiasm and enthusiasm in this activity, but some students felt bored

and did not finish the books they had chosen. Even so, teachers have other strategies so that students can participate actively.

Third, *Outcomes* (Output). The results of research on outcomes by teachers and librarians show that most students can read fluently, use punctuation marks, provide responses, make stories and summaries, and make other works. Regarding the results of the documentation study that has been carried out, the researchers confirmed this through in-depth interviews. According to the teachers regarding the results of the outcomes stage, the ability of students has increased. The results of the implementation of the SLM which are assessed academically are also carried out when students carry out learning activities. Assessment is carried out in various ways on various subjects and can be in the form of individual or group assessments. If the direct assessment is carried out during the learning activity, there is no need to collect assignments. But if time does not allow for a direct assessment, students need to send an assignment file to the teacher.

Discussion

The completeness of supporting resources is the main thing in implementing the SLM program so that its implementation it can run well. Various supporting resources are needed for school readiness before implementing the SLM program. Through the results of interviews and documentation studies of the supporting resources owned by SD TIRTAMARTA - BPK PENABUR Cinere, overall it is very complete and diverse. This shows that there is a match between school conditions and standards. The literacy activites has not run optimally and the lack of visibility of reading activities in the school environment due to inhibiting factors has not been overcome, such as the lack of literacy collections (Ekşi & Yakışık, 2015; Hidayat et al., 2018; Khofifah & Ramadan, 2021). The diversity of literacy collections as teaching materials can support the optimal implementation of the SLM program. The limited reading experience of students was due to the lack of availability of reading books (Yevelson & Bronstein, 2018; Yunianika & Suratinah, 2019). The diversity of supporting resources owned by schools is recorded properly and systematically in library documents which are carried out every year. This shows that SD TIRTAMARTA – BPK PENABUR Cinere can be a role model for other schools in making an inventory of documents related to the completeness and variety of teaching materials. Furthermore, public involvement is also needed in the sustainability of the SLM program, one of which is the involvement of parents.

Based on the results of the interview, it is known that the school involves the role of parents in implementing the SLM program. This requires good cooperation between teachers, librarians, and parents in conveying information. The lack of communication between schools and parents led to a lack of parental roles in the SLM program being implemented (Dafit & Ramadan, 2020; Narahawarin & Winarsih, 2019; Trianto & Ariesta, 2021). However, the results of the study indicate that the aspect of supporting resources for the implementation of the SLM program carried out by SD Tirtamarta - BPK PENABUR Cinere teachers has met the school's readiness standards in implementing the SLM program and does not require consideration. Other activities such as 15 minutes of reading are not carried out every day due to time constraints. The teacher chooses to use the time to hold lessons, especially when approaching the day of the test or assessment. According to the Guidelines for the School Literacy Movement, schools should carry out 15 minutes of reading every day and have brief discussions about the books they read. The literacy movement program is considered to be disruptive to formal learning activities, so the time for holding discussions in reading activities is very limited (Destrianto & Dwikurnaningsih, 2021; Sulistiyarini et al., 2021).

The limited time in carrying out 15 minutes of reading activities also has an impact on reading journal writing activities. The reading response journal is always filled in after the students read the book, which is then written in the summary using their language. The habit of writing a summary of this story trains students in understanding the content of the information they read and trains them in the ability to re-deliver written information. The activity of filling out the journal in the habituation activity is not assessed and is not a task, because it is still an early stage to see students' interest in enjoying reading activities. It's just that with the available time, it is considered lacking because students sometimes cannot write a summary of the reading completely. This causes the literacy activities carried out are not optimal. Even though reading and writing activities have benefits for developing students' reading and writing literacy skills (Harini, 2018; Maryono et al., 2021).

During the COVID-19 pandemic the SLM program had to be supported by digital-based reading materials (Harini, 2018; Mumpuni et al., 2021). The use of the library and literacy materials at SD TIRTAMARTA – BPK PENABUR Cinere is done well, the school also has a recapitulation of the list of books it has, the frequency of borrowing and returning books, as well as a list of training attended by librarians. In addition, with this e-library application, there is a program for growing interest in reading and giving awards to teachers and students who are actively reading. There are no records of the frequency of

borrowing books or journals provided by the school causing the frequency of borrowing books to be uncontrolled (Mutji & Suoth, 2021; Rifqiawati et al., 2020). However, after conducting more in-depth research, the researchers found the fact that there were still some teachers who participated in setting an example in literacy.

There was still a lack of understanding of the SLM program by teachers (Amri & Rochmah, 2021; Zikri & Erlianti, 2020). Based on this, the researchers conducted a documentation study of the list of recapitulation archives of recipients of reading activity charters at SD TIRTAMARTA – BPK PENABUR Cinere. The results show that the teachers who received the award were not comprehensive or it could be said that there were only some teachers. Even though the school has provided facilities that can be used by all school residents. Based on the Guidelines for the School Literacy Movement, all school members should be involved in 15-minute reading activities so that the program can run optimally. There is still a discrepancy in the implementation of activities with existing standards, namely some teachers have not been maximal in using e-library applications as shown from the recapitulation analysis of the list of teacher activities. Teachers who have received a certificate of appreciation for reading activeness are still only partially, or it can be said that they are not comprehensive. Regarding feedback, students are allowed to respond to readings after reading for 15 minutes, the results of responding to readings can be written in the form of short stories, drawings, comics, or making videos. The results of student responses are made in various forms and then archived by the school, and shown when an award announcement is made. The same thing is also done when the announcement of the results of the competition is held, the results of the student's work will be displayed so that other students can be motivated. An atmosphere that supports the SLM program can be created by placing posters on the classroom walls so that it can increase students' enthusiasm (Sapri et al., 2022; Suandewi et al., 2019; Trianggoro & Koeswanti, 2021). Before the pandemic period, the students' work was usually displayed in their respective classrooms, and at a certain time, they would be replaced in turns. This can make the classroom atmosphere feel fun.

In supporting the SLM program to the fullest, schools also hold various activities that can develop the SLM program. The activities carried out are varied, ranging from activities every month, to every year, such as a language month competition. The routine activity every month is to give awards to students and teachers as the most active readers. The most active readers are selected in each class group announced after the ceremony, before participating in learning activities in their respective classes. While the language month activity is a competition consisting of various activities such as making picture stories, making written works, greeting cards, and storytelling. That the procurement of literacy competitions is an effort to train the creativity of participants, although it takes time and routinely provides guidance to participants (Suarni et al., 2019; Wijayanti et al., 2020). The winner of the literacy competition will get a prize as a form of school appreciation.

The mandatory library visit activity carried out before the pandemic period was that students according to a predetermined schedule visited the library accompanied by an Indonesian language teacher. Meanwhile, mandatory library visits during the current pandemic are circumvented by scheduling library hours as extracurricular hours because during the pandemic learning activities are carried out online. Compulsory visits to the library, librarians in turn according to a predetermined schedule will enter the classes through a zoom meeting for 1 hour of learning, with 25 minutes for low class and 40 minutes for high class. The activities carried out are led by librarians with various activities, one of which is reading books through the e-library application.

Based on the results of interviews and documentation studies, it is known that all teachers have integrated literacy activities into the lesson plans. Every teacher in the low and high grades has complete tools in implementing the SLM program for learning activities. The completeness of the tools prepared by the teacher includes a reading and writing SLM program that is integrated into the lesson plans. In this activity the teacher uses a variety of learning models, this strategy is used to attract active student participation in the learning process. Literacy activities in learning that are carried out need to use relevant and interesting methods. However, there are still teachers who are not optimal in using relevant and interesting methods. It is known that through in-depth interviews conducted, the teacher stated that he had limitations in finding ideas. Obstacles faced by teachers cause teachers not to use interesting methods every day. Even so, at certain times there are teachers who apply the use of relevant and interesting methods.

Furthermore, the use of media or teaching aids in the SLM program in learning activities has not been maximally used by teachers (Pratiwiningtyas et al., 2017; Rusmono & Alghazali, 2019). The teacher confirms this through interviews, this is because the media and teaching aids used are still limited. In addition, because learning activities during the pandemic are still being held online, it causes teachers to feel less than optimal in using media or teaching aids. The importance of the teacher's role in influencing students' reading interests during the online learning process using interactive methods are needed so that students can participate actively (Abdulhamidovna & Khursonali, 2022; Ekowati et al., 2021; Safitri & Dafit,

2021). Based on the results of observations, the researchers found that some students were less concentrated on participating in the SLM program. The enthusiasm and enthusiasm of the students seemed to decrease when compared to the beginning of the activity. This was also confirmed by the teacher who stated that in the middle of the activity some students became bored. Students who feel bored usually do not finish the existing reading. Good focus is needed by students to be able to absorb reading information to find ideas to produce written works (Devi et al., 2019).

In increasing student participation, teachers have provided motivation and used different strategies at the beginning, middle, and end of learning activities (Gogahu & Prasetyo, 2020; Wijayanti et al., 2020). Even so, there are still students who are less interested in participating directly in the SLM program. In addition, the role of parents also determines the success of the implementation of the SLM program. Parents feel that they are not optimally accompanying students when they are at home, this is due to limited energy and time. Assistance from parents at home can only be done after completing work. So that when students will collect literacy assignments that are assessed academically, parents do not control the tasks that will be collected. Through interviews, the teacher stated that the ability of students to be creative was increasing, besides that, other abilities of students were also increasingly visible. Some of the students' abilities shown are: (1) reading fluently, (2) using punctuation marks appropriately, (3) responding to readings, (4) understanding the information provided, and (5) conveying information back appropriately.

The non-academic evaluation of the program is known from the results of documentation studies in the form of works, namely short stories, poems, greeting cards, illustrated stories, and video storytelling documentation. There are students whose writings have been successfully published and printed into books, this shows the high creativity of the students of SD TIRTAMARTA – BPK PENABUR Cinere. Literacy results are really needed by teachers and students as a form of support for the implementation of literacy movement programs because literacy works are produced by having writing skills as a language skill that must be possessed so that imagination and creativity can grow (Maryono et al., 2021; Mutji & Suoth, 2021; Widiyarto et al., 2021). While the academic assessment of the program is in the form of outputs or SLM program outputs such as concept maps (mind maps), presentations (delivering material), and other tasks by teachers related to the learning process. Assessment is carried out in various ways on various subjects and can be in the form of individual or group assessments. In addition, students also get awards for their work, especially if they participate in competitions held inside and outside the school. Some outcomes or the work of the SLM program are archived by the school and stored in the library as activity documentation.

According to the research results, the supporting resources for the literacy program owned by the school are up to standard. By the stages in the evaluation of the countenance stake model, if the aspects studied are by the standards then no consideration will be given. The school has also shown advantages in taking an inventory of documents related to the completeness of learning resources used in the literacy program. This makes the school can be a role model for other schools that still have problems. In addition, parental involvement in every literacy activity can also be imitated by other schools. SD TIRTAMARTA – BPK PENABUR Cinere involves the role of parents so that the literacy program can be implemented optimally. There needs to be strong communication and collaboration between school principals, teachers, librarians, and parents, so that good relationship can be established.

The application of 15 minutes of reading needs to be done every day because knowledge can be better mastered by students when their interest in reading grows (Istikomah et al., 2020; Khairi et al., 2021). Reading books other than textbooks for 15 minutes needs to be done every day to foster interest in reading. In addition, schools can make special policies related to reading activities, so that they can be carried out optimally and do not interfere with normal school hours. A special policy for reading time has been carried out by schools in Bali, schools give 45 minutes to read together, this policy was taken by schools to maximize the implementation of SLM in habituation activities (Sutriyanti & Dharmawan, 2021).

The role of the teacher is very necessary so that the implementation of reading and writing literacy can run optimally. The teacher is a model in habituation activities to actively participate in reading activities (Sutriyanti & Dharmawan, 2021). This needs to be done to foster student interest in reading. Based on the explanation, the consideration that can be given to the teacher is that the teacher needs to actively participate in the activity of reading books. If the recipient of the active reading award is received by the teacher as a whole, this can continue to spur the enthusiasm of all students to be active in participating in the literacy program.

Writing activities are carried out after reading, namely by filling out a reading journal. Writing activities can hone the mindset of students, even though it starts from writing simple things (Dafit & Ramadan, 2020; Sari, 2019). In writing a journal if it is considered too little time, the recommendation of teacher researchers can be circumvented by dividing the right time between reading and writing a journal. Teachers can remind students to stop reading activities to immediately fill out journals simultaneously so

that no students are short of time in filling out journals. Based on the results of research, development activities in the literacy program are by existing standards. Literacy celebration activities have been carried out regularly every year, and schools make maximum efforts to give awards to students. This means that literacy programs in development activities do not require recommendations.

The results showed that there were some discrepancies in learning activities with literacy strategies compared to standards. Several discrepancies were found, namely: (1) some teachers have not maximally applied interesting learning models and methods, (2) some teachers are limited in using media and teaching aids during online learning, (3) some students do not participate actively learning, and (4) parental assistance is not optimal due to time constraints. Learning activities with literacy strategies require teacher creativity in applying learning models and methods. Although currently all information about the learning model can be accessed, there are still obstacles to its implementation. The principal also said that one of the obstacles is inadequate human resources because many senior teachers are not technology literate. This needs to be a serious concern for schools and other authorities in maximizing literacy programs. Based on this explanation, the consideration that can be given is the need for continuous training in the application of literacy models so that they can be varied. Teachers can share models and methods of learning literacy with other colleagues as a source of inspiration.

In carrying out learning activities using literacy strategies, teachers need media and teaching aids (Harahap et al., 2021; Warsihna, 2016). The use of media and teaching aids is considered important to attract the attention of students so that they can optimally participate in the implementation of the literacy program. However, obstacles are still found, and teachers feel that in online learning it is quite difficult to use various media and teaching aids because they are limited in number. Teachers can use media and teaching aids that are easily found, such as using online media (Fathiara et al., 2019; Fikriyah et al., 2020). The use of online media also requires training in preparing it, so in-depth training is needed so that teachers can use the media through electronic devices. It is hoped that teachers can be more active in finding ideas and finding references so that they can maximize the implementation of learning using literacy strategies.

Furthermore, the researcher found that some students did not participate actively in reading and writing literacy activities, and also focused on participating in declining activities. This is closely related to the less-than-optimal variety of learning models and the use of media used by teachers. When teachers use interactive methods in learning it can help students improve their skills independently, and this can attract the attention of students to learning activities even though they are carried out remotely (Abdulhamidovna & Khursonali, 2022; Aziz et al., 2021).

In realizing reading and sustainably writing literacy activities, literacy activities can also be carried out at home with assistance from parents. Even though there is a literacy program delivered by the school, there are parents who feel that they are not optimal in assisting. According to the researcher, parents can communicate these problems with teachers and librarians. Literacy assignments can be collected through free online media, so parents can also check their son/daughter's assignments in their spare time. If it is still not optimal, the teacher can also respond to the parents of students on the tasks that have been collected.

Based on the results of the research, literacy output in the form of increasing students' language skills has increased, such as the ability to read fluently, use punctuation correctly, provide responses, and make stories. In addition, the skills of students also increase and are shown by the work produced. Even some students are involved in participating in literacy celebration activities held by schools and other institutions. In this stage, the teacher did not find any obstacles, and the researcher did not find any gaps because it was by the standards. This means that at the results stage (outputs) no consideration is needed.

4. CONCLUSION

Based on the results and discussion, it can be concluded that the evaluation of the SLM program has been very good, but some improvements are still needed at certain stages. The antecedents stage shows that the supporting resources owned by schools are so diverse that they do not require consideration because schools can meet the needs so that the SLM program can run well. At the transaction/process stage it has been going well, but encountered several obstacles in its activities, such as 15 minutes of book reading not yet running every day, not all teachers being actively involved in reading, teachers have not maximally made exciting learning, and feels that the availability of media and visual aids is limited. The final stage in this evaluation is the outcome stage of the implementation of the SLM program which has shown good results. This can be seen from the increase in students' literacy skills, and the results of several works that have been published.

5.   REFERENCES

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