Analysis of Literation Movement Policy Digital Based School in the Pandemic Era

Kurniawansyah[1], Evita Isretno Israhadi[2]
Universitas Borobudur[1,2]

{wawannotaris7@gmail.com[1], evita_isretno@borobudur.ac.id[2]}

Abstract Currently, the whole world is entering an era of disruption with the Industrial Revolution 4.0, which means that the world is changing rapidly to its roots. The need for digital literacy skills is the key to leading human resources. Indonesia implements the School Literacy Movement (GLS) to support this information literacy need. The Covid19 pandemic has affected various aspects of life, one of which is the world of education. By not holding face-to-face meetings, GLS will automatically experience problems. For this reason, this study will analyze how GLS policies can be changed from conventional models to digital bases in the pandemic era. The research was carried out by studying various previous studies and then looking for how schools can continue to implement digital-based GLS policies in their institutions.

Keywords: GLS, Digital, Pandemic

1 Introduction

Transformation is something that cannot be avoided. Nowadays, the whole world is entering into a disruption era by Revolution 4.0, which means that the world is quickly changing up to the root. It is marked by the digitalization in the various field so as the human in the start was the economic center, now has been largely replaced by digital technology. Technological developments in the revolutionary era 4.0 brings its benefits for the entire fields, including the education field. One of the examples is shown as digitalization in the education field such *as digital learning, online courses, e-book*, and *integrated academic information system.* In the education institution, digital learning is a form of education disruption which can fundamentally change how the learning process is carried out (Chitkushev et al., 2014). The technology application in education is also able to provide problems with the needs of the society that are relevant to the current development, including the good growth of human resources in the future.

In this disruption era, information plays an important role in the existing sustainability. The understanding and acknowledgment of information help to establish proficient human resources along the way. The establishment of fine resources can be done by fine literacy. The government issued the program of National Literacy Movement (Gerakan Literasi Nasional – GLN) which in its discussion there is the School Literacy Movement. The policies regarding the implementation of the school literacy movement are regulated in Permendikbud Tahun 2015 nomor 23. This movement is based on the literacy information needs globally as well as

the concerns over the PRILS (Progress International Reading Literacy Study) test result which stated that the literacy ability of the Indonesian students of grade IV in Elementary school is at the rank 45th out of 48 countries (Wiedarti et al., 2016). From the background then the National Literacy Movement is established.

The Literacy which meant here is the ability to understand the information. Literacy is not just an ability to read and write, yet can be meant of technology literate, politic, critical thinking, and considerate the circumstance around (Lifia Yola Putri Febrianti dan Oviolanda Irianto, 2017). Based on the statement, literacy can be seen as the ability that can increase input, the ability of critical thinking, and helps to acquire expertise that needed to encounter the industrial revolution 4.0 and that is one of the factors to improve the quality of education both in general and individually. The technology application can be used in literacy and improve learning quality. In their research Muhtaminah, Fajrinah, and Siska found that digital media application as part of technology and information in learning could improve the learning quality (Muthmainnah et al., 2017). From the research, it can be uttered that the provision of integrated education by the technology can fulfill the customers' needs effectively and efficiently, especially in Industry era 4.0.

The implementation of the literacy movement certainly cannot be carried out optimally. Since this is synonymous with building a new culture in the world of education (Rohman, 2017). Some teachers and schools have encountered difficulties in implementing this movement. For example, a public school in Banjarmasin has tried to implement this movement but is still facing difficulties (Batubara & Ariani, 2018). Other research on the impact of the literacy movement in Balikpapan also shows that this movement is still not optimal (Joko, 2019). Schools that are far from the capital have difficulty in implementing this movement due to the access problem.

At this time the world is being struck by the COVID-19 pandemic. All aspects of life are also affected by it. The world of education has also not escaped the impact of this pandemic. In the education world, where learning was originally face-to-face due to this pandemic, learning has resulted in online learning or learning without face-to-face. Thus, the literacy movement is also affected. Because there is a part of learning in schools that is also part of this literacy movement. In normal learning, 15 minutes before the start of lessons students will read non-lesson books (Atmazaki et al., 2017). Besides, the school also provides students to access various books. In the absence of face-to-face activities, this literacy activity only depends on the habit of reading students at home. Schools also inevitably replace this movement by digital-based literacy movement. Some parents find it was problematic to change schools without face to face. Based on a short interview conducted by the researcher, it was found that some parents also paid less attention to things outside the lesson such as this reading movement. n a study by Reginasari and Annisa it was found that one of the causes of individual negative experiences in using internet-based technology is due to a lack of digital-based literacy (Reginasari & Annisa, 2019). If the young generation is lacking in utilizing digital-based technology, they will find it hard to survive in the disruption era.

Looking at this phenomenon, this research was conduct to analyze the policies of the digital-based school literacy movement in this pandemic era. Researchers want to find out how schools can adapt to the implementation of the digital-based school literacy movement in the pandemic era. This research was conducted by analyzing the policies of the school literacy movement which then continued by examining several research papers on the school literacy movement and comparing it with the results of observations on phenomena that occur in the society. Analysis of this policy can generate input and also developments on existing policies (Octavianus, 2019). So that this policy can be grown up and improved. The results of the

existing analysis are also expected to be able to provide recommendations for existing policies.

2   Research Method

This study uses a qualitative approach through text analysis methods. The primary data used are various past studies regarding the school literacy movement along with news in the mass media about the movement and the current situation. The analysis will be conducted by starting from planning, implementation, evaluation, and improvement. So it can generate recommendations for existing policies.

3   Result and Discussion

3.1 Implementation of School Literacy Movement Policy

a) Planning

Digital literacy is an activity that is different from conventional literacy. Digital literacy is all literacy activities, namely the ability to find, evaluate, create, and employ existing information using media, tools, and digital communication networks properly (Sutrisna, 2020). Plans are the foundation of existing cycles, in which strong planning is needed. At this stage, all that needs to be done is to plan what you want to achieve and determine how you will know it (Pietrzak et al., 2015). Schools determined why digital-based literacy programs are needed to be carried out by considering student needs. After the urgency is formulated, the organization needs to determine the main vision and mission so that the process can be directed. At this stage, it is also necessary to determine the goals (expressed in a measurable form) to be achieved and the methods of achieving them (Pietrzak et al., 2015). In his writing, Sutrisna uttered how a digital literacy activity, especially in education, requires careful planning. This activity requires the participation of parents as well as the school and government. A policy will be initiated from the plan rather than the policy. This GLS policy is carried out as a movement to equip the students with the ability to understand information based on literacy experiences. This policy itself is motivated by a global phenomenon in which human resources are required to understand information literacy along with technological developments. Literacy skills are needed by the young generation to be able to adapt to change and develop their knowledge (Lifia Yola Putri Febrianti dan Oviolanda Irianto, 2017). Then, the government through Permendikbud of 2015 number 23 initiated a literacy movement in schools.

During this pandemic, GLS also cannot run according to the initial plan. In which the initial planning, GLS is carried out 15 minutes before learning begins. In the absence of face-to-face meetings, GLS can be managed digital-based. Even conventional GLS based on Ulumudin's research at the high school level in six provinces is still not optimal in planning preparation (Ulumudin, 2017). Therefore, we need an alternative modification to this movement. Schools can formulate the program for the implementation of the GLS digital program. Every potential problem and solution are discussed. The data from the previous literacy program execution can be gathered by the school which then to formulate the problems. Clear achievements are also formulated which then can be evaluated at each stage.

Digital literacy activities are transformation from conventional literacy, therefore, the role of panning is an initial step of the transformation that will be implemented.

The major planning is applied by the government to prepare the society to encounter the digital era through the digital literacy movement which will be comprehensively implemented (Hanik, 2020). This digital literacy planning is also applied in schools. In this pandemic, the digital literacy movement may become a complement to conventional movements or even become the substitute of conventional movement. The school creates a particular team to support the process of the planning cycle and to put someone with certain competence in his field. The schools can use tools such as diagrams fishbone to help them to map the core of the problem and to make the mapping process to detect the next process.

b) Implementation

The implementation of a policy is a stage that will display the result of the policy itself, this is also attached to GLS activities. Before entering into the digital literacy transformation, a conventional school literacy program will be presented first. This is relevant to Pietrzak & Paliszkiewicz who stated that stage of *do*ing is an implementation of the previous planning and that is required supervision by applying a method according to the plan (Pietrzak et al., 2015). In this stage will be found the result of the initial plan, which will be a new solution to the problem encountered. The schools can practice the written program in the plan they have formulated. A research form Fauziah showed conventional school literacy movement which is operated by an elementary school in South Tangerang was in good implementation category (Fauziah & Lestari, 2018). This is indicated by the students' absorption of information in the stage of planning, the implementation and evaluation showed a good condition on her research. Looking at that, the examples of GLS of the conventional method can be assumed to have worked. Yet, Fauziah's research has done in a metropolis which means that the closer access to the facility, etc., can be the factor that determined the success of the movement. In Hidayat, Basuki, and Akbar research in two public elementary schools in Sitirejo and Panggungrejo Malang, East Java, the existing GLS is still not optimal and has not had a real impact on students with all existing obstacle (Hidayat et al., 2018). Obstacles to GLS were also found by Batubara and Ariani in their research, they found various problems in school literacy habits in elementary school in Banjarmasin (Batubara & Ariani, 2018). Conventional GLS implementation still has gaps in its implementation.

Seeing that there are still gaps in the implementation of conventional GLS, the transformation to digital-based GLS in Indonesia will face quite tough challenges. However, this is not an impossibility to do. In his research, Hanik conveyed a *self-directed learning* model for the implementation of digital GLS at the madrasah level (Hanik, 2020). In this model, Hanik stated that schools use online learning applications, internet online media and the government provides direct learning through national TV broadcasts TVRI. Through this integrated digital activity, digital learning and literacy can be implemented for students. The self-directed learning model is initiated so that students can independently improve their literacy at home. Conventional GLS also contains this model, where children are asked to read and find information by themselves at home and school by reading books in libraries and reading corners. If this is changed to a digital basis, the school will of course provide material facilities and reading books for students. The implementation of the *do* stage can be done using indicators to help ensure the quality of implementation such as the Design of Experiment to check the designs that have been made. Stakeholder Management &

Communication also continues to do well so that any progress can be monitored. For teachers, On Job Training can be done to practice the designs that have been made.

c) Evaluation

Policies that have been implemented will be evaluated to check their achievement. This examination is a stage to see the extent to which the implementation of these changes has progressed. This stage is a time for checking the results that have been obtained from the previous stage, and it is necessary to ascertain whether the results that have been obtained have reached the goal or not (Feri & Jusuf, 2015). As in Putri & Hartini's research (2019) the evaluation stage is intended to analyze and to make reflections that are carried out in various forms, one of which is the discussion (Putri & Hartini, 2020). As well as to observe the effect, as well as to check the results achieved and whether the objectives of the plan were achieved (Pietrzak et al., 2015).

Digital-based GLS is an alternative that can be implemented to deal with the impact of the COVID-19 pandemic in the education field when schools cannot be opened for face to face. In his research, Hanik stated that an important step from GLS which focused on the digital basis is an evaluation of the learning and movements that have been conducted (Hanik, 2020). Thus, it can be seen whether the changes made are by the stated objectives.

The GLS that has been implemented so far has been evaluated and its progress has been seen. Checking can be done by *direct observation process* and using a Key Performance Indicator (KPI) to become an assessment achievement for the program that has been running at the do stage. In the research of Fauziah, Basuki & Akbar, Batubara & Ariani (2018) shows how to check the implementation of GLS. Although the results of their implementation vary, the examination or evaluation of school literacy shows the results of the implementation of the existing programs. Evaluation of digital literacy in schools may not necessarily be possible now, but based on studies of literacy research in previous schools, evaluation activities on digital literacy in schools need to be declared as a form of achievement of the activities that will be carried out. All forms of information and matters that need to be improved will be recorded and analyzed to be carried out at the next stage.

d) Improvement

The fourth stage will be a stage that is an improvement to existing policies. At this stage, observations will be made for improvement based on the implementation checks that have been done. As stated by Pietrzak & Paliszkiewicz, (2015) that if the cycle does not reach the goal, it is necessary to find the root cause and improve its implementation. In their research, Batubara and Ariani conveyed about the implementation of the literacy movement that has been done along with the existing obstacles (Batubara & Ariani, 2018). Through this research, projections to solve problems can be found, namely the obstacles that exist with this cycle. By resolving existing problems, program development could be done.

This stage is the preparation and implementation of the development and improvement of policies undertaken. Improvement is carried out to solve the problems that were formulated at the beginning. Program development is carried out so that this can answer and follow the needs of the community. In the writings of Hanik and Sutrisna (2020), both of them offer the concept of digital literacy for the world of education. The existing concept will be greatly helped if in its implementation it is managed by also paying attention to its improvement and development. Thus, the existing concept does not stop immediately but continues to develop.

Schools adopt digital-based GLS whenever possible, but need adjustments. If the school chooses to adopt this, standardization of work and process will be carried out to set new standards for the existing cycle. This becomes a new reference for the cycle that will be carried out at a later date. Besides, error-proofing can also be done to find out errors that occurred during the previous phase / previous cycle and it is used to calculate existing defects.

3.2 Discussion

Based on the above discussion, it is found that the GLS policy is not just a policy that can be carried out by the government alone. This policy also requires the participation of schools and communities. When talking about schools, the party that is in the spotlight is the principal. However, it is not only the principal who has the only role in implementing change management in schools but all school members (Wandasari, 2017). Since the principal will not be able to walk or implement this policy alone. Especially during the pandemic period where adjustments are needed. During this pandemic, learning activities in schools have changed from conventional activities to digital activities. For this reason, the participation of all school members led by the principal is very significant and inevitable.

Changes that have occurred in the world of education during this pandemic have also changed the literacy activities that exist in it. Based on the results of preliminary research on conventional literacy activities that have been implemented in several schools, there are gaps. In his research, Fauziah (2018) found that the implementation of literacy in public schools in Tangerang has been going well. However, Fauziah's findings contradict the findings of Hidayat, Basuki, and Akbar (2018) at public elementary schools in Malang area which stated that the implementation of school literacy has not been optimal. Meanwhile, Batubara and Ariani (2018) also found that the implementation of school literacy in public elementary schools still faces various obstacles and is in the habituation stage. In these three studies, it can be seen that the gap in the implementation of conventional school literacy. In elementary schools in big cities and close to Jakarta as the center of government, activities have been running well, but in schools in small cities and far from Jakarta, implementation is still not optimal. This indicates that the implementation of literacy in conventional forms is not evenly distributed. In two studies that showed that literacy was not optimal, it was found that the existing obstacles were obstacles from the school. The two studies have the same constraints, namely the lack of school participation, in this case, teachers and principals, in the implemented literacy movement. The lack of participation factor turns out to be the same obstacle faced and plays a fairly large role. Another obstacle faced is the lack of parental and community participation rates which also affect the implementation of this literacy. If conventional literacy is still having difficulties, digital literacy can be assumed to have difficulties. Especially with the lack of even existing facilities in Indonesia.

Digital literacy is a new activity in the field of education in Indonesia. This activity is not impossible to do. Sutrisna (2020) in his writing offers a digital literacy concept to do in warding off untrue news (Hoax). In the concept offered by Sutrisna, the digital literacy program can be successful by taking part in the participation of parents and the community in this program. Parental supervision is an absolute must so that students can absorb information to spread it correctly and foster critical thinking. Hanik (2020) offers the concept of self-directed learning to foster the independence of students in digital literacy. The participation of the community, government, and parents is needed in the concept that Hanik offers. Not only the participation of external parties but also internal parties, namely schools themselves are

required to fully provide various existing digital literacy facilities. If you look at the concept of digital literacy, school and community participation is something that cannot be negotiated.

The concept of digital literacy requires full participation from schools and the community, but if you look at the results of research on conventional literacy implementation, the constraints on the difficulty of implementing literacy in schools are school participation and also the community and parents. Thus, if there is a change from conventional literacy models into digital form, it will require very hard work in practice. Looking at this problem, the policy of the digital-based school literacy movement is a policy that is inevitably implemented in the pandemic era. Even though the conventional GLS alone, there is still much lack of optimization of implementation and a lack of literacy materials in some areas (Wulandari, 2017). However, the concept of digitization cannot be avoided considering the needs of the times and also the existing pandemic situation.

Cycles that are based on continuous improvement can be an alternative in changing management from conventional literacy to digital literacy, so schools can continue to improve if there are mistakes and improve their implementation. This cycle can also help increase the participation of all parties. This is because in this cycle when a plan is implemented, that is, the implementation will be examined. The results of this examination can be disseminated to all parts of the school, namely teachers, school principals, and school members as well as the community and parents. With this transparency, schools can provide recommendations when there is a lack of implementation that has been done. This is expected to be able to build a paradigm of involving all parties, from schools, parents, and the community. So that existing digital literacy can be implemented and developed according to the needs of schools and students.

Another problem in the form of a lack of facilities can also be overcome by this cycle. starting from school planning can calculate the facilities owned. Then the implementation is carried out with existing facilities. Checking the implementation results will show where the lack of existing facilities is. At the final stage, schools can find the root of the problem so that corrective action can be taken by the conditions and come up with creative and innovative ideas to solve the problems or obstacles faced. Thus, when the school plans to change conventional literacy to digital literacy, the existing needs and conditions can be taken into account to accommodate all the needs of students.

4 Conclusion and Suggestion

4.1 Conclussion

The school literacy movement is a program that helps improve students' literacy. With the COVID-19 pandemic, it forces schools to change the format of this literacy movement from conventional methods to a digital basis. In several studies, it has been shown that the implementation of conventional literacy is still uneven in Indonesia and faces various challenges and obstacles. Changing to a digital base will of course also face more obstacles. Moreover, the existing facilities are not evenly distributed. This transformation needs to be managed properly. Because even conventional GLS still has many shortcomings. For this reason, the success of this Movement requires cooperation from various parties, namely schools, government, and society.

4.2 Suggestion

Suggestions that can be given to schools are to be able to plan their needs carefully, then implement policies according to planning and evaluate them regularly and then develop them. This process must be able to accommodate the needs as well as the resources they have so that program planning does not appear to impose the will of the school and instead make parents and the community antipathy. For this reason, schools should do well and open calculations in each cycle and carry out intense communication with parents according to the established protocol.

The government is also expected to complement existing facilities. The disparity in school facilities at the regional and central levels is very visible. If the facilities cannot be fully supported, at least the provision of books in digital and physical form can be added so that all schools have the same literacy capital.

References

[1]   Atmazaki, Ali, N. B. V., Muldian, W., Miftahussuri, Hanifah, N., Nento, M. N., & Akbari, Q. S. (2017). *Panduan Gerakan Literasi Nasional*. Kementrian Pendidikan dan Kebudayaan.

[2]   Batubara, H. H., & Ariani, D. N. (2018). Implementasi Program Gerakan Literasi Sekolah Di Sekolah Dasar Negeri Gugus Sungai Miai Banjarmasin. *Jurnal Pendidikan Sekolah Dasar*, *4*(1), 15. https://doi.org/10.30870/jpsd.v4i1.2965

[3]   Chitkushev, L., Vodenska, I., & Zlateva, T. (2014). Digital Learning Impact Factors: Student Satisfaction and Performance in Online Courses. *International Journal of Information and Education Technology*, *4*(4), 356–359. https://doi.org/10.7763/ijiet.2014.v4.429

[4]   Fauziah, G., & Lestari, A. W. (2018). Movement civilization of information literacy at primary school in Tangerang Selatan. *Edulib : Journal of Library and Information Science*, *8*(2), 167–179.

[6]   Feri, R., & Jusuf, A. (2015). Peningkatan Mutu Pendidikan Kedokteran dan Siklus PDCA : Plan – Do – Check – Action. *Perpipki*, *5*(1), 17–22.

[7]   Hanik, E. U. (2020). Self Directed Learning Berbasis Literasi Digital Pada Masa Pandemi Covid-19 Di Madrasah Ibtidaiyah. *ELEMENTARY: Islamic Teacher Journal*, *8*(1), 183. https://doi.org/10.21043/elementary.v8i1.7417

[8]   Hidayat, M. ., Basuki, I. ., & Akbar, S. (2018). Gerakan literasi Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *3*(6), 810–817. http://journal.um.ac.id/index.php/jptpp/article/view/11213

[9]   Joko, B. S. (2019). Dampak Kebijakan Gerakan Literasi Sekolah Sebagai Upaya Menumbuhkan Minat Baca Siswa SMA di Kota Balikpapan. *Jurnal Penelitian Kebijakan Pendidikan*, *12*(2), 123–141.

[10]   Lifia Yola Putri Febrianti dan Oviolanda Irianto. (2017). Pentingnya Penguasaan Literasi bagi Generasi Muda dalam Menghadapi Mea. *Education and Language International Conference Proceedings*, 640–647. http://jurnal.unissula.ac.id/index.php/ELIC/article/view/1282

[11]   Muthmainnah, Fajriana, & Siska, D. (2017). Pemanfaatan Teknologi Informasi Untuk Meningkatkan Kualitas Pembelajaran. *TECHSI - Jurnal Teknik Informatika*, *9*(2), 65–77. https://doi.org/10.29103/TECHSI.V9I2.214

[12]   Octavianus, S. (2019). The Cultivation of Indonesia's Education Financing Policy in Disruption Era. *International Journal of Advances in Social and Economics*, *1*(1), 16.

https://doi.org/10.33122/ijase.v1i1.36

[13] Peraturan Menteri Pendidikan dan Kebudayaan Tahun 2015 Nomor 23 Tentang Penumbuhan Budi Pekerti

[14] Pietrzak, M., Paliszkiewicz, J., & Klepacki, B. (2015). The application of the balanced scorecard (BSC) in the higher education setting of a Polish university. *Online Journal of Applied Knowledge Management*, *3*(1), 151–164.

[15] Putri, D. W. A., & Hartini, N. (2020). Implementation of Lesson Study Based on PDCA Concept in Improving Professionalism Teacher. *3rd International Conference on Research of Educational Administration and Management*, *400*(Icream 2019), 61–63. https://doi.org/10.2991/assehr.k.200130.140

[16] Reginasari, A., & Annisa, V. (2019). Menggali Pengalaman Menggunakan Teknologi Berbasis Internet Dalam Mempersiapkan Indonesia Menuju Industri 4.0. *Jurnal Penelitian Kebijakan Pendidikan*, *11*(3), 183–196. https://doi.org/10.24832/jpkp.v11i3.211

[17] Rohman. (2017). Membangun Budaya Membaca Pada Anak Melalui Program Gerakan Literasi Sekolah. *Jurnal Pendidikan Dan Pembelajaran Dasar*, *4*, 151–174.

[18] Sutrisna, I. P. G. (2020). Gerakan Literasi Digital Pada Masa Pandemi Covid-19. *Stilistika: Jurnal Pendidikan Bahasa Dan Seni*, *8*(2), 268–283. https://doi.org/10.5281/zenodo.3884420

[19] Ulumudin, I. (2017). Penguatan Gerakan Literasi Sekolah. *Jurnal Penelitian Kebijakan Pendidikan*, *10*(3), 141–155. https://doi.org/10.24832/jpkp.v10i3.241

[20] Wandasari, Y. (2017). Implementasi Gerakan Literasi Sekolah (Gls) Sebagai Pembentuk Pendidikan Berkarakter. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, *2*(2), 325–343. https://doi.org/10.31851/jmksp.v2i2.1480

[21] Wiedarti, P., Kisyani, L., Retnaningdyah, P., Dewayani, S., Muldian, W., Sufyadi, S., Roosaria, D. R., Faizah, D. U., Sulastri, Rahmawan, N., Rahayu, E. S., Yusuf, R. A., & Antoro, B. (2016). *Desain Induk Gerakan Literasi Sekolah*. Direktorat Jenderal Pendidikan Dasar dan Menengah Kementrian Pendidikan dan Kebudayaan. https://doi.org/10.1017/CBO9781107415324.004

[22] Wulandari, R. (2017). Implementasi Kebijakan Gerakan Literasi Sekolah Di Sekolah Dasar Islam Terpadu Lukman Al Haim Internasional. *Jurnal Kebijakan Pendidikan UNY*, *6*(3), 319–330.