

Teachers' Experiences in Implementing the School Literacy Movement (GLS): An Investigation of Junior High School Literacy Programs in Indonesia

Puji Lestari^{1,2,*}, Anik Ghufron¹ & Herman Dwi Surjono¹

¹Graduate School, Yogyakarta State University, Yogyakarta, Indonesia

²Faculty of Adab and Cultural Sciences, Sunan Kalijaga State Islamic University Yogyakarta, Yogyakarta, Indonesia

*Correspondence: Graduate School, State University of Yogyakarta, Faculty of Adab and Cultural Sciences, Sunan Kalijaga State Islamic University Yogyakarta, Indonesia. E-mail: puji20pasca.2018@student.uny.ac.id

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Abstract

This study explores the experiences of junior secondary school teachers in Indonesia who have implemented the School Literacy Movement (GLS). The study focuses on teachers' perceptions of GLS, its implementation, and its challenges. This study used a phenomenological approach involving 20 teachers to share their insights on the research topic. Data analysis was conducted through a qualitative research paradigm using ATLAS.ti 9 software. The tool facilitated the study of participants' transcripts and documentation, enabling the verbal expression of essential phrases or sentences, the identification of meanings and themes, and the combination of these elements into a comprehensive and insightful description. This study found that teachers implemented incomplete stages of GLS, driven by their limited perception of the program, which focused more on general reading skills. Their planning and implementation of GLS was superficial, and they faced significant issues such as time, evaluation, teacher workload, limited interaction or lack of training, and low student interest in reading. Challenges include limited learning resources and access and an unsupportive environment, facilities, and infrastructure.

Keywords: teacher experience, School Literacy Movement (GLS), literacy program

1. Introduction

At the junior secondary school level (age 15), Indonesian learners' reading comprehension (in addition to mathematics and science) is assessed by the Organisation for Economic Cooperation and Development (OECD) in the Programme for International Student Assessment (PISA). Despite notable efforts to enhance the country's literacy rate, including curriculum revisions, teacher training, and the promotion of literacy initiatives, Indonesia still faces significant challenges in this regard (Kemendikbud, 2016b). However, Indonesia has an unsatisfactory literacy profile, as shown by the Progress International Reading Literacy Study (PIRLS) and the PISA report. The literacy level of students (15 years old) is ranked 72nd out of 78 countries (PISA, 2019).

The Programme for International Student Assessment (PISA) 2009 revealed that Indonesian students were placed 57th with a score of 396, which was below the Organisation for Economic Cooperation and Development (OECD) average score of 493. Similarly, the PISA 2012 assessment demonstrated that Indonesian students were positioned 64th with a score of 396, which was also below the OECD average score of 496 (PISA, 2019). A total of 65 countries participated in PISA 2009 and 2012. The two results demonstrate that the educational practices implemented in schools have not fulfilled the school's function as a learning organization, which is to facilitate the development of reading skills in all its citizens, thereby enabling them to engage in lifelong learning.

In order to further enhance these conditions, the Indonesian Ministry of Education and Culture enacted Ministerial Regulation No. 23/2015 on character building, which serves as the foundation for the School Literacy Movement (GLS). This policy establishes the framework for students' character development as the culmination of the GLS initiative, emphasising the necessity for a tripartite approach involving the direct involvement of schools, families, and communities in the movement. The program encourages students to develop basic 21st-century literacy skills,

including reading and writing, as well as science, financial, numerical, digital, cultural, and citizenship literacy.

After three years of implementing the national literacy movement, the Ministry of Education and Culture conducted at least three policy studies to investigate students' reading skills index and literacy activities in each province in Indonesia. The survey by Kemdikbud's Language Development Agency (2018) showed that the reading ability of grade nine students in 34 provinces was satisfactory (489 out of 800 on a PISA-like test). However, it was still below the average PISA score. Correspondingly, the results of a study conducted by Kemdikbud's Center for Studies and Policy (2018) found that literacy activities in all provinces in Indonesia were also unsatisfactory. None of the 34 provinces reached the desired high level (>652), only nine provinces (26%) reached the medium level, and most (71%) were unsatisfactory. Similarly, the Center for Assessment and Evaluation of Kemdikbud (2017) in (Mayuni et al., 2020) indicated that students' literacy skills were unsatisfactory (46.83%) as indicated by INAP or the Indonesian National Assessment Program. In this regard, these findings suggest that more efforts and effective strategies are needed to accelerate literacy in this vast country with its complexity of demographic and geographical issues.

Literacy skills should be owned, mastered, and embedded in students for lifelong learning. Improving students' literacy skills is a challenging task. It is a process that begins at birth and continues to develop throughout a child's lifetime (Sénéchal & LeFevre, 2002). With literacy, students know how to use information and can use it effectively in solving problems. People who have these literacy skills are called information-literate. Those who have developed information literacy skills will be well-positioned to engage in lifelong learning, as they will be able to locate the information required to inform their decisions and actions. Therefore, information literacy should be a priority in education as students support the importance of information literacy skills.

It is estimated that school activities could be more optimal in developing the literacy skills of school members, especially teachers and students. This is caused, among other things, by the need to understand the importance of literacy skills in their lives and the lack of use of books in schools other than textbooks. School reading activities are still limited to textbooks and do not involve different types of reading (Masitoh, 2018).

Teacher commitment is needed to implement the School Literacy Movement (GLS), which is inseparable from the literacy drive team at school, where one of the teams is the teacher (Rahayu, 2016). Based on the findings of Harahap et al. (2017), teacher commitment will affect whether or not the literacy program runs at school. Poor teacher cooperation and commitment will hinder the implementation of the school literacy program. Therefore, it is necessary to explore teachers' experiences in implementing GLS.

This study aims to explore teachers' experiences in implementing the School Literacy Movement (Gerakan Literasi Sekolah, GLS) in Indonesia. In investigating teachers' perceptions of GLS, this study will uncover factors that influence teachers' perceptions. Identifying the challenges teachers face in implementing GLS can bring out the difficulties and problems experienced by teachers in the implementation process. With the findings on the factors, implementation practices, and challenges in implementing GLS, this study aims to assist policymakers in better understanding the problems that become obstacles to implementing GLS. It also aims to contribute to developing GLS planning and innovation, especially in implementing GLS in Indonesia.

2. Literature Review

2.1 School Literacy Movement

The conventional understanding of literacy is that it encompasses the ability to read and write. In this context, an individual may be considered literate if they possess the capacity to write or are not affected by illiteracy (Fath et al., 2018). Literacy is an indispensable life skill. A significant proportion of the educational process is contingent upon the development of literacy skills and the fostering of literacy awareness (Pujiati et al., 2022). The literacy culture that is embedded in learners has an impact on their level of success, both within the context of the educational system and in their social interactions (Syahidin, 2020). The most fundamental aspect of literacy practice is reading. The development of reading skills provides the foundation for learning a multitude of other subjects. This capacity is of paramount importance for learners' intellectual development. The act of reading allows learners to assimilate knowledge and gain insight into the world, which in turn benefits their lives (Syahidin, 2020). It is erroneous to consider literacy as a standalone concept, divorced from the sphere of education. Literacy is a means of enabling students to recognize, understand, and apply the knowledge they acquire at school (Herliani et al., 2020).

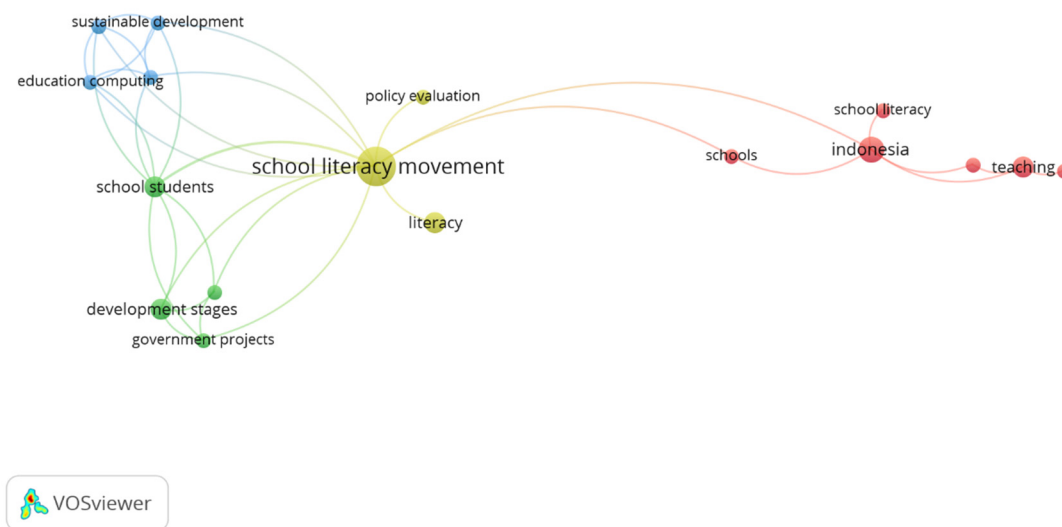


Figure 1. Visualization of Literature Review

Figure 1 presents the findings of an analysis of prior keyword research, including the School Literacy Movement. As illustrated in Figure 1, the preceding research indicates that the study of the School Literacy Movement is situated in the middle of the diagram, signifying that the survey has been extensively investigated. In the context of GLS, school literacy can be defined as the capacity to access, comprehend, and utilise information effectively through a range of activities, including reading, viewing, listening, writing, and speaking (Wandasari, 2017). The school literacy movement represents a comprehensive and sustainable initiative with the objective of transforming schools into learning organizations where all citizens are equipped with the skills to engage with literature throughout their lives. This is to be achieved through the involvement of the wider public (Rochmah & Bakar, 2021). A school that is a literate learning organization is enjoyable and welcoming to children, where all members of the community demonstrate empathy, care, a spirit of curiosity, and a love of knowledge. It is a place where communication is encouraged and where individuals can contribute to their social environment (Mirnawati, 2023). The School Literacy Movement (GLS) is not solely concerned with reading books; its applications extend to the Compulsory Reading Curriculum, which is derived from the School Literacy Movement Implementation Support Manual. When children reach elementary school, they are assisted in learning to read correctly. They must maintain total concentration while reading (Zumratun, 2022).

In some cases, individuals may require a certain degree of concentration when reading a book, similar to the focus needed when reading the news in a newspaper. Upon inquiry as to whether he had pursued academic studies, He responded in the affirmative. "I have acquired a comprehensive knowledge of the subject matter up to its conclusion." In reality, he had merely skimmed the text. It is recommended that the reader should practice focused reading, carefully repeating any sentences that they do not understand. It is advisable to pause and repeat the material until a satisfactory level of comprehension is achieved. Once you have completed your reading, formulate questions pertaining to the chapter's theme and record the chapter's essential points in your own words. This approach allows one to guarantee that the requisite study has been undertaken seriously (Wandasari, 2017). The concept of literacy can be divided into four distinct levels: performative, functional, informational, and epistemic. The School Literacy Movement (GLS) aims to engage all stakeholders within the educational ecosystem, including members of the school community and wider society.

As one of the movements that aims to reinforce moral development, the School Literacy Movement (GLS) incorporates the practice of reading 15 minutes of non-subject books. The level of students is taken into account prior to the commencement of learning hours. The objective of this activity is twofold: firstly, to cultivate students' interest in reading and secondly, to enhance their reading abilities, thereby improving their overall knowledge (Pujiati et al., 2022).

3. Methodology

3.1 Research Design

This research employs a qualitative methodology with a phenomenological orientation. Phenomenology can be defined as the study or investigation of the manner in which an entity presents itself to us in a pre-reflective experience or life. The objective of this research is to elucidate the perceptions and challenges encountered by teachers in the implementation of the School Literacy Movement (GLS). The aim of this study is to identify teachers' perceptions in depth and in detail through an analysis of their experiences of implementing the GLS. The research was conducted over a six-month period, from April to September 2023. It is anticipated that this research will provide a foundation for further studies, particularly in the development of Indonesia's School Literacy Movement (GLS).

3.2 Sample and Data Collection

The research participants were 20 junior high school teachers from 10 provinces in Indonesia, in accordance with the recommended sample size (Polkinghorne, 1989). It is recommended that researchers conduct interviews with a sample size of between five and twenty-five individuals who have all experienced the phenomenon. The participants were selected based on three criteria: gender, junior high school in Indonesia, and involvement in the school literacy program. The participants were comprised of nine male and eleven female teachers. The sample comprised seven public junior high school teachers and thirteen private junior high school teachers.

Data were collected via individual, in-depth interviews (Creswell et al., 2007). Interviews were conducted for a duration of between 60 and 90 minutes in order to elicit responses pertaining to the following aspects: 1) Teachers' perceptions of GLS and its implementation; 2) The challenges they faced in implementing GLS. During the interview, the researcher also undertook a detailed examination of the GLS documents produced by the participants, with a view to obtaining data or information pertaining to the planning and practice of GLS. Furthermore, the researcher endeavored to establish a conducive atmosphere in which participants would feel comfortable and at ease and would, therefore, feel free to answer any questions that might be posed (Moustakas, 1994).

3.3 Analyzing of Data

The analysis of the participants' transcripts was conducted in accordance with a phenomenological approach (Colaizzi, 1978). The transcripts were subjected to repeated reading in order to achieve a comprehensive understanding of the participants' perspectives. The researcher identified sentences from each transcript that were deemed to be of significance in relation to the teachers' experiences of implementing the School Literacy Movement (GLS). Subsequently, the researcher constructed interpretations based on the statements and phrases that were identified as being particularly significant. Subsequently, the formulated meanings were grouped into themes (common themes) that were applied to all participants' transcripts. Subsequently, the results of the theme grouping were subjected to a detailed description based on the phenomenon. Once the descriptions and themes had been established, the researcher conducted a second meeting with several participants to validate the findings. Should new pertinent data emerge, it was incorporated into the final description.

The process of analytical reduction, whereby the experiences of teachers in implementing GLS were distilled into a concise form, constituted an essential element of the data analysis in this study. The researcher employed the ATLAS.ti 9 software to analyse the data, undertaking the following steps: 1) The creation of heuristic units; 2) The inputting of data through the creation of several key documents; 3) The selection of data and the generation of multiple quotations; 4) The provision of coding; 5) The creation of network images; 6) The creation of memos through the commenting on each data set; and 7) The production of output in the form of data presentation and visualisation.

The methodology is guaranteed to be reliable through a process of verification, validation, and assessment for validity (Meadows & Morse, 2005). Verification is conducted through a process of literature searches, employing a phenomenological approach, categorising experiences, taking field notes, utilising appropriate samples, identifying negative cases, and conducting interviews until data integrity is achieved (Crabtree & Miller, 2023; Meadows & Morse, 2005). Validation is the process of assessing a project that has been conducted through the utilisation of an array of data collection techniques, including interviews and document analysis. Moreover, validation may be conducted through the analysis of data by more experienced researchers, the confirmation of participants and key informants, and the examination of audit trails. Validity represents a research objective based on a review of the relevant literature.

4. Results

A synthesis of the findings from the in-depth interviews and documentation studies reveals several key insights. Firstly, there is a clear perception among teachers of the value of GLS and its implementation. Secondly, there are a number of challenges that teachers face in implementing GLS.

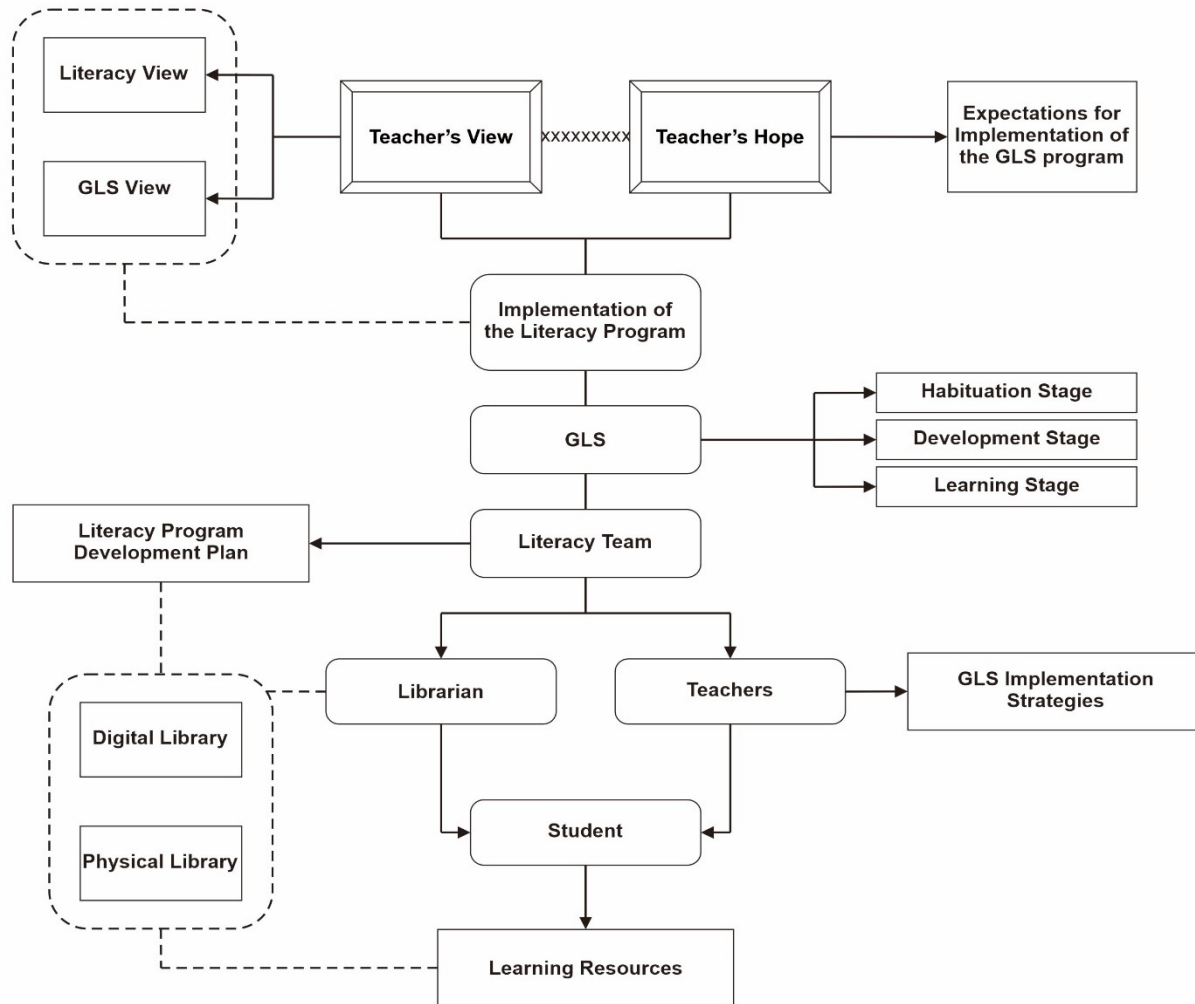


Figure 2. Network of Research Findings

4.1 Teachers' Perceptions of the School Literacy Movement (GLS) and Its Implementation

Talking about the School Literacy Movement (GLS) in Indonesia must be distinct from teachers' views on students' literacy skills and characteristics. GLS is a comprehensive effort to make schools learning organizations whose citizens are lifelong literate through public involvement (Kemendikbud, 2016). Schools must equip students to develop their literacy competencies through three stages (Kemendikbud, 2016). The implementation of GLS comprises three stages. The first, the habituation stage, cultivates interest in reading through a 15-minute reading activity. The second stage, the development stage, facilitates the enhancement of literacy abilities through the utilization of activities that are responsive to enrichment books. The third stage, the learning stage, optimizes the improvement of literacy competencies across all academic disciplines through the integration of enrichment books and reading strategies in all subjects.

There is considerable diversity in the understanding of junior high school teachers in Indonesia with regard to GLS. The majority of teachers perceive GLS to entail students reading non-lesson books (such as novels, short story

collections, popular scientific books, magazines, comics, etc.), followed by the preparation of a resume of the books read. Other teachers understand GLS as the ability to comprehend texts and relate them to personal experiences, think critically, and cultivate communication skills through activities responding to texts in enrichment books and textbooks. The study demonstrates that the majority of teachers require a more comprehensive understanding of their role in literacy enrichment, as they perceive this responsibility to fall primarily on the Indonesian language teacher. This understanding will undoubtedly influence teachers in their planning and implementation of GLS.

"Our school has a reading interest development program. Every two weeks, children are asked to borrow a book from the library and then make a review of the book they borrowed." (Teacher 5; Teacher 10; Teacher 14; Teacher 15; Teacher 17)

"There are weekly and monthly literacy programs. There are also literacy innovations and literacy celebrations. The literacy movement promotes achievement through reading, writing, and ICT literacy. All these programs support the growth of students' interest in reading." (Teacher 3; Teacher 18)

"We have reading 10 minutes before the lesson at our school. But we just read." (Teacher 1; Teacher 2; Teacher 4; Teacher 6; Teacher 7; Teacher 8; Teacher 9; Teacher 11; Teacher 12; Teacher 13; Teacher 16; Teacher 19; Teacher 20)

The literacy program is designed to cultivate students' enthusiasm for reading and enhance their reading abilities, thereby facilitating more effective knowledge acquisition. The successful implementation of each phase of the GLS initiative hinges on the effective accomplishment of the indicators associated with the activities conducted at each stage. It is imperative for students to consistently refine their literacy skills to navigate the intricate challenges posed by an ever-evolving information landscape (Gleason, 2018). In reality, some junior high school teachers in Indonesia have implemented GLS but have yet to fully implement each stage of GLS. As a result, the implementation of GLS has been different than expected.

Table 1. Number of Schools Based on GLS Implementation

Implementation of the School Literacy Movement (GLS)	Number of Schools
The school has implemented GLS at the habituation stage	13
The school has implemented GLS at the development stage	5
The school has implemented GLS at the learning stage	2

4.2 Challenges Faced by Teachers in Implementation

It is to be expected that teachers will encounter difficulties when implementing the School Literacy Movement (GLS). Even schools that have successfully implemented GLS at the habituation, development, and learning stages still require assistance in implementing GLS (Davis & Petrowski, 2010). It is stated that literacy has experienced an expansion of meaning concerning "life skills" in various sectors of human life. Literacy extends to educational practices, ideology, politics, economy, society, culture, and technology. Through the dynamics that develop, literacy also evolves according to the challenges of the times (Sudiyono, 2007). (Sudiyono, 2007). The problems in implementing the GLS are described in Table 2.

Table 2. Problems in the Implementation of the School Literacy Movement (GLS)

Stages in GLS	Problems faced	Problems faced
Familiarization stage	<ul style="list-style-type: none"> Schools have not been committed to implementing GLS Teachers have not been consistent and disciplined in implementing the GLS program (such as no student reading journal) Students are confused about choosing books to read; Book collections at school are less attractive, less updated, and the collection is small 	<ul style="list-style-type: none"> GLS is inferior to other school programs Not enough time to implement the 15-minute reading activity The 15-minute reading activity lacks the presence of role models, including principals, teachers, and other educators The physical library's location is not optimally strategic

	<ul style="list-style-type: none"> • The level of interest among students in reading remains relatively low • Students' comprehension of reading remains inadequate • Students lack focus in reading; 	<ul style="list-style-type: none"> • There is no reading corner in each class, no comfortable reading area, and no school environment that supports the GLS program, such as campaign posters about the importance of reading and creating text-rich materials displayed in classrooms • The school has not engaged with the public, including parents, alums, and members of the local community, in the development of this initiative
Development stage	<ul style="list-style-type: none"> • There is no school literacy team to design, manage, and evaluate literacy learning activities • The 15-minute reading activity is assigned to one of the teachers • The implementation of the 15-minute reading activity has not been disciplined • There is no follow-up to GLS at the development stage (students must summarize what they read) • There is no portfolio containing a collection of response journals 	<ul style="list-style-type: none"> • Teachers are confused in evaluating GLS • Teachers feel that they lack time to evaluate GLS • It should be noted that there are no academic activities that support literacy activities, such as tours of historical objects or visits from the mobile library • There is no celebration of certain days or national days with a literacy theme
Learning stage	<ul style="list-style-type: none"> • Teachers lack readiness in teaching (lesson plans are only made ideally); • Limited learning resources • Teacher's strategy in teaching is lacking • Teachers are less creative; 	<ul style="list-style-type: none"> • Inadequate learning facilities • Unsupportive learning media • Teachers have difficulty in evaluating students

Fanani et al. (2017) state that there are factors measured in implementing the School Literacy Movement (GLS), namely internal and external factors. School internal factors are students, infrastructure, availability of funds, and understanding of educators and education personnel towards GLS. External school factors include community support, family support, and government support. About this, the problems they face can be categorized as follows:

4.3 Significant Problems in Implementing GLS

Most of the significant problems identified by teachers in implementing GLS were problems related to GLS evaluation, teacher load, teachers' limited exposure to literacy, and students' low interest in reading. This is in line with research (Baptista et al., 2024; P. S. Chen, 2023; S. Chen et al., 2020; De Carvalho, 2012; Hainey et al., 2010; Palha & Matić, 2023; von Gillern et al., 2024; Yang & Kuo, 2022) the challenges teachers face in implementing GLS, the impact of the evaluation process, the factors that lead to teachers' limited understanding of literacy, and strategies to improve students' interest in reading within the GLS framework are important considerations that warrant further investigation. The implementation of GLS to enhance literacy capabilities, particularly fostering reading interest, has not yielded the anticipated level of efficacy in educational settings. This is due to the fact that some educators possess inadequate or disparate literacy comprehension skills. Effective literacy strategies necessitate that educators possess a comprehensive understanding of reading instruction methodologies (Firmansyah et al., 2020; Main et al., 2023). However, the majority of teachers, particularly those teaching in secondary schools, have limited knowledge of effective reading instruction techniques. This deficiency impedes the implementation of the literacy programme. It is the responsibility of educators to serve as role models for their students. It is of the utmost importance for teachers to set a positive example for their students by reading themselves when they require the students to read.

Furthermore, the literacy tradition has yet to develop coherently among some teachers. This is consistent with the observation that students have not been adequately trained in the skills required for skillful reading. There is a lack of motivation related to the importance of literacy and the value of lifelong learning. Students' media and digital literacy skills are mainly limited to seeking entertainment, tend to be satisfied with a single source of information, and often

display a lack of initiative and motivation, which in turn impedes the growth of creativity and innovation in students. Furthermore, the teachers identified time constraints, limited resources, and a lack of training as significant challenges encountered on a daily basis.

"Sometimes on Wednesdays, it is not implemented because there are other school activities." (Teacher 1; Teacher 8; Teacher 16; Teacher 19)

"There are many students. Reading the reviews manually is also quite time-consuming. If you have to compare it with previous students' reviews, it's a bit difficult, Mom." (Teacher 1; Teacher 5; Teacher 14)

"When it's time to read, the students talk to themselves." (Teacher 2; Teacher 4; Teacher 8; Teacher 10; Teacher 16; Teacher 19; Teacher 20)

"It is difficult to control the students and make sure the children are reading. Because the interest in reading is lacking." (Teacher 4; Teacher 10; Teacher 17, Teacher 19; Teacher 20)

"The teacher is also lazy to read, Mom. Hehehhe" (Teacher 7; Teacher 8)

"Sometimes the reviews that students make are like copying what's in the book." (Teacher 17)

"The content of the book differs from that of the source material. In some cases, the information sought is not found, or not found in a timely manner; due to a lack of reading. Therefore, it is advisable to select a source that is both practical and reasonable. Books that have been read can be searched directly on the internet." (Teacher 4)

4.4 Challenging Aspects of GLS Implementation

Similarly, the obstacles encountered by educators in implementing GLS were also elucidated, namely the surrounding environment, the available facilities, and the infrastructure. Some teachers identified several shortcomings of the school library. These included limited accessibility, a lack of engaging and up-to-date reading material, and a relatively small collection. This makes it challenging for students to find suitable reading material to support their studies. The availability of reading corners in classrooms and literacy-rich environments is an important aspect in building literacy in general and the success of reading programmes in particular (Kemendikbud, 2016). The results of research conducted by (Gabriel & Mpofu, 2024; Short, 2013) demonstrate that the availability of reading corners and literacy-rich environments in classrooms is essential to encourage literacy development, improve reading skills and create a reading culture among students. However, in practice, some educational establishments are reluctant to provide this support due to limited space and the prevailing school environment. Furthermore, some schools do not seek external assistance in implementing literacy programmes.

"The library in our place is still lacking; the collection is just that. So children are not interested in going to the library" (Teacher 1; Teacher 5; Teacher 8; Teacher 9; Teacher 13; Teacher 15; Teacher 16; Teacher 17; Teacher 18; Teacher 19; Teacher 20)

"So far, if you look at the library, that's the only thing. The books are old, and indeed, interest in reading is lacking. And the library is upstairs, so sometimes the children are too lazy to walk upstairs." (Teacher 2)

"As for the reading corner in the classroom, yes, for now, there is none. It is limited in space" (Teacher 12)

"We have not yet invited parents in this literacy program" (Teacher 1; Teacher 5; Teacher 8; Teacher 9; Teacher 13; Teacher 15; Teacher 16; Teacher 17; Teacher 18; Teacher 19; Teacher 20).

5. Discussion

The research findings have highlighted the issues and challenges junior secondary school teachers face in the literacy program. This provides an in-depth insight into the implementation of GLS in Indonesia. It is anticipated that GLS will be able to mobilize school residents, education stakeholders, and the wider community to participate in initiatives aimed at fostering a culture of literacy in schools, enhancing the capacity of residents and the school environment to become literate, transforming schools into vibrant and child-friendly learning hubs, and ensuring the long-term sustainability of learning by providing a diverse range of reading materials and accommodating various reading strategies (Kemendikbud, 2018). Furthermore, it is anticipated that the establishment of a culture of literacy in educational institutions will foster greater awareness among this nation's younger generation of the significance of information literacy in the context of an increasingly modern era (Cheng, 2017). Furthermore, UNESCO (2003) posits that information literacy is a fundamental prerequisite for social participation and is an integral aspect of the human right to lifelong learning. The significance of information literacy for lifelong learning is similarly

underscored in the Alexandria Proclamation on Information Literacy and Lifelong Learning (2005). This proclamation posits that information literacy is the foundation of lifelong learning, whereby individuals are equipped with the ability to search, evaluate, utilize, and create information, thereby enabling them to make evidence-based decisions that promote safety and well-being.

Many research findings reveal the importance of focusing on information literacy and lifelong learning ((Massis, 2011; Asari et al., 2018; Setyaningsih et al., 2019; Masitoh, 2018). Information literacy and lifelong learning have an exciting relationship because they have mutually beneficial strategies mutually beneficial strategies. If one of them is improved, both results will be better. If information literacy is a set of skills, then lifelong learning is a habit that requires that set of skills. Students with these two concepts/principles are highly self-motivated and self-directed.

Massis (2011) States that the relationship between information literacy is primarily with lifelong learning, and collaboration between librarians and all levels of society is essential in realizing the information literacy stage. The same thing is shown by the Regulation of the Library of the Republic of Indonesia No. 4 of 2021 concerning the Literacy Academy, which states that the library is a source of learning and provides information services in activities to acculturate fond of reading and literacy.

Regarding the challenges in implementing GLS, Indonesia is now literate because the percentage from year to year is also shrinking, and the majority of the population can read. So, the problem lies with those who can read but are reluctant to read. The unwillingness to read is called alliteration, and this happens because there is no motivation to read, and environmental factors also prevent literacy behavior.

As for library institutions (Halid et al., 2017), information literacy is a proactive effort from the library so that students can better know and optimally utilize the types of services, facilities, and library collections in implementing GLS. Not only that, the strategy for implementing GLS must also be carried out by the literacy mobilizer team, where one of the teams is the teacher and librarian, in the form of a plan to build a school literacy culture. Furthermore, creating a literacy culture in schools should focus on three things (Beers et al., 2009). conditioning a literacy-rich physical environment, striving for a social and practical literacy environment as a model of literate communication and interaction, and building a literate academic environment.

The literacy-rich physical environment is supported by providing fiction and nonfiction books in physical and digital libraries and reading corners in classrooms, displaying students' work at school. The principal's leadership in the literacy program supports a literate, social, and compelling literacy environment, involving teachers and librarian in the literacy program and rewarding students' academic and non-academic achievements. A literate academic environment by implementing various programs for literacy habituation, applying literacy strategies in learning, forming a school literacy team, and collaborating with internal parties.

6. Conclusion, Implications and Future Research

This research will shed light on junior high school teachers' perceptions of Indonesia's School Literacy Movement (GLS). This study also reveals the problems and challenges junior high school teachers face in implementing GLS in Indonesia. This research describes teachers' experiences in implementing GLS. This report has described and highlighted teachers' experiences from two perspectives: junior secondary school teachers' perceptions of implementing GLS in Indonesia and the challenges they face in implementing GLS.

In short, teachers have various understandings of GLS in Indonesia. This understanding will undoubtedly affect teachers' implementation of GLS. The challenges they face lead to the growth of interest in reading, which leads to lifelong learning and the need for information literacy services. This happens because there is no motivation, environmental factors that do not read or support literacy behavior, and the lack of facilities and limited infrastructure.

The significance of this research is that it offers in-depth insight into the implementation of the School Literacy Movement (GLS) in Indonesia, reflecting a positive perception among teachers regarding the importance of GLS, yet facing numerous challenges. The study revealed that despite the implementation of GLS at the habitatory, developmental, and instructional stages in numerous schools, its implementation often remains suboptimal. The primary challenges include a lack of teacher understanding of their role in enriching students' literacy, limited facilities such as uninspiring book collections, and a low level of student reading interest. Furthermore, the lack of time, resources, and training also presents a significant challenge to the implementation of GLS. This study emphasises the crucial role of teachers as role models for literacy, the importance of fostering a supportive literacy culture within schools, and the necessity of community and family involvement in supporting literacy programmes.

To ensure the success of GLS in enhancing students' literacy skills in the modern information age, a collaborative approach between schools, libraries, and external stakeholders is essential.

The limitations of this study stem primarily from its reliance on qualitative data collected through in-depth interviews and documentation, which may not fully capture the broad perspectives of different schools in Indonesia. The sample size, while informative, is limited and may not be representative of all schools implementing the school literacy movement (GLS) in the country. In addition, the study does not explore the perspectives of students, parents or policymakers, which could have provided a more holistic understanding of the challenges and opportunities of GLS implementation. Another limitation is the potential bias in teacher self-reporting, as teachers may have provided responses influenced by social desirability or institutional pressures. Finally, the study focuses on a specific time period and geographical area, which limits its generalisability to other regions or contexts with different literacy practices or educational policies.

Future research should explore the effectiveness of various strategies to enhance the implementation of the School Literacy Movement (GLS), particularly focusing on overcoming challenges identified in this study, such as the lack of teacher training, insufficient resources, and limited community involvement. Investigating innovative methods, such as integrating information literacy tools and fostering partnerships between schools, libraries, and local communities, could provide valuable insights into addressing these obstacles. Moreover, future studies could examine the long-term impacts of GLS on students' critical thinking, creativity, and information literacy skills, particularly in light of the evolving information landscape.

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