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Literacy Movement in Elementary School: A Case Study in Surakarta City, Indonesia

Minsih^{a*}, Ika Fajar Rini^a, Nur Amalia^a, Imam Mujahid^b, ^aFakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Surakarta, Indonesia, ^bInstitut Agama Islam Negeri Surakarta Indonesia, Email: ^{a*}min139@ums.ac.id.

This study aims to describe the policy execution of GLS (School Literacy Movement) in Muhammadiyah 1 Surakarta Elementary School, Indonesia using Edward III theory model, and progressive education theory. The study subjects are the school headmaster, head of library, vice-head of curriculum, and the students. The data gathering method used are observation, interview, documentation, and source and technique triangulation to ensure the validity of the data. The study results are the school programs that are used as the school literacy movement such as 15-minutes reading, Qurani Friday, school library, moving library, reading corner, reading park, e-money application, mini library, reading and synopsis competition, magazines, wall-magazine, and posters.

Key words: *Policy, School literacy movement, 15-minutes reading, Library, Progressive education.*

Introduction

The school literacy movement policy is expected to be a solution of a problem related to the low level of student reading interest in school. Literacy is a set of real skills, especially in the skill of reading and writing, regardless of which skills are taken or the who skill taker is. Based on the literacy movement pocket book published by Education and Culture Ministry of Indonesia (2016), the school literacy movement is a tool to encourage the school members, stake holders, and society to own, execute and to make this movement to be a crucial part of life. This component is in accordance with the statement from John Dewey (In Williams: 2017) regarding progressive education, in which as an education, has to involve social matters and study experience which corresponds to the child's development. Dewey thought



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that an effective education is made especially from a social interaction and a condition that a school has to be taken as a social institution that assumes education as a life process, not a preparation of a future life.

The efforts taken to make this happen is an adaptation of education taker's reading habit. This habituation is done by doing 15-minutes reading non-study subject before school time begins. Literacy movement in elementary school becomes a first step of literacy skill development in formal education. In this level, students are introduced with basic literacy skills, such as listening skills, speaking, reading, and writing. These literacy skills will be developed through routine practices. The school literacy movement will be in line with the objective of 2013's national curriculum (Indonesian Present Curriculum), which require students to be active and independent. If the school literacy program can be applied, it could give a big contribution for education advancement in Indonesia. To be able to successfully execute this literacy movement on a national scale, every school in each region has to be able to apply this policy optimally.

Elementary school in Surakarta has successfully applied the literacy policy. One of the proofs that the schools have implemented this movement is the school achievement in literacy context such as the 1st winner in extracurricular quality culture competition of National Private Elementary Schools (Indonesia). The literacy movement implementation in elementary schools in Surakarta has an objective to prepare the students to be able to compete facing the 4.0 industry era, which is implemented in class through HOTS (High Order Thinking Skill) learning. Thinking with HOTS is an introduction of education development, as article of Reich stated, that literacy-oriented learning is able to guide the students to be ready to face the work market (Reich, 2001).

Studies related to literacy in elementary school has been done in many countries (Schiro, 2013; Bransford & Schwartz, 1999; Cope & Kalantzis, 1996; Lewis, 2010; Jonassen & Hyug, 2001). The study from Schiro (2013) stated that in class, students are viewed as unique individuals; they could be found busy in their own workplace building their own knowledge through self-learning, instead of following the rules pushed by teachers and activities that are strictly guided by the teachers. The students will be seen doing learning by doing so in the class and they will solve problems with a closed approach. On the other hand, Bransford and Schwartz (1999) stated that literacy could change a learning pattern that could minimise tensions between academic and vocation in the school curriculum (Parchin & Davaribina, 2019).

Schiro (2013) stated that when a teacher plans to teach, the students' interest will be considered and the curricular subjects will be integrated with a focus on project learning, which educates experience in not only academic growth but also students' intellectual, social,



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emotional, physical, and spiritual growth. This aspect is in line with a study from Cope & Kalantzis (1996) which stated that culture and language composition between home and classroom in schools in Australia should be balanced, which gives specific implication to literacy learning and teaching. This study is closely related with the study written by Lewis (2010) who mentioned that literacy movement in Jamaica can be claimed successful if the students in the elementary school have passed the Jamaican script test. In Indonesia, there have only been a few studies related to literacy e.g. Jonassen & Hyug (2001) who stated that this regulation guide that the schools implement practices regarding literacy, by using technology reformation through communication which uses letter-awareness, and how to be able have a technology awareness by processing and representing knowledge to be learnt. This literacy movement also affects the practice activity of literacy in MI Muhammadiyah Gandatapa Sumbang Banyumas, Indonesia (Antasari, 2017). This aspect is also included in the study by Rahayu (2016), who found that literacy movement activity in the school could develop behaviour and manners of the students at school (Feizuldayeva et al, 2018).

Endaryanta (2017,) in his study stated several strategies that have been done by Kalam Kudus Christian Elementary School. One of the strategies is to oblige the students to borrow a book every week and holding a writing competition with several programs such as discussion and reading time. On the other hand, Muhammadiyah Suronatan Elementary School provides a comfortable library and pulling the class time with 2 programs such as 15-minutes reading and a library visit. Not only that, but Gugus Sungai Miai Banjarmasin National Elementary School is also packed with their literacy movement programs such as: (1) adding exercise books, (2) introducing books to students through a reading area and text-rich environment, (3) executing varieties of literacy activity, and (4) involving the public in literacy movement execution (Batubara, 2018). This aspect is also related to the opinion from Aulia (2017) regarding the importance of activities that should be done to change the behaviour. The 6M program (observe, create, communicate, appreciate, post, demonstrate) is a program aimed to create a literacy culture in class. In this program, students practised to pay attention to the environment by making one product. Silvia (2017) in her study at Cikancung Public Elementary School explained the percentages of student's interest in reading, where there are 70% of students that are interested in reading, 27% have a low interest, and 3% of them are not interested in reading.

Based on the studies mentioned above, the literacy movement study in Indonesia is still at a minimum level, especially the study focused on the syntax of the literacy implementation in the learning process in elementary school. Based on this background, the objective of this study is to discuss the literacy movement stages in the elementary school and the forms of literacy movement activity in the school.



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Method

The type of this study is a qualitative study with a case study approach. Case study design gives a chance to visualise the context from a variety of data sources. The author could explore individual and organisation, community relationship, or a complex program run in an education organisation (Yin, 2014). This case study explores literacy movement activity in the elementary school of Surakarta city and it is expected to give consistent and factual findings, and also give the confidence level of the result. In the case study, the authors are given space to explore and visualise either the phenomenon or the context from any data sources or points of view. The case study is a part of qualitative method which explores a certain case deeply by involving a gathering of information sources. The study subjects can be an individual, group, institution, or a society. A case study is a deep study regarding a certain social unit, in which the study result is to give a wide and deep picture of the social unit. The subjects observed are quite limited, but it has a wide dimension of study focus. The output of the case study is usually called a thick description, which is a deep description about a problem or a group of people and all of the contexts regarding the problem or the people group.

The steps taken in this case study are as follows: (1) choosing the focus of study which includes the decision of the problem taken, which is a problem where there has been an introductory study before regarding this problem, (2) the development of theory awareness by studying the relevant literatures and previous study result. This step is taken based on the theory and literature study related to this study, (3) the place and respondent of the case study. The source and respondent have to be clear and a data validity check needs to be done, (4) Data gathering activity, consisting of field data gathering or reading the script observed, data gathering using interview, observation and documentation study, (5) data processing, including coding, categorising, comparing and discussing. In this step, theoretically, qualitative data is used.

The study is located in elementary schools in Surakarta. The data in this study consist of data related to the school literacy movement that is analysed. Study data sources are obtained from interview results from the head of school, curriculum division, teachers, students, and other school members. In this study, the presence of authors is as a human instrument, in which in this case, the authors are looking for information about the policy of the literacy movement in elementary school, finding supporting factors and the program's obstacles, and also looking for possible solutions.

Through the story and information from the participant's opinion, experience and the awareness of literacy value at school obtained from interview, observation and documentation, all of this give the authors a chance for an advanced point of view, value,



value appreciation and actions in elementary school. Hence, the problem explored is not only seen from one point of view, but also from many perspectives, so that it gives the possibility that several aspects from the elementary school can be obtained and learned objectively. Data gathering is done using observation technique, interview and documentation, and data validity is done by utilising source triangulation and technique triangulation to ensure the validity of the data.

The data analysis technique implements the Miles & Huberman (1992) model, such as reducing and filtering the findings on the field by sorting out irrelevant information from the study. After the data has been reduced, the data result is presented by describing a group of information that has been arranged which gives the possibility in conclusion making and action plan. The data result will be transformed into a narrative text. A conclusion test is the last stage from the data analysis process. The test is an interpretation activity to find the meaning of the data presented (Miles & Huberman: 1992).

Results

Based on the background, theory, and also the study method, it is summarised that the schools in Surakarta have been running the 15-minutes reading activity since the first time the policy was launched in 2015. Based on the data obtained through interviews, observation and also supported by documentation, the other programs owned by the schools in order to support the elementary school literacy movement policy are as follows:

a. School Library

The school library provides a collection of books needed by the students, both academic or reading books. The library staff also cooperate with the school to make several programs such as a reading competition, giving appreciation for students who read often in the library, etc, to encourage the literacy culture within the students. Based on the observation result, the students become more enthusiastic in visiting the library. In every library visit schedule and even in the break time, the library is always filled with students. This result is in accordance with the interview result from the fifth grade student, Ayla, who explains that she is very excited to read books in the library. To improve the library quality and service, besides having a site visit to other libraries, the library management also gives appreciation to the student who diligently reads in the library.

b. Moving Library

To improve the students' reading enthusiasm, the school cooperates with the city library. The form of cooperation is to enrol the student to be a Surakarta City library member and to ask for the making of a moving library which visits the schools. The moving library or Arpusda (Regional Library Archives) comes from the city archive central library. To be



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able to invite the moving library, the school needs to make a proposal to the city archive central library. The reading schedule in each week is made in turn based on the class. In conclusion, the school literacy program cooperating with the moving library has been running smoothly in line with the fixed schedule.

c. Reading Corner Competition

Nearly half part of elementary schools in Surakarta already have a reading corner since the first school literacy movement was established. Moreover, along the way the reading corner has been developed to be more innovative by holding a competition. The reading corner competition is held every year, and every class is required to join the competition. Every class is given a fund as much as one hundred thousand Rupiah to manage their reading corner. The competition held by the school with cooperation from the library has been done for last 2 years. At first, the books in the reading corner are subsidised by the library and through the one-hundred-thousand-Rupiah fund. Surprisingly later, the students' parents also supported the class reading corner competition, given that the fund given from the school is quite low. Based on the explanation from the head of school, many of the student's parents support the reading corner competition, either through the fund or ideas for the class reading corner design. As for the judge, the school invites competent people from outside the school, such as Arpusda and one from the government office. The winning class gets a prize and trophy.

d. Reading Park

Reading park is a reading place for students which is located in the school yard. There are 5 reading parks that have been provided by the school. The function of the reading park itself is to provide books so that the students could read books anywhere they want. This place also provides a variety of books, from a story book to encyclopedia. The students may choose what they want to read and where to read it. Hence, they could widen their knowledge without any need to go to the library. The difference between the reading park and reading corner is its location. The reading park is located outdoors, while the reading corner is located in the class. This reading park is also a supporting program for the school literacy movement program. The reading park itself is managed by the library head, so that its condition and books are well-maintained.

e. Wall-magazine (*Mading*)

Each class is required to make a wall magazine. The wall-magazine (*mading*) is placed in front of each class. *Mading* contains of students' projects in form of writings or pictures. Besides the ones that are placed in front of each class, the school also has their own *mading* containing important information from the school management. Not only the school management, but the library has the *mading*, as well. The *mading* is made as an adaptation program so that the school members are aware of the information. It is not surprising if the school often won a *mading* competition even at national level. The data in the *mading* is supported with photographs.



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f. School Magazine

The school has had a school magazine since 1986. The school magazine is named “Tunas Melati” magazine. Tunas Melati magazine has been published twice a year. The magazine is also made to gather the student’s literacy projects in form of pictures, writing, or any other information. Sometimes, Muhammadiyah 1 Elementary School also won several magazine competitions.

g. Mini-library

The mini-library is a small-sized library located in specific places, such as school health unit, teacher’s room, school-owned business-entity, cafeteria, and other strategic places. The books provided in the mini-library are specific books corresponding to the location. For example, there are health-related books in the school health unit, and business or trading books in the school-owned business entity library. This information is strengthened by the documentation in the attachment.

h. Inspiration class

Inspiration class is a class aimed to inspire student with successful stories from successful people. This class is run once a semester on Mondays. Besides inviting public figures to be a ceremony advisor, the school also invites public figures such as the head of police department, head of district, the head of DPRD, etc. Besides coming as a ceremony advisor, the public figures also do a class visit and teach some basic knowledge. There is also a parent class where the students will share what they have learnt in class to their parents. This inspiration class is favoured by the students.

i. E-money Application

Electronic money (E-money) is a specific payment tool used by all of the school members in the form similar to an ATM card. The E-money is used as a payment tool rather than conventional money. By using E-money, transaction processes becomes easier. The seller does not have to give any change to the buyer. The implementation of E-money also has an amount limit so that it can be controlled by their parents. Surakarta Muhammadiyah 1 elementary school is the first school to implement E-money. According to the head of school explanation, one of the purposes of E-money is to grow digital literacy within the students. The students are trained to have technology awareness from an early age so that they could follow the era development which is getting complex. The innovation made by the school to make the E-money application, also gives a big contribution for the literacy development, especially in digital literacy². The existence of E-money makes the school to be invited in a literacy festival held by the Minister⁴ of Education and Culture. Table 1 is the list of the school literacy movement activity in elementary school in Surakarta city.



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Table 1: List of school literacy movement activity in the elementary school in Surakarta city.

No	Literacy Activity	Period
1	School Library	Based on the existing visit time
2	Moving Library	Scheduled for every class
3	Reading Corner	Every class time
4	Inspiration Class	In the class time
5	Reading Park	In the study time which supports the learning activity
6	E-money Application	Electronic payment to introduce students about digital transactions
7	Mini-library	In between class time
8	Holy Day, Writing, and Synopsis Competition	In the Holy Day moments
9	School Magazine / school Wall Magazine / Posters	At the end of the activity, students are required to look for articles regarding relevant information with the activity

Discussion

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The Regulation of Ministry of Education and Culture no.23 Year 2015, states that the development of manner as the basic of school literacy movement regulation. Related to this aspect, the 15-minutes reading activity becomes an obligatory activity in the literacy program at school (Antoro, 2016:34). This aspect is in line with the finding from Endaryanta (2017) which is providing a comfortable library and pulling forward the school time with programs such as 15-minutes reading and a library visit.

The 15-minutes non-academic reading is aimed so that the students become interested in reading. Furthermore, Antoro (2016:35) also mentioned that the 15-minutes is not a time-strict rule that has to be done. The school has flexibility to decide the time needed for the students to read based on the contexts and the needs of the school itself. The obligatory book to be read is a non-academic book or a general book depending on the student's interest. This condition is made so that the student would be able to widen their knowledge outside school subjects that they get in the class. The programs run by the elementary schools in Surakarta are done in order to increase the student's literacy culture. This point is supported by the documents of the students' literacy activity. Bransfort & Schwartz (1999) stated that literacy could transform the learning pattern which is able to minimise tensions between academic growth and the execution of extracurricular program at school.

Based on Edwards III Theory in Tilaar & Nugroho (2008:222-223), it stated that a regulation position without implementation would not reach the success in bringing the school to be a



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high quality school. Then, Hasbullah (2015:99) explained that based on Edwards Theory III, in executing a regulation, it is best to pay attention to four main issues so that the execution of the regulation becomes effective.

The first issue is related to communication. In Edward Theory III, communication is related to how education regulation is communicated to the public organisation, the availability of resources to execute the education regulation, actions and reactions from the party involved, and how the education regulation executor is arranged. In a communication context, there are three aspects that need to be concerned, such as: communication transmission, the clarity of education regulation to be communicated, and its consistency. The communication at school goes smoothly both in the internal and external. The internal communication is shown with the communication between the head of school and the teachers and staff who coordinate each other within the school program implementation. On the other hand, an external communication is shown with a good communication between the school and an outside party, for example a cooperation with the Arpusda related to the moving library and the relationship between the school and the society. The socialisation of the school literacy program in Muhammadiyah 1 elementary school is done through work meetings, announcement to the parents, and also through leaflets in the wall-magazine and library. Work meetings are attended by all school members such as the head of school, teachers, and staff, which is done every beginning of a new semester and in a specific time when it is needed. After that, the school gives announcements to the parents related to the existing regulation through a variety of methods, one of which is through a class "Paguyuban" group. Besides that, the school also produces a leaflet which is shown in the wall-magazine of the school. The socialisation of the school program aims to gather full support from every party.

The second is related to resources which is divided into three, such as: human resources, fund resources, and time allocation. Regarding the human resources, in Muhammadiyah 1 elementary school, every school member is contributing to the implementation of the school literacy program. There is no significant problem related to this aspect since each element is doing their own duty based on their own portion. In the fund resource aspect, Sabatier and Mazmanian (in Sudiyono, 2007: 93-97) explained that in order to execute a regulation, there needs to be a sufficient fund for salaries, staff, technical analysis, legality, and regulation monitoring. Even though it is written that there is no specific budget to literacy activity, the school independently already allocates the fund for the literacy programs at school. The third point from the resources is time allocation. In line with the Edward Theory III about time allocation, Lineberry (1978) in Sudiyono, (2007:80-81) explains that one of the components in regulation implementation is that it has to allocate time resources to get the regulation effect. Related to that, Muhammadiyah 1 elementary school has allocated time for this school literacy program. The activity contained in the school literacy program is also integrated with the school curriculum in the form of class time, which already has a time allocation set. Time



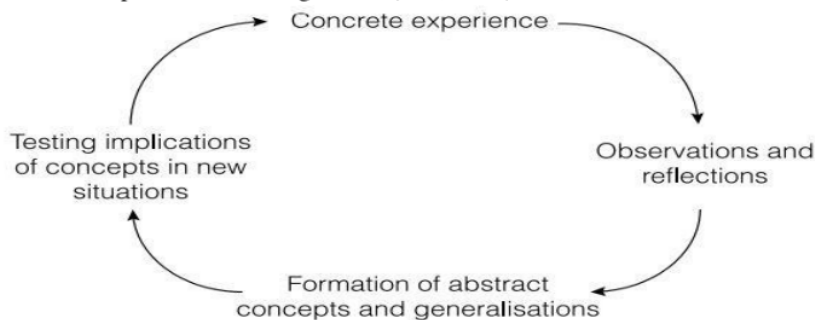
allocation is also made for the school literacy culture outside class time through the reading schedule in the school library or the moving library.

The third is about disposition, Edward Theory III described that disposition or actions in the regulation implementation is related to the willingness of the implementor to execute the education regulation. A good skill is not good enough without any willingness and commitment to implement the education regulation. In implementing the literacy movement regulation, all parties are actively involved. The commitment of the head of school highly affects the success of the program. This aspect is seen from the routine meeting to evaluate the progress of the school program. Other than the head of school, teachers and students also have a strong commitment to run the school literacy program. This is because that the elementary school in Surakarta city is a character education school, hence literacy culture is indirectly combined with the daily learning at school. Besides that, the role of parents is also crucial in supporting the school program. This aspect is shown from the enthusiasm of parents in forming the group of student's parents.

The fourth is the bureaucracy structure. According to Edward Theory III regarding the harmony of bureaucracy organisation, this becomes the education regulation's implementor. In line with the theory, Rohman, (2014:147-150) stated that in an organisation bureaucracy structure of the executor, this is related to the system network, rights' hierarchy of each job, and organisation rules.

The literacy movement regulation is closely related to the learning-by-doing theory or learning from experience, where the students are expected to be able to learn from their life experience. The learning-by-doing model converts informal education into basic of formal education. Lewin's (In Ord, 2012) assumed that the experimental learning model locates a strong point in the learning experience.

Figure 1. Lewin's experiential learning model (Ord, 2012)





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The experiment model of Lewin's, converts informal education into basic formal education as the education that is made by the result of direct participation in the life events. This pattern starts from a real experience, from people doing something. The description of the literacy movement concept based on the students' experience is based on the four models above. The students in this context are able to observe and reflect from the narration or text in a reading which consists of other people's life experience that can be taken as a general concept as a learning-by-doing and behaving, and then it can be applied in the social life situation. It is a process that puts a student's experience with a learning cycle which is viewed as a dynamic process that guides to more meaningful actions. The Lewin's experimental model can be a model that could be implemented in accordance to the regulation of the ministry of education and culture No.23 Year 2015 about Manner development.

4

The implementation of school literacy regulation in the elementary school in Surakarta City in the viewpoint of progressive education by John Dewey, has put a unique proposition related to a context situation, to change the school institution to be a part of social life, from a school that was only oriented in academic-related knowledge to a social school (Spaseva, 2016:210). The implementation of the literacy program can be seen from several implementation practices at the school e.g. the reading park, where the students are able to read books anywhere they want and are not trapped in the library room that gives a formal impression. The second, the reading corner competition where the students could give their ideas or suggestions to compete with other classes, by designing their own creative room with a limited fund. The third is involving public figures in the inspiration class with speaker in the inspiration class. The last is the creativity product such as the wall-magazine and conventional magazine "Tunas Melati" as a way to put their creativity where the students could transfer their ideas through writings, pictures, etc., that will be published in the wall-magazine or printed magazine.

2

The implementation of the school literacy movement at the school is an introductory model of social life to the elementary school students with a basis of implementative literacy. In a context of progressive education in elementary school, the implementation of Dewey language is called a social life embryo where the children live. Education is a life need which is a social process to continue the individual change and experience reconstruction, where it is then interpreted in a developing concept.

The concept in realising the ethics according to scientists is in line with Dewey's progressive education principle, which places an education as a life process and not a preparation for a future life. A school is an embryo of society life and the instrument to change and for social advancement. This means that a school life is grown from all of the social life aspect and the children's experience would be developed in socialising with the community where they live. Furthermore, activity is a basic character in a child, which is expressed by their instinct,



experience, interest, and individuality. They represent a bigger potential of education and the first step in learning process, but not the purpose itself; they need to be controlled and guided to the planned purpose realisation (Leshkovska, 2016).

2
The success of the school literacy program is marked with the execution of literacy activities as listed in Table 1. with continuity and affecting on the increase of the student's academic success rate. This aspect is in line with Lewis' (2010) opinion, who stated that the literacy movement in Jamaica is assumed successful if the students in the elementary school have passed the Jamaican language script test. This aspect is also supported by the research from Silvia (2017) in Cikancung Elementary School, who explained the percentages of student's interest in reading, where there are 70% of students who like to read, 27% have a low rate of reading interest, and 3% who do not have any interest in reading at all.

Conclusion

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Based on the study regarding the implementation of school literacy program regulation in elementary schools of Surakarta, it can be concluded that there is a variety of school literacy programs such as 15-minutes reading, Qurani Friday, school library, moving library, reading corner, Jamaah Prayer, 7-minutes speech, Quran reading, inspiration class, reading park, e-money application, mini-library, Holy Day competition, writing and synopsis competition, school magazine, wall-magazine, and posters.

2
In the implementation of school literacy program regulation in the elementary school, it can be analysed using Edward Theory III which implements the regulation based on 4 main issues:

1. The communication at school goes smoothly both in the internal and external. The internal communication is shown with the communication between the head of school and the teachers and staff who coordinate each other within the school program implementation. On the other hand, an external communication is shown with a good communication between the school and an outside party, for example a cooperation with the Arpusda related to the moving library and the relationship between the school and the society.
2. Resources are divided into three, such as: human resources, fund resources, and time allocation. Regarding human resources, in Muhammadiyah 1 elementary school, every school member is contributing to the implementation of the school literacy program.
3. Disposition explains that disposition or actions in the regulation implementation is related to the willingness of the implementor to execute the education regulation. A good skill is not good enough without any willingness and commitment to implement the education regulation. In implementing the literacy movement regulation in Muhammadiyah 1 Elementary School, all parties are actively involved.



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4. Bureaucracy structure implies that an organisation bureaucracy structure of implementor is related to system network, hierarchy in each job, and organisation rules. All of these are implemented accordingly in Muhammadiyah 1 Elementary School, Ketelan Surakarta.

The implementations above in the education perspective of John Dewey, Muhammadiyah 1 Elementary School can be said able to put school institution as an embryo of real society life and an instrument of change and social advancement. Furthermore, the school also already assumes that education is a part of life and not a preparation for the future life. It means that a school life grows from all aspects of social life and the children's experience will nurture in the transaction with the community in which they live.



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