The Implementation of Post-Covid-19 Pandemic School Literacy in Senior High Schools

Kokom Komariah
Universitas Sebelas Maret, Surakarta, *kokom.komariah09@student.uns.ac.id*

Sarwiji Suwandi
Universitas Sebelas Maret, Indonesia, *sarwijiswan@staff.uns.ac.id*

ST. Y. Slamet
Universitas Sebelas Maret, Surakarta, Indonesia, *slametsty@yahoo.co.id*

Sumarwati
Universitas Sebelas Maret, Surakarta, Indonesia, *sumarwati@staff.uns.ac.id*

The school literacy movement is a cultural improvement program, especially reading, for students organized by the Indonesian government. This study aims to describe the implementation of school literacy after the covid-19 pandemic in high schools, Indonesia. The research approach used is a case study. Data collection techniques include interviews, questionnaires, and document studies. The data sources are principals, teachers, and high school students in Sukabumi, West Java, Indonesia. The data were analyzed quantitatively and qualitatively. The research findings show that the implementation of post-covid-19 school literacy in schools in Sukabumi Public High School, West Java, Indonesia, at the stage of habituation and development has been carried out optimally. The habituation activities carried out are: reading 15 minutes before learning, providing digital libraries and school libraries, teachers being examples in literacy, habituation with readathons. The development stage activities carried out were: making book reviews, writing works such as poetry, short stories, awarding outstanding students and teachers, visiting libraries, holding celebrations on certain days with the theme of literacy, participating in one book per month program, and holding book review. While at the learning stage has not been implemented optimally. This is because not all teachers understand and associate literacy with learning. Not all teachers can integrate literacy with learning. The teacher's limitations are due to self factors that do not optimize and improve literacy skills and school factors that do not provide facilities for teachers to improve literacy skills.

Keywords: implementation, school literacy, post-covid-19 pandemic, high school, Indonesia

INTRODUCTION

During the Covid-19 pandemic, many things did not run optimally, including learning and implementing school literacy. The Covid-19 pandemic has caused problems in various fields including education (Nurhasan; et al., 2022). Many areas of life have been affected by the Covid-19 pandemic (Sultan & Rapi, 2020) . The Covid-19 pandemic has a very broad impact, and this makes students not conducive (Harun et al., 2021) . During the pandemic, learning is done online. The Covid-19 pandemic has resulted in gaps in education and changed learning styles to online (Junaidi et al., 2022). Many problems arise during online learning. Research result Suyadi & Selvi (2022) show that during online learning there are problems that arise, namely physical, emotional and verbal violence against children. This happens because students are often seen neglecting lessons and abusing cell phones. Nusantari et al., (2020) in their research show that the problems that arise during online learning are supervision, learning applications, learning facilities, and internet networks. Another problem during the pandemic is falling behind in learning. Another problem with online learning is that students are not serious in learning, students chat more and play games, so there will be a lag in learning. (Purnama et al., 2021) . In addition, not all Basic Competencies in all subjects were achieved and some were even reduced or eliminated during the Covid-19 pandemic. In pandemic conditions there is a reduction in basic competencies for each subject so that teachers and students focus on essential competencies and prerequisite competencies for continuing learning at the next level. (Joko & Relisa, 2021) .

However, since the pandemic began to gradually recover and enter the post-pandemic period, educational institutions have begun to rearrange learning and school literacy activities. Schools again apply face-to-face learning, so school literacy is again carried out face-to-face. Post-covid-19 education activities are starting to return to normal and reorganizing towards better conditions as before the pandemic (Nur, 2022) .

School literacy in Indonesia has been programmed by the government since 2016 under the name of the School Literacy Movement program. The school literacy movement was programmed by the government because reading culture in Indonesia is still relatively low. Indonesia is ranked 42 out of 45 countries with a score of 428 out of an average score of 500 based on *International Results in Reading* (PIRLS) 2011 (Mullis et al., 2012) . Indonesian students in PISA 2015 were ranked 62 out of 70 countries with a score of 397 out of an average score of 493 (OECD, 2015) . *Program for International Student Assessment* (PISA) 2018 scores obtained by Indonesian students 371 (OECD average score 487) (OECD, 2019) . National data from the 2016 *Indonesia National Assessment Program* (INAP) conducted by the Education Research Center (Puspendik) of the Ministry of Education and Culture shows that the national average literacy rate for students in Indonesia is in the less category 46.83%, in the good category 6.06 %, and is in the sufficient category of 47.11% (Center for Educational Assessment, 2016) .

Research on school literacy was once conducted by Sriwati (2020) at 10 Air Saleh Elementary School, Palembang, Indonesia. The results of this study indicate that the elementary school literacy movement is still at the stage of habituation. Prasetyarini (2017) in his research shows that the schools studied have implemented school literacy

movements in various ways, namely by reading 15 minutes before learning begins, inserting reading activities into subjects, reading and writing Arabic letters.

Post-pandemic resulted in changes in the atmosphere and conditions of school literacy activities. Including literacy activities at State High School 2 (SMAN 2) and State High School 4 (SMAN 4) Sukabumi. State High School 2 and State High School 4 Sukabumi are reference schools for Sukabumi which are implementing a school literacy movement program, so that they can represent State High Schools in Sukabumi, Indonesia. So it is necessary to take pictures of the implementation of post-pandemic school literacy in the school. Therefore, the question in this study "How is school literacy implemented after the Covid-19 pandemic in high schools, Indonesia?"

Literature Review

School Literacy Movement in Indonesia

The definition of literacy has changed from time to time. Changes in literacy skills are in accordance with changing social, economic and cultural conditions. The definition of literacy is adjusted to the features of language, education, institutions and the applied cultural context (Freebody, 2007) . Literacy is defined as practice and social relations that have to do with knowledge, language, and culture (UNESCO, 2003) . UNESCO in the book Literacy Education in School (2007) defines literacy as more skills in reading and writing. A person who cannot read and write is said to be illiterate. Literacy is the ability to read and write or literacy (Suwandi, 2019) . Literacy is the ability to read and write (Kern, 2000). Literacy is a person's ability to write and read (Graff, 2006) .

School Literacy in the context of the School Literacy Movement means skills in accessing, understanding, and using things intelligently through various activities such as reading, viewing, listening, writing, and/or speaking activities (Sutrianto et al., 2016) . The school literacy movement is a movement that aims to foster and develop a reading culture in schools that involves all school members and fosters student character so that they can become literate citizens and lifelong learners. The school literacy movement is a program created by the government in an effort to make schools a learning organization in which all school members are expected to become literate for life which is carried out thoroughly and by involving the public (Sutrianto et al., 2016) . The school literacy movement is an activity that involves school members such as students, teachers, principals, education staff, school committees, parents, school supervisors, community leaders, and all elements involved in education (Wiedarti et al., 2019) . The school literacy movement is an effort to cultivate reading and writing. The implementation of the school literacy movement is carried out by cultivating reading and writing in schools (Marmoah et al., 2022) .

The school literacy program has been promoted by the government since 2016. The implementation of school literacy is carried out in three stages, namely the stage of habituation, development, and learning. The purpose of habituation activities is to grow interest in reading in school residents. An important aspect of literacy is learning to read, write, listen, and speak in an integrated and meaningful way (Condie & Pomerantz, 2020) . Habituation activities are activities whose purpose is to improve reading culture

by reading non-text books for 15 minutes which is carried out before learning or at the end of learning (Hartati et al., 2017) . The habit of reading is very important to improve culture and reading skills. Reading ability is a skill in digesting the contents of reading written by other people (Slamet, 2009) . Reading is a very important skill possessed by all (Winskel, 2020) (Genlott & Grönlund, 2013) .

Activity development is activity advanced from activity habituation step. Literacy activities at the development stage aim to develop the ability to understand reading and relate it to personal experience, think critically, and cultivate creative communication skills through activities responding to enrichment books (Krathwohl & Anderson, 2001).

Literacy activities at the learning stage aim to develop the ability to understand texts and relate them to personal experiences, think critically, and cultivate creative communication skills through responding to texts and textbooks (Krathwohl & Anderson, 2001) . Literacy practice plays a very important role in learning (Calderón et al., 2021) .

The Role of Principals, Teachers, and Schools in the School Literacy Movement

The principal is the leader in the school organization. The success of education and program activities carried out in schools depends on the role of the principal in carrying out his leadership. Including success in the school literacy movement, the principal has a very important role. Principals have a significant role in the quality of education and all programs implemented in schools (Banani, 2017) . Support from leaders both from the government which is a larger scope as well as from the principal of a smaller scope will greatly assist the literacy movement (Zhu et al., 2020) .

The teacher is multifunctional. In addition to teaching, teachers also have duties in the school literacy movement. The role of the teacher in literacy according to Yayli (2009) is as follows. (1) The teacher as a peer or teacher is a student who continues to learn; (2) the teacher as an intermediary, namely the teacher who helps students in creating new experiences; (3) the teacher as an intellectual; (4) the teacher as a liberator, meaning that the teacher gives freedom to students in literacy; (5) teachers as guardians of students, meaning that teachers must pay attention to the practice of student literacy; (6) the teacher as a researcher, meaning that the teacher creates a chain of continuous practice-research-practices in the classroom. Dashor et al. (2021) in their research explains that the role of teachers in the school literacy movement is, teachers are examples or role models, teachers are motivators, facilitators and creators, provide facilities and infrastructure, and provide rewards.

Literacy is closely related to education, therefore literacy for students is a means to recognize, master, make and even use the knowledge they have obtained from the results of participating in learning at school. School is a means of supporting learning and other activities related to education. Schools are the right means to hold various activities in order to improve the quality of Indonesian education. In improving the quality of Indonesian education, the government needs to implement various policies (Sukarno & Sumarwati, 2020) . One of the policies implemented is the school literacy movement.

The school is not only a place for students to study but also a place for the implementation of the school literacy movement. Schools have an important role in improving and fostering a literacy culture as an educational institution (Muslimin, 2018). Literacy is the core of education, literacy is an important part of education which is the right of every individual (UNESCO, 2006) .

Schools should provide facilities for students to learn and be literate. Facilities that can support the implementation of the literacy movement such as libraries, reading corners, collections of reading books. Facilities that can support the development stage must also be adequate, such as the availability of a library, reading corner, and a diverse collection of books (Marmoah et al., 2022) .

METHOD

Research design

This research uses a case study approach. The case study is a problem-centered research strategy. Case studies focus in depth on the "case" and to maintain a holistic and real-world perspective (Yin, 2018) . The case study that the researcher did was a descriptive case study. A descriptive case study is a case study that describes a case, explaining the research results clearly. The result of the case study is the description and interpretation of the case (Vanderstoep & Johnston, 2009)

Participant

The subjects of this study were principals, teachers, and students of State High School Sukabumi, West Java, Indonesia. This study chose these participants because they are the implementers of the implementation of the literacy movement in schools. Principals and teachers are also people who are responsible for developing student literacy in schools. Questionnaires were distributed to all participants (100 participants). The participants consisted of 2 principals, 40 teachers, and 58 students. Participants were determined using purposive sampling technique.

Purposive sampling technique is a technique of selecting samples in a deliberate study based on sample quality (Etikan, 2016) . The population of this study focused on senior high schools in the Sukabumi City area. This area was chosen because several schools in the area have become examples in terms of implementing school literacy. The schools selected were State High School 2 and State High School 4 Sukabumi.

This research was carried out from July 2021 to May 2022. This period is the right time to find out the implementation of post-pandemic school literacy and the right time to hold meetings with school principals, teachers, school committees, students, and parents.

Data collection technique

The techniques used in data collection are interview techniques, documentation, and questionnaires. The researcher first distributed questionnaires to participants. The questionnaire technique was used to determine the views of the principal, teachers, and

students. Questionnaires were distributed online via Google forms. This is done to make it easier for participants because it is more flexible. The collection of questionnaires was carried out for one month at the beginning of the study. Participants answered the questionnaire in about 60 minutes.

The questionnaire focuses on the implementation of post-pandemic school literacy which consists of 15 statements. The statement is for the stage of habituation of 4 statements, development of 7 statements, learning of 4 statements. The 15 items are statements that are considered to represent the implementation of school literacy as an indicator in the implementation of school literacy after the covid-19 pandemic in high school. This study uses a Likert scale with four categories, namely strongly agree (SS) with a score of 4, agree with a score of 3, disagree with a score of 2, and strongly disagree with a score of 1.

Furthermore, this study conducted interviews with participants. Interviews used in-depth and semi-structured interview techniques. This technique was chosen to develop questions and discuss problems that occurred. Furthermore, the documentation technique is carried out by tracing administrative traces in the form of photos or documents regarding the implementation of post-pandemic school literacy. Researchers get documentation in the form of pictures at each stage in the implementation of school literacy. Each stage is represented by one image that best describes the implementation of school literacy after the covid-19 pandemic in high school. The reason researchers use documentation techniques is because it can be easily obtained and provides strong and rich information.

Data analysis technique

Data were analyzed using quantitative and qualitative descriptive techniques. Quantitative data obtained from the questionnaire scores. Data analysis was carried out by calculating the average of each item and the percentage of participants who chose each response. Qualitative data obtained from in-depth interviews with participants. Data analysis consists of stages of data collection, data reduction, data presentation, and drawing conclusions (Miles & Huberman, 1994)

FINDINGS

The data collected from the questionnaires and interviews are presented in this section. The data is shown in table 1.

Table 1
School Literacy Activities

Statement	Percentage			
	Very agree	Agree	Don't agree	Strongly disagree
Read 15 minutes before class.	90%	10%	0%	0%
Providing digital libraries and school libraries.	100%	0%	0%	0%
The teacher is an example in literacy	80%	20%	0%	0%
Familiarization with readathon activities.	100%	0%	0%	0%
Make book reviews.	95%	5%	0%	0%
Writing works such as poetry, short stories.	85%	15%	0%	0%
Giving awards to students and teachers who excel.	85%	15%	0%	0%
Visit to the library.	90%	10%	0%	0%
Holding a celebration of certain days with the theme of literacy.	80%	20%	0%	0%
Join the program one book per month	70%	30%	0%	0%
Conduct book review.	90%	10%	0%	0%
The activity of reading non-text books that have to do with textbooks is carried out by students and teachers and there are bills for students.	12%	13%	35%	40%
Use a variety of strategies for reading comprehension in each subject.	15%	10%	35%	40%
The existence of bills in the form of oral and written as an academic assessment.	10%	12%	35%	43%
Teachers look for teaching methods to develop students' literacy skills.	10%	15%	45%	30%

Based on school literacy activity data, it can be seen that in reading activities 15 minutes before learning, participants stated strongly agree 90% and 10% agreed. Participants 100% stated strongly agree on the activity of providing *digital* libraries and school libraries in the implementation of school literacy. The teacher's activities are examples of literacy, 80% of participants stated strongly agree and 20% agreed. Regarding the readathon activity, 100% of the participants strongly agreed.

In the activity of making a book review, 95% of participants stated strongly agree and 5% agreed. Participants stated strongly agree that 85% and 15% agreed on writing activities such as poetry, short stories. In the awarding activity for outstanding students and teachers, 85% of participants stated strongly agree and 15% agreed. Regarding the visit to the library, 90% of participants stated strongly agree and 10% agreed. In the activity of holding a celebration of certain days with the theme of literacy, 80% of participants stated strongly agree and 20% agreed. In the activity of participating in the program one book per month participants stated strongly agree 70% and 30% agreed. Activity held a book review p 90% of participants stated strongly agree and 10% agreed.

In the activity of reading non-text books that have to do with textbooks carried out by students and teachers and there are bills for students, only 12% of participants stated strongly agree and 40% stated strongly disagree. In the activity of using various strategies to understand reading in each subject, only 15% of participants stated strongly agree and 40% stated strongly disagree. In the billing activity, both oral and written as an academic assessment, only 10% of participants stated strongly agree and 43% stated

strongly disagree. In the teacher's activity looking for teaching methods to develop students' literacy skills, only 10% of participants stated strongly agree and 30% stated strongly disagree.

Habituation stage

The habituation stage focuses on (1) reading 15 minutes before learning, (2) providing a library, (3) the teacher being an example in literacy, (4) getting used to readingathon activities. The average data on the activities of the habituation stage are in table 2 below.

Table 2
Average score of habituation stage activities

Statement	mean
Read 15 minutes before class.	3.90
Providing digital libraries and school libraries.	4.00
The teacher is an example in literacy	3.80
Familiarization with readathon activities.	4.00

Most of the participants strongly agreed to every statement in the questionnaire about the habituation aspect in the school literacy program. This means that the implementation of school literacy at the habituation stage has been running optimally. In the reading activity 15 minutes before learning, there were 90% of participants who stated strongly agree. The average score reached 3.90. From in-depth interviews, participants answered that the habituation activity carried out in school literacy was reading 15 minutes before learning. This is based on the following participant statements.

> "The habituation stage begins with reading habituation activities 15 minutes before/after the teaching and learning activities is carried out." (Principal 4)

About activity provide *digital* library and school library, average score reached 4.00. _ Participants 100% stated very agree provide *digital* library and school library in implementation literacy school on habituation step. Results deep Interview, participant answer that The *digital library* was created as a means for students to read *online* in addition to reading in the school library. This *digital library* can be accessed using a mobile phone, so that anywhere students can read through the *digital library*. During the pandemic, students read through digital library links. Students who want to borrow books from the library during the pandemic can only borrow through *online motorcycle taxi services*. This is done by the school library manager in order to make it easier for students to borrow books in the library. The school library is a place to store non-text books and textbooks. That thing based on statement participant following.

> "There is a digital library that can be accessed by students via mobile phones. Visiting the library is good to read or to borrow books, but during the pandemic we only serve book borrowing using online motorcycle taxi services." (Teacher, school 2)

The teacher is an example in literacy, 80% of participants stated strongly agree. The average score reached 3.80. In every 15-minute reading activity and reading together outside the classroom, the teacher is always an example by accompanying reading and guiding students in literacy. From in-depth interviews, participants answered that in habituation activities in the implementation of school literacy, the teacher became an example for students in literacy. This is based on the participant's statement as follows.

"Teachers in every literacy activity carried out by the school are always an example by guiding students, accompanying students, reading together with students both in class and outside of class." (Teacher, school 4)

Regarding habituation with readathon activities, 100% of the participants stated that they strongly agreed. The average score reached 4.00. Readathon is a reading activity that is carried out together outside the classroom such as in the field or in a multi-purpose building. This is done in order to motivate students in reading. From in-depth interviews, participants answered that habituation activities in the implementation of post-pandemic school literacy were readathons or reading together which were carried out in the field. This is based on the participant's statement as follows.

" Readathon habituation activities or reading together outside the classroom are held every Tuesday. The purpose of this activity is to motivate students to read." (Teacher, school 2)

Data from questionnaires and interviews revealed that the implementation of post-pandemic school literacy at the habituation stage had been carried out optimally. The habituation activities are reading 15 minutes before learning, *providing digital* libraries and school libraries, teachers being examples in literacy, habituation with readathons.

Stage development

The development stage focuses on (1) making book reviews, (2) writing works such as poetry, short stories, (3) awarding outstanding students and teachers, (4) visiting the library, and (5) holding celebrations on certain days. with the theme of literacy, (6) participate in one book per month program, (7) conduct book review. The averages are in table 3 below.

Table 3
Development stage activity average score

Statement	mean
Make book reviews.	3.95
Writing works such as poetry, short stories.	3.85
Giving awards to students and teachers who excel.	3.85
Visit to the library.	3.90
Holding a celebration of certain days with the theme of literacy.	3.80
Join the program one book per month	3.70
Conduct book review.	3.90

Most of the participants strongly agreed to every statement in the questionnaire about the development aspects of the school literacy program. This means that the

implementation of school literacy at the development stage has been running optimally. In the activity of making a book review, 95% of the participants stated that they strongly agreed. The average score reached 3.95. From in-depth interviews, participants answered that the book review activity was carried out after the redathon activity. Book reviews are carried out by rewriting the important contents of the book or by retelling the important contents of the book in front of other students when the *readathon is* finished. Reading activities followed by a review were carried out at 07.00 WIB to 07.45 WIB. After reading the students will make a review of the book they have read. The book review is written in the student journal and or disclosed in front of other students. This is based on the participant's statement as follows.

> "In the development stage, students read and then review books. The results of the review are written in student journals or in a way that is conveyed in front of other students. (Teacher, school 2)

Regarding writing works such as poetry, short stories, 85% of participants stated strongly agree. The average score reached 3.85. The results of in-depth interviews, participants answered that one of the development activities carried out was writing works such as poetry and short stories. This is based on the participant's statement as follows.

> "At the development stage, make at least 1 work in the form of short stories or poetry and then make a book." (Teacher, school 2)

Giving awards to students and teachers who excel. In the activity of giving awards to outstanding students and teachers, 85% of the participants stated that they strongly agreed. The average score reached 3.85. The results of in-depth interviews, participants answered that award activities were given to students or teachers who were diligent in reading and or who read the most books and wrote works. The purpose of this award is to motivate students and teachers in literacy. This award can be in the form of books, in the form of grades and or in the form of credit for mobile phones. This is based on the participant's statement as follows.

> "Give awards to students based on the number of books read/the teacher who writes a lot." (Teacher, school 2)

Regarding the visit to the library, 90% of the participants stated strongly agree. The average score reached 3.90. The results of in-depth interviews, participants answered that in visiting the library, students were required to visit the library during recess or when students were not studying. Visits to the library can also be made during class hours. This is done if it has something to do with subjects that require reading or the library as a learning resource. Visits to the library during class hours with teaching teachers must register in advance with the library management, so that there are no clashes with other classes that will also use the library. This is based on the participant's statement as follows.

> "A visit to the library for students during recess. Visits to the library during class hours are usually with teachers who will use the library as a learning resource." (Teacher, school 2)

Holding a celebration of certain days with the theme of literacy. In the activity of holding a celebration of certain days with the theme of literacy, 80% of the participants stated that they strongly agreed. The average score reached 3.80. The results of in-depth interviews, participants answered that the celebration of certain days with the theme of literacy, such as the celebration of the language month, is held regularly once a year and is filled with various activities related to literacy. This is based on the participant's statement as follows.

> **"** Language month celebration activities filled with literacy competitions and literacy festivals." (Teacher, school 2)

Follow the program one book per month. In the activity of participating in the one book per month program, 70% of the participants stated that they strongly agreed. The average score reached 3.70. The results of in-depth interviews, participants answered that the activity of participating in the one book per month program was called the Book Writing School Movement program or called GSMB Program. Books written in the GSMB program must be published with an ISBN certificate. This writing program is carried out individually or in collaboration between students and students, teachers and teachers, and/or teachers and students. Books made in the form of short stories, poetry collections, book reviews. This is based on the participant's statement as follows.

> "The school movement to write books". Write a book 1 month 1 book with ISBN, both the work of teachers, students, both personal and collaborative. (the reason is by writing he must read)." (Teacher, school 4)

Regarding the book review activities, the average score reached 3.90. 90% of the participants stated that they strongly agreed to hold a book review. The results of in-depth interviews, participants answered that the book review activity was carried out by inviting people from outside the school. Book review is carried out to motivate students in literacy and increase students' knowledge about the contents of books. This is based on the participant's statement as follows.

> "Book review activity by presenting speakers from outside the school. A book review activity is held so that students understand more about the contents of the book" (Teacher, school 4)

Data from questionnaires and interviews reveal that the implementation of post-pandemic school literacy at the development stage has been carried out optimally. The activities in the development stage are: making book reviews, writing works such as poetry, short stories, awarding outstanding students and teachers, visiting the library, holding celebrations on certain days with the theme of literacy, participating in one book per month program, and conducting book reviews. .

Learning stage

The learning stage focuses on (1) non-text book reading activities that are related to textbooks carried out by students and teachers and there are bills for students, (2) Using various strategies to understand reading in each subject, (3) the existence of bills both oral and written as an academic assessment, (4) teachers look for teaching methods to develop students' literacy skills. The averages are in table 4 below.

Table 4
Average score of learning stage activities

Statement	mean
The activity of reading non-text books that have to do with textbooks is carried out by students and teachers and there are bills for students.	1.97
Use a variety of strategies for reading comprehension in each subject.	2.00
The existence of invoices in the form of oral and written as an academic assessment.	1.89
Teachers look for teaching methods to develop students' literacy skills.	2.05

Most of the participants strongly disagreed with every statement in the questionnaire about aspects of learning in the school literacy program. This means that the implementation of school literacy at the learning stage has not been carried out optimally. In the activity of reading non-text books that have to do with textbooks carried out by students and teachers and there are bills for students, only 12% of participants stated strongly agree and 40% stated strongly disagree. The average score reached 1.97. From in-depth interviews, participants answered that reading non-lesson books related to textbooks was carried out by students and teachers (there were academic bills for students) not all of them were implemented. This is based on the following participant statements.

> "Not all teachers can relate literacy to learning. This is because not all teachers understand how to relate it and there is no special teacher training on how to link literacy with learning." (Teacher, school 4)

Use a variety of strategies for reading comprehension in each subject. In the activity of using various strategies to understand reading in each subject, only 15% of participants stated strongly agree and 40% stated strongly disagree. The average score reached 2.00. The results of in-depth interviews, participants answered that not all teachers have implemented various strategies to understand texts in all subjects, because not all teachers understand about it. Those who have implemented it are only language teachers. This is based on the following participant statements.

> "The habituation and development stage has been running while the learning stage has not yet been implemented by all teachers, but it has only been applied to English lessons." (Teacher, school 4)

The existence of invoices in the form of oral and written as an academic assessment. In the billing activity, both oral and written as an academic assessment, only 10% of participants stated strongly agree and 43% stated strongly disagree. The average score reached 1.89. The results of in-depth interviews, participants answered that not all teachers held oral and written bills as academic assessments that linked literacy with learning. This is based on the following participant statements.

> "I personally have not carried out or taken oral and written bills that are related to literacy in learning." (Teacher, school 2)

Teachers look for teaching methods to develop students' literacy skills. In the teacher's activity looking for teaching methods to develop students' literacy skills, only 10% of participants stated strongly agree and 30% stated strongly disagree. The average score

reached 2.05. The results of in-depth interviews, participants answered that not all teachers searched for and used teaching methods for students' literacy skills. This is because not all teachers have been trained on teaching methods, as explained by the principal below.

> "The skills of teachers and students are still lacking in literacy. Still lacking in ways, managing time, human resources. Not all teacher resources in literacy are adequate. This is because not all teachers understand the function of literacy in learning." (Principal 02)

Data from questionnaires and interviews revealed that the implementation of post-pandemic school literacy at the learning stage had not been carried out optimally. This is because not all teachers understand and associate literacy with learning. Not all teachers can integrate literacy with learning.

DİSCUSSİON

Implementation of school literacy at State High School Sukabumi, West Java, Indonesia 92.5% of the target has been implemented or 3 of 4 activities that must be carried out at the habituation stage and 85% or 5 of 7 activities that must be carried out at the development stage, while at the learning stage, only 12% of the target or 1 of 4 activities that must be carried out at the learning stage have been implemented. This finding is in line with the research conducted by Marmoah et al., (2022) which showed that the literacy culture consisting of the stages of habituation, development, and teaching had been implemented according to the objectives. Differences in research conducted by Marmoah, et al. (2022) with what researchers did, namely the implementation of new school literacy runs optimally at the habituation and development stage, while the learning stage has not been implemented optimally. This happens because not all teachers can link literacy in learning or integrate literacy with learning. The habituation stage has been carried out optimally. Literacy habituation carried out routinely in schools can improve students' academic achievement (Banat & Pierewan, 2019) . This is because students are accustomed to reading either reading 15 minutes before learning or reading books independently, so that students will understand a lot of knowledge. The habituation is also because there is an example from the teacher. Teachers are role models for students who can shape the future of students (Sadeghi et al., 2021) . Teachers with high literacy quality will have an impact on student literacy (Lysenko et al., 2019) . Teachers who have a close relationship with students will motivate students to improve their literacy skills (Varghese et al., 2019) .

At the development stage, it has been carried out optimally. One of the literacy activities at the development stage is writing a book review after the book is read. In line with research conducted by Maharsi et al, (2021) which shows that activities at the development stage are carried out, namely students make notes or reviews of books they read . This is done to improve students' literacy skills and can increase students' self-confidence and students can think more critically. In line with the research conducted by Sihaloho et al. (2018) shows that the implementation of the school literacy movement has a positive or beneficial impact on students, including students who are easier to

accept subject matter, can add insight to students, and students become more confident in expressing opinions during discussions. Literacy programs can show students' self-confidence (Porat et al., 2018) . Stage development that is Step for develop Skills in digest reading and screw it up with experience , way think , and process Skills communication through activity respond book nontext by creative (Anderson et al., 2001) .

At the development stage, in addition to reading, students write works. Peeters et al., (2011) in their research suggest that literacy activities consist of reading books and writing. An important aspect of literacy is learning to read, write, listen, and speak in an integrated and meaningful way (Condie & Pomerantz, 2020) . The ability to read is one of the important things that must be mastered by students because it can contribute to developing critical thinking and evaluation skills (Kose et al., 2019) .

As for the learning stage, there needs to be an increase. The learning stage has not been implemented optimally. This means that not all teachers can relate literacy with learning or has not been integrated with the subjects studied by students. In line with research conducted by Moje (2008) which shows that the constraint in literacy is not yet conceptualizing literacy practice as an integral aspect of learning, so far it is still in the form of a set of strategies to engage with texts. This is due to the lack of understanding of teachers in integrating literacy into learning. Teachers must be able to integrate literacy into learning in each subject. Literacy activities at the learning stage aim to develop skills in digesting reading and linking it with personal experience, think critically, and cultivate communication skills through activities responding to readings in non-text books and textbooks creatively (Anderson et al., 2001) .

CONCLUSİONS AND RECOMMENDATİONS

The implementation of school literacy after the Covid-19 pandemic at the habituation stage and development stage has been carried out optimally. At the habituation stage, 92.5% of the target has been implemented or 3 out of 4 activities. The habituation activities are reading 15 minutes before learning, *providing digital* libraries and school libraries, teachers being examples in literacy, habituation with readathons . At the development stage, 85% or 5 of the 7 activities that must be carried out have been carried out. The activities in the development stage are: making book reviews, writing works such as poetry, short stories, awarding outstanding students and teachers, visiting libraries, holding celebrations on certain days with the theme of literacy, participating in one book per month program, conducting book reviews.

As for the learning stage has not been implemented optimally. At the learning stage, only 12% of the target or 1 of 4 activities that must be carried out have been implemented. This is because not all teachers understand and relate literacy to learning in each subject. Not all teachers can integrate literacy with learning. The teacher's limitations are due to self factors that do not optimize and improve literacy skills and school factors that do not provide facilities for teachers to improve literacy skills.

Suggestions that researchers can give are that there should be special coaching and training for teachers on how to link school literacy into learning in each subject. Literacy

must be integrated with learning or with the subjects studied by students. The school, especially the principal, must organize and facilitate teachers in improving themselves on how to integrate literacy into learning.

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