

STRATEGY OF TEACHERS IN IMPLEMENTING SCHOOL LITERACY MOVEMENT"

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Abstract: This study aims to describe the strategies employed by teachers in implementing the School Literacy Movement (Gerakan Literasi Sekolah/GLS) at the elementary school level. The School Literacy Movement is a government initiative designed to enhance students' literacy culture as part of the effort to develop intelligent and critical future generations. This research uses a qualitative approach with a descriptive method. Data were collected through observations, in-depth interviews, and documentation. The research subjects were classroom teachers from an elementary school that actively implemented the GLS program. The results indicate that teachers apply various strategies, including integrating literacy into learning activities, providing reading corners in classrooms, involving parents and the school community, and utilizing digital media as a literacy support tool. Challenges encountered include limited reading resources, insufficient implementation time, and varied student motivation. Nevertheless, teachers continue to be creative and adaptive in developing strategies suitable for their school context. This study recommends sustained support from all stakeholders to ensure that GLS implementation can run effectively and significantly impact the development of students' literacy culture.

Keywords: teacher strategies, literacy, school literacy movement, elementary education, qualitative method

INTRODUCTION

Literacy is a fundamental skill that plays a crucial role in students' academic success and lifelong learning. In the era of globalization and information, the ability to read, understand, and critically analyze information is more important than ever. Responding to this challenge, the Indonesian government launched the *Gerakan Literasi Sekolah* (School Literacy Movement/GLS) as a national program aimed at cultivating a reading culture and improving literacy skills among students at all levels of education, particularly in elementary schools.

The School Literacy Movement is not merely a reading initiative; it is a comprehensive educational strategy that involves integrating literacy across subjects, creating supportive reading environments, and engaging families and communities. Teachers, as the main agents of change in schools, hold a central role in the success of this movement. Their strategies, creativity, and consistency in implementing literacy activities significantly influence students' engagement and literacy development.

However, implementing GLS in schools is not without challenges. Many teachers face limitations such as lack of resources, time constraints, and varying levels of student motivation. Despite these barriers, some schools have shown promising literacy practices led by innovative teacher

strategies. Therefore, exploring and understanding how teachers plan and implement GLS activities can provide valuable insights for improving literacy programs.

This study aims to investigate the strategies used by teachers in implementing the School Literacy Movement in elementary schools. Using a qualitative research approach, this study seeks to describe in depth the planning, implementation, and challenges experienced by teachers in promoting literacy. The findings of this study are expected to contribute to the development of effective literacy strategies and serve as a reference for educators and policymakers in enhancing the literacy culture in schools.

METHOD

This study employed a qualitative approach with a descriptive research design. The qualitative method was chosen to obtain an in-depth understanding of the strategies used by teachers in implementing the School Literacy Movement (SLM) at the elementary school level. A qualitative approach allows the researcher to explore meaning, experiences, and practices in a natural and contextual setting.

RESULT AND DISCUSSION

This study aimed to identify the strategies employed by teachers in implementing the School Literacy Movement (SLM) in elementary schools and to analyze the challenges and solutions arising during the process. Data collected through interviews, observations, and document analysis reveal several strategies that reflect teachers' efforts to promote a culture of literacy in a practical and contextual manner.

Table 1. Literacy Strategy

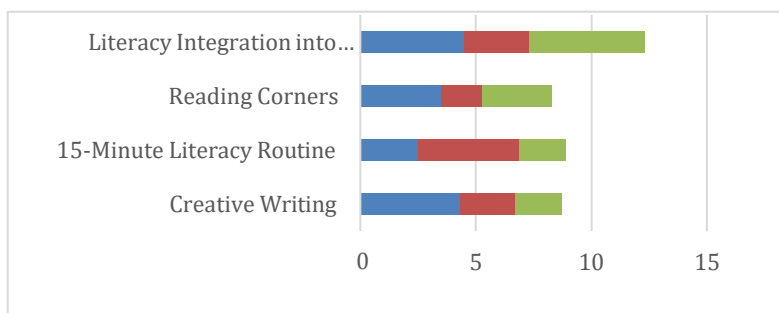
No	Main Strategy	Implementation in School	Frequency Observed
1	Literacy Integration into Learning	Reading non-textbook materials, summarizing, reflective writing	5
2	Classroom Reading Corners	Decorated book corners with stories and picture books	4
3	15-Minute Daily Literacy Routine	Free reading for 15 minutes before lessons begin	3
4	Creative Writing Activities	Writing poems, short stories, daily journals	3
5	Collaboration with Parents and Community	Parents reading stories in class, collaboration with local libraries/lit groups	2

a. Figure and Equations

Figure 1 shows students engaging in a 15-minute literacy activity at the beginning of the lesson.



Figure 1



CONCLUSION

This study concludes that teachers play a central role in the successful implementation of the School Literacy Movement (SLM) at the elementary school level. Through various strategies such as integrating literacy into subject learning, creating reading-friendly environments, and engaging stakeholders, teachers have shown creativity and dedication in promoting a culture of reading among students.

The most consistently applied strategy across the schools studied was the integration of literacy activities into regular lessons, which allowed literacy to become an embedded part of daily instruction. Other notable efforts include the establishment of reading corners and the use of a 15-minute daily reading routine. However, challenges such as limited book availability, time constraints, and varied student motivation were also evident.

Despite these challenges, teachers demonstrated adaptability by modifying their approaches to fit the school's context and available resources. Collaboration with parents and communities, though less frequent, shows potential for strengthening literacy outcomes if further developed.

Overall, the findings highlight the importance of teacher initiative, school support, and collaborative efforts in fostering sustainable literacy practices. Future literacy programs should prioritize ongoing teacher development and stakeholder involvement to enhance the effectiveness of school-based literacy movements.

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