

## IMPLEMENTATION AND STRENGTHENING OF THE LITERACY MOVEMENT IN ELEMENTARY SCHOOLS PASCA THE COVID-19 PANDEMIC

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### ABSTRACT

The government has launched the School Literacy Movement. One of the scheduled programs is that students are required to read non-lesson books 15 minutes before teaching and learning activities; thus, it is hoped that students enjoy reading so that a literacy culture is realized. However, instilling a culture of literacy in students is not easy for children. Besides, Schools also need the role of parents to form a child's literacy culture. This research aims to implement and strengthen the literacy movement in elementary schools after the COVID-19 pandemic. This research is descriptive qualitative research with a survey method. This study takes a sample from a population and uses a questionnaire as a data collection tool. This study collected data and information from respondents using a questionnaire by selecting several elementary schools in several big cities in Indonesia, namely Bandung, Medan, Surabaya, Jakarta, and Bali. Each city is assigned a 20% sample. Based on the research results, it turns out that to strengthen and develop literacy in elementary schools after the Covid-19 pandemic, 4 (four) essential elements must be determined, namely parents, teachers, schools, and the government. This research contributes to strengthening literacy development in schools in all countries in the world, especially Indonesia.

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## 1 INTRODUCTION

It is known that Indonesia is a backward nation in terms of reading and writing. As an Indonesian citizen, you are not used to doing things based on reading and have not been able to actualize yourself through writing. Reading and writing have not been deeply rooted in our nation's culture. People watch or listen more often compared to reading or writing. The above conditions do not only occur in the general public (general public). An academic environment or the world of education is still far from expected, called literacy culture. From there, the role of parents is needed in increasing the literacy child. Literacy can be interpreted as a person's ability to process and understand information during reading and writing (Caswell, L. J., & Duke, N. K., 1998). Literacy requires a series of cognitive abilities knowledge of the written and spoken language (Gutierrez, K. D., 1992).

Currently, the world is shocked by the outbreak of a disease caused by a virus called corona or known as Covid-19 (Corona Virus diseases-19). The virus, which allegedly began to an endemic on December 31, 2019, in Wuhan, Hubei Province, China, is currently spreading to almost all corners of the world very quickly, so WHO, on March 11, 2020, declared this outbreak a global pandemic. Hundreds of thousands of people have been exposed to this virus worldwide, and tens of thousands have died. Currently, the countries with high cases of Covid-19 are Italy, China, Spain, the United States, and Iran, with death rates reaching thousands of people. The high-speed transmission and the difficulty of detecting people who are exposed due to the Covid-19 incubation period of approximately two weeks are the causes of the many victims.

Transmission through human-to-human contact is difficult to predict because unavoidable social activities are the most significant cause of the spread of Covid -19 (Cleaveland, S., Haydon, D. T., & Taylor, L., 2007). The antidote that has not been found and the booming number of patients exposed to Covid -19 are the highest causes of death. Hospitals and paramedics who treat them feel overwhelmed, so many patients are not treated properly. The difficulty of personal protective equipment (PPE) for paramedics is the cause of patients falling, including doctors and other paramedics who were also exposed to Covid-19 and eventually died (Biswas et al., 2020).

The complexity of handling this outbreak has made world leaders implement super strict policies to break the chain of the spread of Covid-19. Social distancing is a tough choice for every country in implementing policies to prevent the spread of Covid-19, Yezli, S., & Khan, A. (2020), because this policy harms all aspects of life. Restrictions on people's social interactions can hinder growth and progress in various areas of life, but there is no other choice because this method is the most effective (Meadows, D., & Randers, J., 2012; Wood, M., 2002).

The social distancing policy has fatal consequences for the wheels of human life, the economic problem is the most impacted, according to Park (2012) because it touches various levels of society, the economic slowdown results in the closure of the primary human needs to fulfill them because the state will be very burdened if it has to bear all the basic needs of every resident. The education sector is no exception to this policy (Husain, 2018). The government's sudden decision to cancel or move the learning process from schools/madrasas to homes has confused many parties (Maghfuri, A, 2019). The unpreparedness of school/ madrasah stakeholders to implement online learning is the main factor in this chaos, even though the government provides alternative solutions in providing assessments of students as a condition for promotion or graduation from educational institutions during an emergency like today (Traore A, 2020).

This shift in learning methods forces various parties to follow the path taken so that learning can occur, and the choice is to use technology as an online learning medium (Favale et al., 2020). The use of this technology is not without problems; many factors that hinder the implementation of online learning, among others, are described in the following. First, the mastery of technology is still low. It must be admitted that not all teachers are technology literate, especially teachers of generation X (born in 1980 and below) who at their time did not use technology so massively (Wilson, M. E., 2004; Fritz, 2020; Eckleberry-Hunt, J., & Tucciarone, J. 2011). They can't if they want to learn; they must be able to because, in principle,

teachers are human learners who must always be ready to face the changing times and at the same time keep up with their developments.

Almost the same situation is experienced by students; not all of them are used to using technology in their daily lives (Azher et al., 2010). Even in schools, they have to fight over the use of learning support technology devices because of the limited facilities owned by the school/madrasah, and they may not even be introduced to technology in learning (Solorzano et al., 2000). Second, Abdirad, H., & Dossick, C. S. (2020) suggested that limited facilities and infrastructure ownership of technology support devices are also a problem in itself. It's no secret that the welfare of teachers is still very low, so let alone fulfilling these things, there are still many teachers who have difficulty meeting the basic needs of their families.

The same thing happened to students because not all of their parents could provide technology facilities to their children. Even if they have facilities, they are not used for learning support media due to the ignorance of parents in guiding their children to use technology in learning. Third, the internet network. Online learning cannot be separated from the use of the internet network. Not all schools/madrasahs are connected to the internet, so even the teachers are not used to using it daily. Even if someone uses a cellular network, sometimes the network is unstable because of the geographical location, which is still far from the reach of the cellular signal.

Fourth, the cost of the internet network, which is very much needed in online learning, is a problem for teachers and students. The quota purchased for internet needs has soared, and many teachers and parents are not ready to increase the budget for providing internet networks. This online learning method is not new because in some countries, especially in developed countries, this activity is already used to it. The learning process in higher education, moreover, not only abroad but in Indonesia, is also used to be carried out, but learning at the elementary and secondary education unit levels is not yet so prevalent that serious preparation is needed to make it run well.

The development of the times will demand changes in civilization, which will impact the way or method of learning that is usually done. In this technologically advanced era, it is possible that the following teaching and learning process (PBM) will be carried out online, given the effectiveness in knowledge transfer activities that are very good, fast, easy, and inexpensive (Yusoff et al., 2021). Changes in civilization and this method require education stakeholders to prepare themselves to follow the era's developments as it is today. No one can deny the rapid development of this technology; even if someone rejects it, then be prepared to be left behind, even be run over by others (Waddock, 2011).

## 2 LITERATURE REVIEW

Pandemic is not a reason to temporarily turn off the National Education System Article 3 of Law No. 20 of 2003. But on the contrary, the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and democratic. Responsible citizens must continue to be mobilized. A culture that can be applied to students in all conditions is needed so that the character that is the bill of national education goals can be achieved. So that from there, schools can assist the government's mission in realizing the goals of national education as a whole, as stated in Permendikbud Number 23 of 2015 concerning the Growth of Character, which contains a structured and planned learning activity that is implemented through the School Literacy Movement (GLS).

This is nothing but an effort to cultivate good character habits to create a learning culture that can last a lifetime. to improve the quality of education, one of which is to carry out literacy-based habituation activities Septiani et al., 2020). With the literacy refraction program through reading, viewing, listening, writing, and or speaking activities Warnick (2001), it is hoped that students will be able to access, understand and use all media intelligently and as an effort to provide stimulus and foster interest in reading and improve students' cognitive competence skills so that they can be maximized effectively better according to their stage of development (Suharso, P., & Sarbini, S. (2018).

Literacy culture is indeed an urgency to increase Indonesia's human resources. The data shows the weak literacy of this nation's people. Education is a very supportive environment to move this culture. According to Elizabeth Sulzby (Teale et al., 1986), literacy is the ability of a society to understand, analyze, and determine appropriate and directed actions in a situation. Harvey J. Graff (Graff, 2017) provides a view of literacy as a person's ability to read and write ideas in written form. People who have literate characters usually have quality and many works. In addition, the literacy culture is likely to encourage the writing business, which has an economic impact on him. Jack Goody (Goody et al., 1986) corroborates Graff's view. According to him, the quality of a country's human resources is determined by its literacy culture. The habit of reading and writing determines the progress of a nation.

Therefore, there needs to be a policy that can encourage awareness of reading and writing which is the foundation for the emergence of various sciences and technologies (Irwin, 2002). Europe, the United States, and other developed countries care about literacy and develop continuously to the character of literacy that is the hallmark of its citizens. This literacy can be implemented gradually through literacy character movements (Twining, 2012). The literacy movement becomes a character of a nation if the government, through education, can understand the benefits of literacy to all students from an early age. According to Brown, K., & Burns, A. (1999), literacy character is an educator strategy in giving information knowledge, comprehension, and movement for reading and writing. This is done continuously until it becomes a habit for students.

### **The Essence of Literacy**

School literacy in the context of the school literacy movement (GLS) in elementary schools (SD) is the ability to access, understand, and use things intelligently through various activities, such as reading, viewing, listening, writing, and speaking (Huzaefah & Lubis, 2021). GLS in elementary school is an overall effort to make schools a literacy learning community. Understanding School Literacy in the context of the GLS is the ability to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing, and speaking.

The school literacy movement is an overall effort to make schools a learning organization whose citizens are literate for life through public involvement. Literacy is an activity related to reading and writing. However, the Prague Declaration in 2003 stated that literacy is not only related to these two activities. It also includes how a person communicates in society. Literacy also means practices and social relationships related to knowledge, language, and culture (Keitumetse, 2006; Jones, 2018). The declaration facilitated by Unesco also stated that information literacy is also related to the ability to identify, determine, find, evaluate, create effectively and in an organized manner, use and communicate information to solve various problems (Papen, 2006).

These abilities must be possessed by each individual as a condition to participate in the information society, and they are part of the fundamental human right regarding lifelong learning (Van Deursen & Van Dijk, 2014). So, simply, in the context of students, it can be concluded that literacy activities are a way for students to access, understand, and use the information around them to overcome various problems in their lives (Robins & Webster, 2003). The School Literacy Movement is a participatory business or activity involving school members (students, teachers, school principals, education staff, school supervisors, school committees, parents/guardians of students), academics, publishers, mass media, the community (community leaders who can represent exemplary, the business world, etc.), and stakeholders under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture.

The School Literacy Movement is a social movement with the collaborative support of various elements (Wandasari et al., 2019). Efforts are taken to make it happen in habituation to read students. This habituation is carried out with 15 minutes of reading (the teacher reads a book, and the school community reads silently, which is adjusted to the context or target of the school). When the habit of reading is formed, it will then be directed to the development

and learning stages (accompanied by bills based on the 2013 Curriculum). The variety of activities can be in the form of a combination of developing receptive and productive skills.

In practice, at specific scheduled periods, an assessment is carried out so that the impact of the existence of the School Literacy Movement can be known and continuously developed. The School Literacy Movement is expected to mobilize school members, stakeholders, and the community to jointly own, implement, and make this movement an essential part of life. Literacy is more than just reading and writing; but includes thinking skills using knowledge sources in print, visual, digital, and auditory forms. In the 21st century, this ability is referred to as information literacy (Neumann et al., 2017).

### **Types of Literacy**

Pahl, K., & Rowsell, J. (2012) describe that information literacy components consist of early literacy, basic literacy, library literacy, media literacy, technological literacy, and visual literacy. In the context of Indonesia, early literacy is needed as the basis for acquiring literacy in the next stage. The literacy components are described as follows (Barton & Hamilton, 2000). First, early literacy, namely the ability to listen, understand spoken language, and communicate through pictures and verbally shaped by his experience of interacting with his social environment at home. Students' experience in communicating in their mother tongue becomes the foundation for the development of basic literacy (Okebukola et al., 2013).

Second, Chen (2012) basic literacy, namely the ability to listen, speak, read, write, and count (counting) related to the ability to analyze (calculating), perceive information (perceiving), communicate, and describe information (drawing) based on personal understanding and conclusion. Third, library Literacy, among others, provides an understanding of how to distinguish fiction and non-fiction reading, utilizes reference and periodical collections, understands the Dewey Decimal System (Higgins, 2016) as a knowledge classification that makes it easy to use libraries, understands the use of catalogs and indexing, to know understanding information while completing a paper, research, job, or problem-solving.

Fourth, media Literacy, namely the ability to know various forms of different media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use (Zhang, 2020). Fifth, technology literacy is the ability to understand the completeness that follows technology, such as hardware (hardware), software (software), and ethics and etiquette in using technology. Next is the ability to understand technology for printing, present, and accessing the internet. In practice, there is also an understanding of using computers (Computer Literacy) which includes turning on and off computers, storing and managing data, and operating software programs. In line with the flood of information due to current technological developments, a good understanding is needed in managing the information needed by the community (Keim, 2010; Edward, 2000; & Karanasios, S. T. A. N. (2011).

Sixth, visual literacy, Elkins, J. (Ed.), (2009). is an advanced understanding between media literacy and technological literacy, which develops learning abilities and needs by utilizing visual and audiovisual materials critically and with dignity (Burmark, 2002). Interpretation of unstoppable visual material, whether in print, auditory, or digital (a combination of the three is called multimodal text), needs to be appropriately managed (Sinatra, 1986). However, a lot of manipulation and entertainment needs to be filtered based on ethics and etiquette.

### **3 METHOD**

This type of research is descriptive qualitative research. Descriptive qualitative research is a research method that utilizes qualitative data and is described descriptively (Elliott & Timulak, (2021). This type of qualitative descriptive research displays the data results without any manipulation process or other treatment. The method used is the survey method. The survey method is a research method that takes a sample from a population and uses a questionnaire as a data collection tool. This study collected data and information from

respondents using a questionnaire.

In qualitative research, the quality of research is highly dependent on the quality and completeness of generated data. The questions always considered in data collection are what, who, where, when, and how. Qualitative research relies on the triangulation of data resulting from the interview, participant observation, and study notes organization (document records). In qualitative research, data collection usually uses the method of observation, documentation, and interviews. Also not overlooked is the possibility of using non-human sources of information, such as documents and records (records) available. The implementation of this data collection also involves various other activities, such as creating rappers, selecting informants, recording data/information from data collection. Therefore, in this section, we will discuss consecutively; the creation of rappers, selection of informants, data collection by methods observation, documentation, interviews, data collection from non-human sources, and recording of data/information on the results of data collection.

This study collected data and information from respondents using a questionnaire by selecting several elementary schools in several big cities in Indonesia, namely Bandung, Medan, Surabaya, Jakarta, and Bali. Each city is assigned a 20% sample. The sampling used in this research is purposive. In this study, the way the work is carried out is that the researcher determines the criteria for selecting respondents as samples. In addition, this research was strengthened by interviews with informants. The informants in question come from students, teachers, parents, community leaders, education policymakers from government elements. The data obtained were collected and selected.

The analysis technique used in this research is the interpretation technique. The interpretation technique is an analysis technique that focuses on qualitative data. In qualitative data analysis techniques, analyze or discuss the concepts of a problem and are not accompanied by data in the form of numbers. The concept of analysis applied refers to Spradley (2016) and Bogdan (1990). The concept of Spradley refers to data analysis in research as a way of thinking. It is closely related to the systematic examination of something to determine the parts, the relationship between them, and their relationship to the whole. The analysis is to look for patterns. Furthermore, the Bogdan concept refers to the process of searching for data, systematically compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing them into units, synthesizing, arranging in patterns, choosing which ones to use. Essential to learn and make conclusions that can be told to others.

#### 4 RESULT AND DISCUSSION

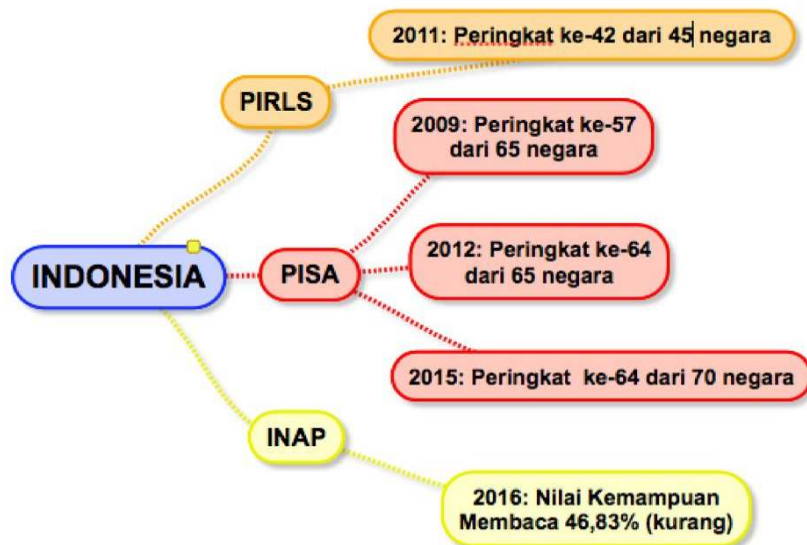
Based on a collaborative interview study and theory, people's meaning or understanding of literacy is strongly influenced by institutions, academic research, national contexts, cultural values, and experience. The most common understanding of literacy is a fundamental ability. Especially the cognitive ability to read and write without considering where it was acquired and from whom it was acquired. Literacy is the right of every person and is the basis for lifelong learning. Literacy skills can empower and improve the quality of individuals, families, communities. Because of its nature that can affect an extensive area, literacy skills help eradicate poverty, reduce child mortality population growth, and ensure sustainable development and the realization of peace.

Literacy cannot be separated from language. A person is said to have literacy skills if he has acquired basic language skills, namely reading and writing. So, the basic meaning of literacy as the ability to read and write is the main door for developing a broader meaning of literacy. The method used to obtain literacy is through education. Education and literacy skills are two essential things in human life. The progress of a country is directly influenced by the level of literacy ability of its population. Educated people are expected to do their job well.

The Ministry of Communication and Information, together with Siberkreasi and Katadata, released the 2020 National Digital Literacy Survey results. Based on digital literacy measurements in 34 provinces in Indonesia, respondents stated that internet access was getting faster, more affordable, and spread to remote areas. Most people also use the internet to communicate via short messages, carry out activities on social media, and watch videos online.

## Multicultural Education

Based on the researchers' interviews with stakeholders or education policymakers, the following is a map of literacy in Indonesia.



**Figure 1** Situation of Application of Literacy in Indonesia

Technology is like two blades, each of which has the same role, namely the positive and negative sides that influence changes in human civilization. All aspects of life today cannot be separated from technology; therefore, technological literacy is very important for society. The use of technology is truly beneficial without harm and hurts the order of life. Especially in education, this technological literacy needs to be studied by all education stakeholders, especially in its use as an online learning medium which is currently being carried out. The things that need to be understood and realized by education stakeholders include.

### Parents

Children's education is the absolute responsibility of parents because, in the afterlife, parents will be held accountable for their respective children. Teaching and learning activities carried out online force parents to be directly involved in their children's learning activities, and they have many experiences when they have to accompany them. Many on social media share their experiences while accompanying their children to learn, both positive and negative. For example, it turns out that there are parents who are often angry because their child is unruly, so they can't stand it and want their child to go back to school.

This incident showed parents that educating children was not easy; it required a lot of knowledge and patience. So with this incident, parents must be aware and know how to guide their children in learning; it is hoped that after getting this experience, parents want to learn how to educate their children at home.

Home is the first and foremost place in educating children; therefore, with the implementation of online learning, children will spend more time at home and need guidance from their parents. The function of the house is now increasing, and namely, as a school, parents must learn how to educate and provide knowledge to children because the function of the teacher or school is only as a facilitator.

There are several roles that parents can take in increasing literacy. First, parents are role models for children to love reading. If parents don't like reading books, it can be started by reading light articles in the mass media. Second, invite children to visit the local library or the nearest public library. Third, by visiting the library, children can become close to reading

sources; children can be invited to borrow books or regularly read in the library. Fourth, make books as rewards when children get achievements. Frequently taking children to bookstores and buying the books they want can shape their personality to love books. Books have become something more essential and must-have than toys and clothes. Fifth, no less critical is parental control to provide nutritious books to children. Not all books are suitable for child development. Only quality books can foster a child's positive character. Based on this, parents play a significant role in selecting which readings are healthy and misleading.

Parents are very influential in accompanying children's success while studying at school home, related to this WHO, (2020) released various guidelines for parents in assisting children during this pandemic, including parenting tips so that more positive and constructive in assisting children during activities at home. Parents initially guide basic attitudes and skills, such as religious education, to obey the rules and for good habituation (Nurleni & Juniarti, 2017). Still, its role has expanded, namely as an educational companion academic. Prabhawani (2016) stated that the implementation of education is the responsibility of parents and the surrounding community, not only the responsibility of educational institutions.

Parents prepare the means of growth and formation of the child's personality from early childhood, including the growth and development of learning motivation. In other words, children's motivation depends on both parents' thoughts, treatment, parenting patterns, and the environment. Being a parent in the current era of globalization is not easy, especially if people's Parents expect their children to be wise and obedient, and obedient. Surrendering education entirely to the school is not enough, especially during a pandemic that requires children to study from home. Parents function as the first and foremost place for children's education from morals, religious values, and character and have an additional role as a teacher secondly for children to study at home during the current Covid-19 pandemic.

Parents play an essential role in motivating children because they interact the most with children so that parents maximize their role; the main thing is educating their children. As the best educators, parents' main thing during learning from home must be to provide time and a realistic and fun learning environment so that children can develop abilities and achieve goals the learning. By accompanying children during the learning process, they can help build a close relationship between children and parents. The most crucial role of parents in accompanying and motivating their children is to make children not feel alone because of other people parents encourage and become a place for discussion and questions for children.

Therefore, it takes the role of parents as a substitute for teachers at home in education guide and motivates children to learn. According to Winingsih (2020), there are four the role of parents during Distance Learning (PJJ), namely: 1) Parents have a role as a teacher at home, where parents can guide their children in learning distance from home independently; 2) Parents as facilitators, namely parents as facilities and infrastructure for their children in implementing distance learning; 3) Parents as a motivator, namely parents can provide encouragement and support to their children in carrying out learning, so that children have the enthusiasm to learn, and gain good performance; and 4) Parents as influence or director.

### **Teacher**

As the holder of leadership and policy in the classroom, the teacher must creatively find solutions to overcome problems that occur. Innovation is things needed to solve all the obstacles that occur. Aware programs and plans must be applied so that schools' literacy culture runs smoothly, practically, and is fun. The introduction of literacy is needed at the elementary school level—this matters to equip students for the next level of education. The effort is needed in teachers' efforts in implementing a literacy culture. But the difficulties to be faced are also something that must be considered in implementing a program.

Basic literacy movements include reading and writing. Reading activity as a receptive skill can be measured through productive skills, namely speaking and writing. The focus of this paper is reading and writing. Literacy reading and writing is not only for students but also for teachers. Teachers must read and write. Through the teacher's writing, students can learn real and imitate the teacher's literacy. Teachers' writings can be diverse, scientific, and non-scientific. These writings can be concrete evidence that teachers also carry out literacy activities. Teachers not



only carry out literacy obligations but also have an awareness of the importance of literacy. Teachers as facilitators and motivators in literacy activities have the advantage of being researchers. Teachers can be researchers who have advantages over other researchers.

Based on these advantages, teachers' writings as researchers can be used as the basis for developing school literacy. Teachers as writers and or researchers will be role models in literacy activities. Exemplary will become a foothold for students in realizing the importance of literacy. Literacy awareness in students will be the basis for strengthening literacy competencies in Indonesia. Based on the description, the teacher has extraordinary potential in developing school literacy; he is a central figure in literacy activities, an ideal researcher in school literacy, and a role model for students in literacy. Keywords: literacy, school literacy, researcher, role model.

Strategies that can increase school literacy are 6M: observe, create, communicate, appreciate, record, exhibit (demonstrate). The six 6M programs can be used by and for students and teachers. The teacher, as the researcher, is already used to doing observing activities. Results of these observations are then used as the basis for creating activities scientific articles. Draft scientific articles are then communicated and appreciated in a series of research writing technique activities. Draft valid ones are appreciated by sending them to scientific journals. Draft accepted articles will be published. The published draft is a form of recording activity. Further articles that have been published can be exhibited to students as an incentive to can write.

Teachers write scientific articles as examples, and role models write. Teachers can write various types, such as short stories, poems, opinions, etc. Teachers can write on the school wall magazine, school magazines, local newspapers, competitions, etc. Teachers' writings that have been published will become a magnet to attract students to read and write. So far, many literacy activities in schools are only aimed at students. Students must read in class for 15 minutes, and students have to go to the library to read, and so on. On the other hand, teachers are not required to read 15 minutes in class, yet required to visit the library, and so on. As a result, students only fulfill academic obligations without any awareness of the importance of literacy.

The teacher's habit of reading and writing will be an example for his students. This example will be the foundation and provision in character education. Sauri mentioned in his research that human character as an individual and as a society could be formed and directed following ideal demands for the development process. Human character in this individual will make a significant contribution to the formation of noble national character and become a supporting factor for accelerating the development of a nation. The statement shows that the teacher's habits in reading and writing will become the basis for the habit of reading and writing in students.

In addition, the Basic Law no. 14 of 2005 could be the basis that the teacher is a mirror for his students. Chapter 10, paragraph 1 explains that teachers must have four competencies in teaching to support the teacher's personality to become a good teacher professional. Competencies related to exemplary are personality competence. In this competence, it is stated that teachers are steady, stable, mature, wise, and authoritative educators. Be a role model for students, and have noble character.

Being a role model for students does not mean telling them to do good, but the teacher becomes an example in doing good, including reading and writing activities. Students may just get an order to read and write; however, in essence, examples, and examples will be a reference in learning activities. Will explain some experiences in exhibiting writing in learning activities integrated with literacy activities and assigned to write news to students. The teacher asks students to read some news examples. The teacher facilitates students to understand the information in the news. The teacher also facilitates students in understanding the form and arrangement of good news from the examples presented.

Students can write news well. At the end of the lesson, the teacher shows the results of his writings (news) published in local newspapers. Students give appreciation for teacher achievement. The teacher tells learning experience in writing news. Students show taste curious and are also excited to write and be published like teacher writing. It will be different if students are guided by a teacher who is well known as a writer. For example, the author of a published short story, news writers in newspapers, and so on. Students will be enthusiastic to follow the teacher's explanations and life experiences. Teacher in context This is a role model in literacy activities. From the illustration, the teacher's writing and the teacher's behavior in literacy show that the power of exemplary can hypnotize students in growing literacy awareness. Therefore, the

teacher as the central figure must be able to become a writer and researcher for the success of school literacy activities.

Online learning should be an awareness for teachers that their current role as teachers who only transfer knowledge will one day be replaced by more sophisticated teachers, namely machine teachers. There are so many media to get knowledge nowadays, and it doesn't depend on the teacher alone, who even has many limitations. Currently, many media can act as teachers, and there are even terms human teachers and machine teachers. Technology can act as a teacher, and now this teacher is called a machine teacher. A lot of knowledge can be learned using machines, call it the internet.

By using the internet, humans can quickly find out what they want without being limited by space and time. Teachers who only position themselves as knowledge transferors already have super-sophisticated rivals, who may one day replace the role of human teachers. Machine teachers have the advantage that they are much more effective than humans in transferring knowledge. Now, how can the machine teacher not replace the human teacher?

Any sophisticated machine still has weaknesses because machines are man-made, therefore so that humans do not depend on machines, humans must be able to master machines. Machines here can be interpreted as technology, and teachers are essential to master technology because essentially, human teachers cannot be replaced by machine teachers. The weakness of the machine teacher is that the machine does not have elements of taste, language, and character. This role must be taken by human teachers to compensate for the role of machine teachers who can only transfer knowledge without any filter because machines do not know good and bad values. Until whenever as long as humans exist, human teachers will not be replaced by machines because if everything has been replaced by machines, then the destruction of the world can no longer be denied.

### **School**

Schools as educational institutions must anticipate this change in human civilization. Changes in human behavior that tend to be inseparable from technology in all its activities must also be followed by schools/madrasas. The impact of the COVID-19 pandemic has provided valuable experience, how the role of schools/madrasas, which have been the center of education, seems meaningless. Educational programs implemented in schools/madrasahs that were once considered very important because they affected the quality of education now seem meaningless. The government canceled the National Examination (UN), the National Standardized School Examination (UASBN), prohibited activities that gathered large crowds, and other essential programs that could already be carried out in schools/madrasas.

These activities are now being replaced with activities that must be carried out online. However, the government currently does not require all school/madrasah programs to be carried out online because the current situation is an emergency. However, I believe that current online activities can be the initial process of changing the paradigm regarding PBM implementation in education from pre-school to higher education. Therefore, if schools/madrasas do not want to be excluded, they must inevitably follow this change. Schools/madrasahs must start thinking about supporting facilities and infrastructure for online learning, train teachers to master technology that supports online learning, and socialize to students and parents about changes in learning methods that will be implemented.

One day, it is possible that the magnificent buildings of schools/madrasahs that have initially been bustling with the bustle of teacher and student activities will only be memories and become lonely places that may change their function because they are not reused for learning activities. Humans at that time did not need to come to school, and they just stayed at home played with computers, laptops, or gadgets to carry out learning activities; teachers simply became mentors and facilitators from a distance whose activities were the same as students, which was enough to play the necessary devices to support online learning.

The current situation is a challenge for the world of education; changing the management of education management is necessary to keep pace with the speedy changes. Manual and conventional learning methods are now replacing with online digital systems that are not limited

by space and time. The role of schools/madrasas is now more dynamic, no longer just a gathering place for teachers and students who will carry out the teaching and learning process.

Schools as a place for students to learn and teachers as facilitators of students in acquiring literacy also have a significant role in increasing students' literacy acquisition. Teachers can maximize their efforts to lead students to acquire their literacy skills into several actions. They were first utilizing learning resources in the school environment to pay attention to pedagogical aspects to support the achievement of curricular goals effectively and efficiently. Second, using learning resources and learning media that stimulate students to dare try things that are considered complicated to be simplified. Third, develop students' creativity by providing opportunities to be creative freely and responsibly without hindering other academic activities. Fourth, various learning models can increase teacher creativity in the classroom and student learning creativity at school and home.

Fifth, provide learning materials that are essential and strategic to develop various student competencies—sixth, provide learning materials directly related to students' real lives (contextual). Seventh, make improvements in assessing student learning outcomes every day in class. Eighth, varying the form of assessment is not only in the form of multiple-choice written tests but also in other forms, such as essay tests, self-tests, etc. Ninth, involving all elements of the school (students, teachers, and school administrators) in making decisions about planning (regarding the order, discipline, procedures for discussing, communicating, and so on) without imposing their will unilaterally. Tenth, embrace, encourage, and help parents create a friendly environment that is conducive to early literacy development by doing two things; first, make regular contact and build close friendships to make parents aware of the various specific things they can do and provide for their children, second, encourage parents to share stories about work, family, or other problems with their children while bathing, accompanying meals, sitting relaxed, driving to take them to school, and so on.

In this case, the school's physical environment is the first thing that is seen and felt by the school community. So the physical environment needs to look friendly and conducive to learning. Schools that support the development of a literacy culture should display student work in all areas of the school, including corridors, principal's and teachers' offices. In addition, students' works are replaced regularly to provide opportunities for all students. In addition, students can access books and other reading materials in the Reading Corner in all classrooms, offices, and other areas of the school.

The school environment needs to build a social environment in which to interact. It is an effective effort built through a model of communication and interaction of all school components. This can be developed by recognizing the achievements of students throughout the year. Awards can be given during the flag ceremony every week to appreciate students' progress in all aspects. Achievements are appreciated not only academically but also by the attitudes and efforts of students.

The physical, social, and affective environments are closely related to the academic environment. This can be seen from the planning and implementation of the literacy movement in schools. Schools should allocate sufficient time for literacy learning. One of them is to carry out reading activities silently, and the teacher reads a book aloud for 15 minutes before the lesson because school is an academic and literate environment.

### **Government**

The role of the government is significant in determining policies related to the national education system. All educational institutions must obey the rules they set because national education has the same goal to build the nation. In an emergency like the current one due to the Covid-19 pandemic, the government quickly issues a policy regarding the implementation of online learning that must be carried out by every educational institution, even though the rules are not yet binding.

In other situations, this policy may be continued from another point of view. Technological advances that allow for the implementation of online learning, also seeing the culture of the people who are already technologically literate, it is not impossible that this policy will continue

and become a decision made by the government to be implemented. I believe that this method will become a common practice in PBM in the future.

The government must have prepared rules to set this policy because it pays attention to the global community, which cannot be separated from technology/internet today. Indonesia inevitably has to follow the current trend if other countries don't want to be left behind. After establishing this policy, the government should also pay attention to supporting devices so that the community can follow this policy properly without harmful excesses and create new problems due to the diversity of economic, social, geographic, and other capabilities in Indonesia.

To build the nation's literacy culture, the Indonesian government has issued at least eight related legal umbrellas, including; (1) National Education System Law number 20 of 2003 article 4 paragraph 5; (2) Law number 43 of 2007 concerning Libraries article 48 paragraph 1; (3) Law Number 3 of 2017 concerning the Bookkeeping System Articles 1 and 36; (4) Government Regulation (PP) number 24 of 2014 concerning the implementation of Law number 43 of 2007 concerning libraries, article 74; (5) Permendikbud number 23 of 2015 concerning the Growth of Character, part VI; (6) National Library National Standard 2017; (7) Guide to the 2017 national literacy movement; dan (8) Decree of the Director-General of Education at the Ministry of Religion number 511 of 2019 concerning Technical Instructions for School Operational Assistance.

In the National Education System Law number 20 of 2003, education is held by developing a culture of reading, writing, and arithmetic for all citizens. The culture of reading, writing, and arithmetic – referred to as literacy, is explained in Law number 43 of 2017 concerning the powder system. In Article 1: Literacy is the ability to interpret information critically so that everyone can access science and technology to improve the quality of their life. In the preamble to the book law, it is also described that building national civilization by developing and utilizing science, information, and entertainment through books containing the values and identity of the Indonesian nation is an effort to promote the general welfare and educate the nation's life as mandated in the Preamble. 1945 Constitution of the Republic of Indonesia. Through this article, the government expressly wants to convey that reading is a benchmark for the quality of education, the crater of the candradimuka of human civilization.

In more detail, the government reiterates the importance of building a reading culture in library law number 43 of 2007 article 48 concerning the Cultivation of a Love of Reading. In paragraph 1, the cultivation of reading is carried out through the family, educational unit, and community. To cultivate a love of reading in the family, the government still intervenes by facilitating cheap and quality books, as explained in paragraph 2.

Cultivating a love for reading in the family through cheap book facilities from the government has been felt since 2008. The government has gradually purchased the copyright (CopyRight) for authors of textbooks from elementary to high school levels through the Ministry of Education and Culture. After purchasing and checking the contents, the government then uploads the soft file of the book on the Ministry of Education and Culture's website. The public may print, duplicate, and trade with a note that it must be following the Highest Retail Price listed on the book's back cover.

Unfortunately, the government's efforts to facilitate reading empowerment through cheap and quality books have limited textbooks. Non-text books such as general works, literature, fiction, and others are still not fully supported. Books like that are most needed to build a reading culture in the community. As a result, the price of quality books will always be high and burdensome for some people who want to buy. Even though the law on the bookkeeping system has been enacted, the price of public books is still quite high. The book's high price is due to the high cost of producing the book. One of the authors of literary books once complained about the high royalty tax for writers. Through his personal social media account, he had stated that he would no longer publish his works because of the high tax rate that must be paid. After receiving a response from the Minister of Finance, Sri Mulyni, the author finally re-published his books. Fortunately, the problem of the high cost of reading books can be solved a little because the government has passed law number 43 of 2007, which regulates libraries as places of lifelong learning for all Indonesian people.

Meanwhile, the cultivation of reading by the education unit is carried out through library empowerment. This is stated in article 3, which reads Cultivating a love of reading in academic

units, as referred to in paragraph (1), is carried out by developing and utilizing libraries as a learning process. The government has placed school libraries as the front line in building a reading culture and an essential aspect of the success of the teaching and learning process. In the 2017 national library standards, the school library functions as a center for teacher and student learning resources, information literacy activities, a research center, a reading center for reading activities, and a place for creative, imaginative, inspiring, and fun activities.

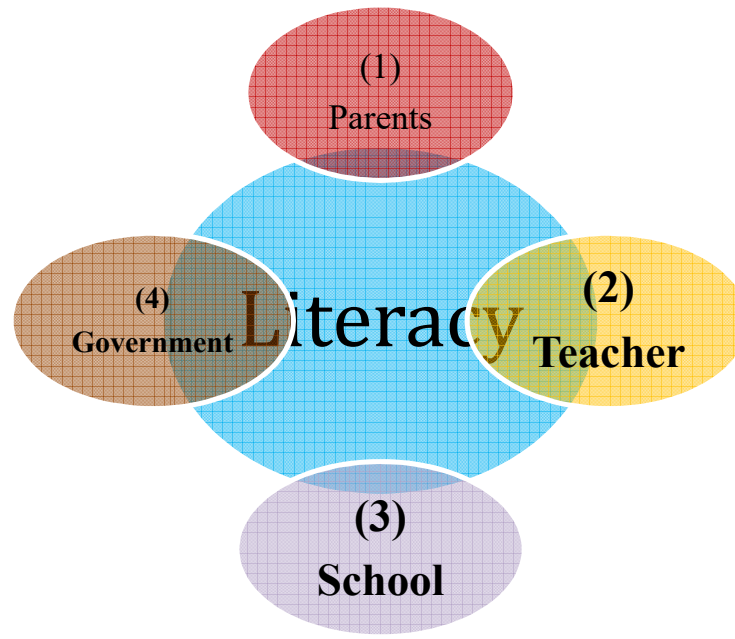
Furthermore, the government encourages a love of reading through Government Regulation (PP) number 24 of 2014 concerning the implementation of Law number 43 of 2007 concerning libraries. Article 74 concerning the Cultivating Love of Reading Award, paragraph 1, states that the love of reading is carried out through a national movement for reading fondness, providing cheap and quality books, developing and utilizing libraries as a learning process.

The national movement for reading fondness mandated by PP number 24 of 2014 is further strengthened by Permendikbud number 23 of 2015 concerning the Development of Character Characters. In part IV on Developing the Potential of Students as a whole, schools should facilitate optimally to identify and develop their potential. To achieve this goal, schools are required to spend 15 minutes before learning to read books other than textbooks (every day). The technical implementation of the national reading movement program is then regulated through the Ministry of Education and Culture by issuing technical guidelines for the 2017 National Literacy Movement (GLN). ). Each Technical Instruction consists of Modules/Reading Materials (e-books and can be downloaded), Good Practices, and Data.

For financing, for example, in the school literacy movement, the government has regulated it in the Technical Operational Assistance for Schools (BOS). In madrasas, the Ministry of Religion issued the Decree of the Director-General of Education Number 511 of 2019 concerning Technical Instructions for School Operational Assistance (BOS). In this technical guideline, BOS funds can be used for library development and book purchases. Books that can be purchased are main text books, companion text books, and non-text books to support learning programs and the school literacy movement. The amount of book purchases is a maximum of 25% of the total BOS funds received per year. If an SMP/MTs school has 500 students, the total BOS funds received is IDR 550,000,000. The amount of BOS funds received is IDR 1100,000 / student/year. Of the total funds, schools may use them to purchase books for IDR 137,500,000 (total BOS funds multiplied by 25%).

The issue of literacy is still something that must be addressed in Indonesia. Based on a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia is ranked 62 out of 70 countries or is the bottom ten countries with low literacy levels. Based on this problem, the Coordinating Ministry for Human Development and Culture (Kemenko PMK) is designing a "National Literacy Cultivation Roadmap". Deputy for Coordination of Mental Revolution, Cultural Advancement, and Improvement of Sports Achievement at the Coordinating Ministry for Human Development and Culture, Didik Suhardi, said that the Literacy Cultivation Roadmap would serve as a reference for relevant Ministries/Institutions, communities, and non-governmental organizations to implement literacy culture programs.

Previously, in 2016, the National Literacy Movement (GLN) set a pilot and introduction stage by consolidating between central units. In the same year, the Ministry of Education and Culture (Kemendikbud) issued Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2015 concerning the Growth of Character, which gave birth to the School Literacy Movement. The continuous implementation of the School Literacy Movement (GLS) seeks to create a school ecosystem that loves to read (literate). The four elements of school literacy development, especially elementary schools, can be seen in Figure 2.



**Figure 2** Elementary School Student Literacy Development Stakeholders

## 5 CONCLUSION

Every change in civilization will undoubtedly have positive and negative consequences. Still, everyone must be able to follow these changes, which are limited by the norms that apply in society itself. Humans are social beings who cannot live alone without interacting with other people, both locally and globally. Therefore, strengthening literacy in this era of globalization, disruption, and even society 5.0 needs to be launched to the fullest. Literacy is a milestone for making students a generation of character, quality, and noble character. Thus, the generation will contribute to the progress of the Indonesian state.

From a positive point of view, the shift in human behavior from manual to digital is that it can make it easier to complete human affairs. Work can be done without requiring a long time, costs can be reduced, and unlimited space. Currently, humans can meet their needs at home, including education which they can access whenever they want, not limited to when they are at school/madrasah.

However, this behavior change is also not without negative impacts. One of them is the social value between human beings is reduced because of the infrequent direct interaction between them. Individualistic nature will be very thick in this digital age, empathy and sympathy between others will weaken, and all things will be measured more by material things. But this is all maybe God's way of running the wheel of life in this world. Hopefully, we can get better at living life at the end of this age.

The collaboration of the four elements; parents, teachers, schools, and the government, must again be strengthened and have a harmonious vision, namely to activate the literacy movement in schools, especially in elementary schools. This is an effort to build performance and synergy after the outbreak, namely the Covid-19 pandemic. Literacy development in elementary schools is the foundation or benchmark for developing student character. Because, basically, literacy contains a comprehensive meaning. Literacy is not just reading and writing, but includes all sectors in students' lives, including; school as a place for learning, the environment as support, learning friends as objects of discussion, teachers as directors, and most importantly, learning media as a means of connecting and learning materials that are processed optimally.

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