

How to Cite:

Harahap, D. G. S., Nasution, F., & Nasution, E. S. (2022). Management of literacy program implementation at elementary school post COVID-19 pandemic in Indonesia. *International Journal of Health Sciences*, 6(S2), 10057–10069.
<https://doi.org/10.53730/ijhs.v6nS2.7618>

Management of literacy program implementation at elementary school post COVID-19 pandemic in Indonesia

Dharma Gyta Sari Harahap

Universitas Graha Nusantara, Padangsidempuan City, Indonesia
Corresponding author email: gytha_hrp@yahoo.com

Fauziah Nasution

Universitas Graha Nusantara, Padangsidempuan City, Indonesia
Email: fauziahnasution05@gmail.com

Eni Sumanti Nasution

Universitas Graha Nusantara, Padangsidempuan City, Indonesia
Email: enisumanti.nst@gmail.com

Abstract---This research is motivated by the low literacy management skills in elementary schools in the city of Padangsidempuan, Indonesia. This makes it necessary to solve the problem by improving it through the management of literacy implementation programs. To achieve the objectives of this research, mix method with a sequential explanatory approach was adapted which begins with quantitative research and continues with qualitative research. The sampling technique used cluster random sampling method for quantitative research and snowball sampling for qualitative research. Quantitative research data were taken from five schools with a total of one hundred fifty students and eighteen teachers. Techniques Data collection were done through tests and distribution of questionnaires for quantitative research and in-depth interviews, documentation studies and observations for qualitative. The findings of this study indicate that was no conflict between the results of quantitative research and the results of qualitative research. The low literacy competence of students due to the management function has not followed the principles of planning, organizing, actuating, controlling, and evaluating.

Keywords---management, implementation, literacy.

Introduction

Literacy skills are important skills which should be possessed by students to face the digital transformation era in the 21st century. Literacy evolve over time which has implications for social development and culture (Jemtsy, 2018). Furthermore, the World Economic Forum in 2016 revealed that students are required to mastery literacy skills to face the dynamics of 21st century life. Literacy skills need to be possessed by students because literacy skills are competencies which consist of techniques for solving problems from various complex challenges, and the concept of how to deal with absolute changes that constantly occur (Hartati, 2016., Hidayat et al., 2018, Wijonarko, 2020., and Husna & Suprianto, 2021). Literacy skills can encourage students to be able to follow the changes in science and technology which occur in the current information and communication era (Abidin, 2015). Literacy skills must be mastered by students to take advantage of knowledge which is constantly evolving in the 21st century because through literacy activities students can improve their critical thinking, creative thinking, collaborative thinking, and communicative thinking skills (Alalfi, 2015).

In general, literacy skill is some one's ability to access information in various modes, select valid information, and use information for certain purposes (Li and Gloria, 2017). According to Daghistani (2017), literacy is the ability to write and read, practice thinking habits through the process of reading, writing and creating a work, and getting used to reading. This is ability that leads to activities to access information through reading, writing, studying, observing, and interpreting information critically, idealistically, dialectically, and autocratically where technology can be used as one of the tools to improve the effectiveness of literacy activities (Spadaro, 2017). Several types of literacy, namely reading and writing literacy, science, numeracy or mathematic, finance, digital, and culture and citizenship (Wiratsiwi, 2020). But in this study, the researchers focused on analyzing students' literacy skills in the fields of reading literacy, mathematical literacy, and scientific literacy.

The theoretical map above provides a very strong explanation that literacy skills need to be improved through the management of literacy program implementation starting from the elementary school education level. Hence, formal and non-formal education interventions should be prioritized to improve student literacy competence since elementary school because this will be able to support the quality of education itself and the progress of a nation (Antasari, 2017., Sholahuddin et al., 2018, Ihsan et al., 2018 and Wijonarko, 2020). However, the management of education in the post-Covid-19 era has decreased. The results of the study indicated that the entire system of life has undergone a transformation that has resulted in various threats and problems, especially in the education sector. This condition triggers an emergency in the provision of education with an unprecedented scale in the world (Minardi et al, 2020., Azevedo et al, 2020., Prachis et al, 2020., Kaffenberger, 2021., and Reuge, et al. , 2021). This problem has an impact on the effectiveness of the management of literacy activities and also has an impact on the literacy skills of elementary school students in Padangsidempuan City, Indonesia.

Based on the clear description above, this research focuses on (1) what is the

students' literacy competency level in reading, science and mathematics at the Padangsidempuan city elementary school in Indonesia? (2) how is the management of literacy program implementation at elementary school post covid-19 Pandemic in Padangsidempuan Indonesia? Do quantitative research results with qualitative research results complement each other?

Literature Review

Development Literacy

The concept of literacy varies widely in various social and cultural contexts. In from a social and cultural perspective, literacy has shifted its meaning not only from a psychological aspect, but also from a cognitive aspect to social and cultural aspects (Jemmy, 2018). Literacy is not just being able reading and writing text, but including information literacy, statistical literacy, computer literacy depending on social and cultural context (Budd & Lloyd, 2015).

According to Borg (2010), literacy is the skill of accessing, understanding, and using things carefully through various activities such as reading, observing, listening, writing, and speaking. Literacy can also be interpreted as the ability to read and write or can be called literacy or literacy (Ihsan, et al., 2018 and Gunawardena, et al., 2017). Students' reading interest will affect students' reading power, especially at the elementary school level and generally at all levels of education. The level of student literacy affects psychological changes and increases students' insight so that they are more prepared to take part in learning at school. Furthermore, Oghenekohwo (2017) notes that literacy is the key to social change and a practical tool for empowerment in each of the three main pillars of sustainable development, namely: human resource development, economic development, and social development. Referring to the opinion above, Pohan (2020) expressed that literacy skills affect thinking and writing skills because literacy activities can open one's horizons to know various things and master various things based on information obtained through various sources.

Regulation of the Minister of Education and Culture of Indonesia that the school literacy movement program is an effort to increase students' reading interest. Literacy activities in schools consist of three general stages, namely the habituation stage, the development stage, and the application stage in the learning process. Sereliciouz (2021) reveals that the school literacy movement is a movement that aims to make schools a place for learning (learning to read and write activities) so that students become literate people. Husna & Supriyanto (2021) Literacy activities at the school education level are basically to develop students' interest and motivation in reading which aims to improve the ability to understand and use information. So that through the enforcement of literacy activities from an early age in elementary schools, students will develop a habit of reading fondness, both in the school environment and in the community such as at home, in the open, in public libraries, and so on. According to this regulation, the types of literacy consist of literacy, science, numeracy, finance, digital, as well as cultural and civic literacy. According to research result of Dharma et al (2022), the types of literacy were applied at the elementary school level in Padangsidempuan City, Indonesia were reading literacy, science literacy and

mathematical literacy. This type of literacy is applied in the blended-based learning process in the pandemic-19 season.

The results of the Progress in International Reading Literacy Study (PIRLS) research by evaluating the reading ability of fourth grade students, shown that the reading category, Indonesia was ranked 45th out of 48 countries researched. It mean that the reading ability of students in Indonesia was still low (Directorate General of Primary and Secondary Education, 2016). This is line with the result of Program for International Student Assessment (PISA) conducted research and evaluated the literacy of reading, math, and science skills of 15 year old students, showing that Indonesia was ranked 57th out of 65 countries researched in 2009, was ranked 64th out of 65 countries researched in 2012, and was ranked 64th out of 70 countries researched in 2015. Based on these data, it shown that reading, mathematics and science literacy abilities of students in Indonesia were still very low (Directorate General of Primary and Secondary Education, 2016). Another finding shown by Indonesia National Assessment Program (INAP) which conducted research through evaluation activities on students' reading, math, and science abilities. Based on this research, it shown that the score of reading ability in Indonesia was still 46.83%, which means that the reading ability of students in Indonesia was still very low (Directorate General of Primary and Secondary Education, 2016).

Management of Literacy Program

According to Everard (2004) management is organizing available resources (people, time, materials) so that the goal can be economically achieved in the planned way; controlling the process (i.e. measuring achievement against plan and taking corrective action where appropriate); and setting and improving organizational standards. Furthermore, Stoner (2006) states that management is a process of planning, organizing, leadership, and controlling the efforts of organizational members and the use of all existing resources in the organization to achieve predetermined organizational goals. Both of the view of point above are in line with Muniroh & Mahyadi (2017) which defines that management is all parts of information that completes insight on how to directly manage and guide organizations. Wijaya & Rifa'i (2016) management functions consist of planning, organizing, actuating, controlling, and evaluating.

Planning can be interpreted as things that need to be prepared related to what must be done, who will do it, how to do it, how to measure the results of the work, whether it is achieved according to plan or deviated. According to Wijaya & Rifa'i (2016) planning is the initial action in managerial activities in every educational institution. Planning must be planned based on the state of available resources and look ahead of what must be achieved in the future. Colquitt & Zapata (2007) explain an organization is two or more people working together in a coordinated manner to achieve group results. Effective organization aims to: (1) defines who will do what (2) defines who leads whom (3) defines communication channels (4) concentrate data sources on objectives. In planning the literacy activity program at the elementary school level, the principal, teachers, students, and parents must define their respective roles so that the implementation of literacy activities can run effectively in accordance with the objectives and

resources owned by educational institutions in Padangsidempuan City Indonesia.

Research Methods

The research method used was Mixed Method research method. The Mixed Method research method is a research method that combines quantitative and qualitative research methods (Sugiyono, 2019). The approach applied was a sequential explanatory approach. The combination method of the Sequential Explanatory model is characterized by data collection and quantitative data analysis in the first stage, followed by qualitative data collection and analysis in the second stage, in order to strengthen the results of the quantitative research conducted in the first stage. This research was conducted at the elementary school level in Padangsidempuan City, Indonesia for the 2021-2022 academic year.

This quantitative research was aimed to measure students' literacy competence, which consists of reading, scientific, and mathematical literacy. Data collection techniques in this study were by giving tests, questionnaires, and observing the learning process. The population in this study were fourth grade elementary school students in Padangsidempuan City, Indonesia. The sampling technique used cluster random sampling method. Data collection was carried out in 5 elementary schools in Padangsidempuan City, Indonesia. The total sample in this study consisted of 150 students. This research instrument by providing a test of 20 items and a questionnaire adopted from the PIRLS Framework. The final score was categorized based on the level of literacy ability which consists of very high, high, medium, low and very low. The score of students' literacy skills in reading, science and mathematical was calculated by using the calculation of the percentage between the correct score and the maximum number of scores (Purwanto, 2008).

Table 1. Criteria for Assessment of Students' Scientific Literacy Ability

No	Category	Interval
1	Very High	86-100
2	High	76-86
3	Medium	60-75
4	Low	55-59
5	Very Low	< 54

The qualitative research conducted to explore the deep information about the management of implementation of the school literacy activities which applied at the elementary school education level in Padangsidempuan City, Indonesia. The technique of collecting data sources was purposive sampling and snowball sampling. The source of data was the 18 teachers of elementary school. Data was collected by using triangulation techniques consisting of direct observation, in-depth interviews, and documentation. There are two types of data in this study, namely primary data and secondary data. Primary data were collected through in-depth interviews with 18 elementary school teachers and direct observation to the object of research. Secondary data was collected through documentation study in 5 primary schools in Padangsidempuan City, Indonesia. The validity test of the

data carried out in this study included credibility and confirmability tests. Data analysis of this research used data processing steps based on Miles & Huberman (2014) which consists of data collection, data display, data condensation and conclusion drawing/verifying.

Result and Discussion

Description of Research Result

The results of this study are shown as the results of measuring students' literacy competencies which consist of reading, science, and mathematical literacy. These competencies were measured into very high, high, low, and very low categories to describe the literacy competencies of fourth grade elementary school students in Padangsidempuan City, Indonesia. Below is the table of students' literacy competence percentages.

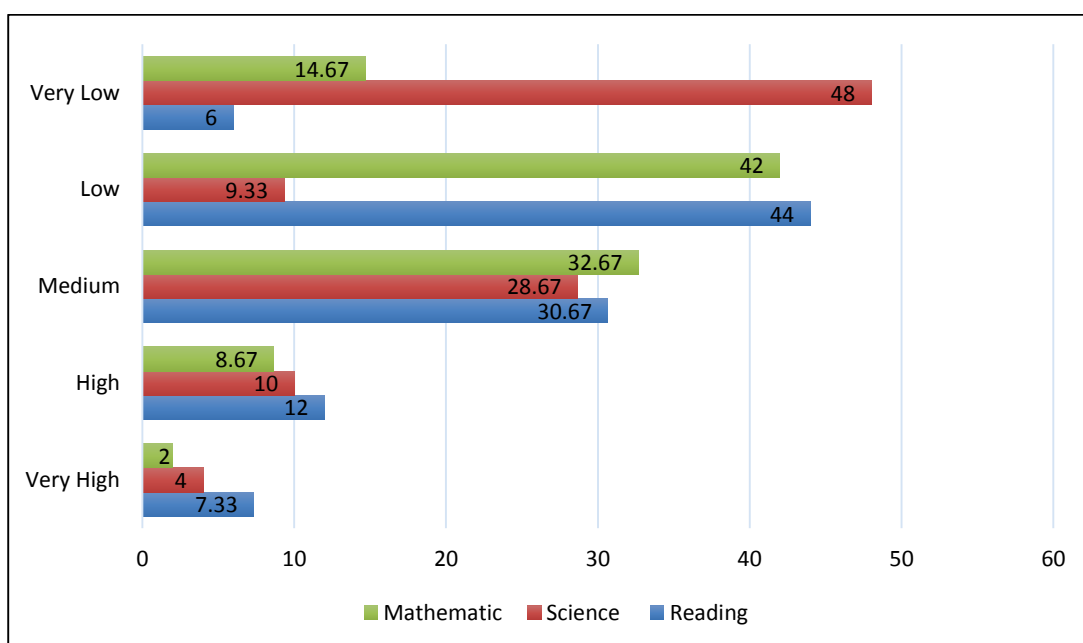


Diagram 1. Percentage of Literacy Competence of Elementary School Students

Students' Reading Literacy Competence

To measure the students' reading literacy competence, this study adopted an instrument from the Progress in International Reading Literacy Study (PIRLS) Framework.

Table 2. Percentage of Students' Reading Literacy Competency Score

No	Aspects	Percentage (%)
1	The purpose of reading literature	78.00
2	The purpose of reading to obtain information	62.00

3	To know the process of searching and finding information	58.67
4	To know the conclusion	60.00
5	To know how to interpret and integrate ideas	49.33
6	To know how to assess content and language use	45.33
Average percentage		58.89

Table 2 above shows that the average of reading achievement for literary works is 78% and can be categorized in the high category. Then for the average of reading achievement to obtain information is 62% with the medium category. From the indicators of the process of searching and finding information consist of 58% with the low category, then for indicators drawing conclusions consist of 60% with the medium category, then for the indicator of interpreting and integrating ideas consist of 49.33% with a very low category, and for indicators assessing content and language use consist of 45.33% with the very low category. The average percentage of students' reading literacy skills is 58.89% can be categorized in the low category.

Students' Science Literacy Competence

To measure students' scientific literacy skills, the researcher gave 15 multiple choice questions with 3 indicators taken in the 2016 International of Students Assessment (PISA) Program, namely:

Table 3. Percentage of Student Science Literacy Competency Score

No	Aspects	Percentage (%)
1	Identifying the scientific evidence	56.53
2	Explaining the scientific phenomena	40.40
3	Using the scientific evidence in everyday life	53.87
Average percentage		46.93

Table 3 above shows that generally students' scientific literacy skills are very low which consist of 46.93%. From the 3 items above, it can be understood that the lowest percentage is the ability of students to explain scientific phenomena by the percentage 40.40%. While the highest is students' ability to identify scientific evidence by the percentage 56.53%. Meanwhile, students' ability to use scientific evidence in daily life is 53.87% and that score can be categorized into medium level.

Students' Mathematical Literacy Competence

To measure the students' mathematical literacy competence, the instrument used was a test which consisting of 5 description questions. The mathematical literacy competency assessment guidance used in the study was adopted from the aspect of mathematical literacy ability from the National Council of Teachers of Mathematics (NCTM, 2000).

Table 4. Percentage of Students' Mathematical Literacy Competency Score

No	Aspects	Percentage (%)
1	Solving and formulating the problems	70.67
2	Applying mathematical concepts or procedures	60.00
3	Explaining the solution and interpreting the conclusion	42.00
Average percentage		57.56

Table 4 above shows that students' mathematical literacy skills generally are low which consist of 57.56%. The table above indicates that the weakness of students' mathematical literacy is the ability to explain solutions and interpret conclusions where the percentage of students' scores is only 42.00%. In the aspect of the ability to solve and formulate problems, fourth grade elementary school students in Padangsidempuan City have a higher score percentage than the other 2 aspect items, which is 70.67%. And in the aspect of applying mathematical concepts or procedures, students achieve a score percentage of 60.00%. However, overall this figure is in the low category.

Based on the results of measuring the average score of students' literacy competence, it can be identified that the literacy competence of students in reading consists of 58.89% in the low category, mathematical literacy consists of 57.56% in the low category, and scientific literacy consists of 46.93 in the very low category. Below is a table of student literacy competencies shown.

Table 5. Literacy Competence of Elementary School Students in Padangsidempuan Indonesia

No	Types of Literacy	Percentage (%)
1	Reading	58.89
2	Mathematic	57.56
3	Science	46.93
Average percentage		54.46

Referring to the conclusion of the quantitative research results shown in table 5 above that the literacy competencies of students from three types of literacy, namely reading, mathematics, and science are in the low category with an average percentage of 54.46%. For this reason, it is very important to use the results of qualitative research to reveal how the management process for implementing the school literacy movement was carried out by elementary schools in Padangsidempuan City, Indonesia. By knowing this, the researcher can formulate the next step to develop a learning model which is relevant to the conditions of elementary schools in Padangsidempuan City, Indonesia.

Discussion

The results of the above study indicate that the literacy competence of fourth grade elementary school students in Padangsidempuan Indonesia is low category based of all literacy aspects measured. The finding of Dharma, et al (2022) revealed that the literacy, mathematics, and science literacy competencies of students at the elementary school level in Padangsidempuan City, Indonesia were

low with an average score of 54.46. The results of the research above were in line with the data released by the Program for International Student Assessment (PISA) and the Organization for Economic Cooperation and Development (OECD), illustrating that in the two assessment periods held in 2012 and 2018, Indonesian students ranked 64th and 65 participating countries in math, science and reading.

The findings above indicate that the management of the implementation of the school literacy movement program which conducted at the elementary school level of Padangsidempuan City, Indonesia has not run effectively in accordance with the management function which consists of planning, organizing, actuating, controlling, and evaluating (Wijaya & Rifa'I, 2016 and Muniroh & Mahyadi, 2017). The results of the interview revealed that literacy activities at the elementary school level were carried out through blended-based learning process during the Covid-19 pandemic. The blended-based learning process and literacy program activities do not run effectively. These findings were in line with the results of Napitupulu's research (2020) which shown that 63% of students could not participate in online learning effectively. Consisting of 30% of students were in areas where the internet network was not supported and does not have a device that can be used for online learning. Furthermore, consist of 23.1% of students living in remote areas such as those in the outermost, underdeveloped areas who have not been able to reach the internet network.

The high light was drawn from the result of in-depth interviews, observations, and documentation studies in the field was the planning process for implementing literacy program activities at the elementary school level of Padangsidempuan City, Indonesia has not been carried out in accordance with fundamental planning principles. Schools have not explored information deeply related to problems in the field. From the document study, it was not found that schools had prepared concrete plans to carry out literacy activities in schools. There was no target to achieve the objectives of literacy activities with measurable strategies and methods. At the stage of organizing the principal has not yet formed a team who will implement the literacy program in schools. So that the division of main tasks, the line of coordination of implementation in the field and the authority of each teacher has not been clearly explained.

In the implementing phase of this literacy activity found many of obstacles occurred in the field, namely (1) teacher preparation in compiling material was still lacking so that the implementation process was not structured well; (2) students could not participate optimally in literacy activities because they were constrained by supporting facilities; (3) students were lazy in participating to the process of literacy activities due to lack of encouragement from their parents; (4) limited time allocation so that the delivery of material in literacy activities was not optimal; (5) many students do not have smart phones and internet access, causing some students to miss lessons and miss information. The management function of the control section in the field was very problematic where teachers could not monitor students effectively in their respective homes. Teachers could not find valid information of students' literacy activities from their respective places. This situation occurred because the cooperation between parents and teachers has not been well established. In the evaluation process, teacher has

difficulty to assess the indicators in literacy process so that the evaluation was not carried out optimally. The results of the interview shown that the evaluation of how the learning process taken place was only based on the assignments collected by students and the number of students' attendance during the learning process. The evaluation process was not optimal due to the planning was not effective. The results of the evaluation carried out by school principals and teachers have not been able to reveal the weaknesses of the implementation of the literacy program in schools or even many indicators of the implementation of the literacy program were not evaluated in the field.

Problems which revealed in the field through in-depth interviews shown that management functions were not implemented proportionally during the Covid-19 pandemic. As a result, the Covid-19 condition has caused a setback in the implementation of literacy at the elementary school level (Dhawan, 2020., Fauzi et al., 2020., and Lestari, et al., 2021). Nurcholis & Istiningsih (2021) revealed that the implementation of literacy encountered obstacles not only in the school environment, but also at home due to internal family factors. So that the purpose of implementing literacy activities in elementary schools was not maximally achieved. Husna & Supriyanto (2021) literacy activities at the elementary school level are basically to foster interest and motivation of students to read which aims to improve the ability to understand and use information. The implementation of literacy activities before the Covid-19 pandemic had also not run effectively based on the results of Hidayat, et al (2018) before the Covid-19 pandemic showed that the implementation of literacy programs at the elementary school level had not run effectively. This condition occurred due to the role of schools was not optimal to do the literacy activities so that students' interest and reading power were very low.

Based on the data findings both of quantitative and qualitative research, it can be concluded that there is no conflict between the findings both result. The low literacy competence of students in the fields of reading literacy, mathematics, and science was because the management function of the implementation of the school literacy movement program carried out at the elementary school level of Padangsidempuan Indonesia has not followed the principles of planning, organizing, actuating, controlling, and evaluating.

Conclusion

Based on the results of the research and discussion above, the results of this study can be concluded as follows. The students' reading literacy competence at the elementary school level of Padangsidempuan City, Indonesia is 58.89% it can be categorized into low category. The students'scientific literacy competence at the elementary school level of Padangsidempuan City, Indonesia is 46.93% it can be categorized into very low category. The students'mathematical literacy competence at the elementary school level of Padangsidempuan City, Indonesia is 57.67% it can be categorized into low category. The students'literacy competence of reading, science and mathematics of elementary school students in Padangsidempuan City, Indonesia is 54.46% it can be categorized into low category. There is no conflict both of the results of quantitative research and the results of qualitative research. The students' low literacy competence in reading,

mathematics, and science is because the management function has not followed the principles of planning, organizing, actuating, controlling, and evaluating.

References

- Abidin, Y. et al. (2015). *Pembelajaran Literasi Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca dan Menulis*. Jakarta: Bumi Aksara.
- Alalfi, R Hany. (2015). Some Modern Trends in Educational Leadership and Its Role in Developing the Performance of the Egyptian Secondary School Managers. *American Journal of Educational Research*, Vol. 3, No. 6, 689-696 <http://pubs.sciepub.com/education/3/6/4>.
- Allugunti, V.R. (2019). Diabetes Kaggle Dataset Adequacy Scrutiny using Factor Exploration and Correlation. *International Journal of Recent Technology and Engineering*, Volume-8, Issue-1S4, pp 1105-1110.
- Antasari, I. W. (2017). Implementasi Gerakan Literasi Sekolah Tahap Pembiasaan di MI Muhammadiyah Gandatapa Sumbang Banyumas. *Jurnal Libria*, Vol. 9, No. 1, 13-26.
- Azevedo., Wagner, J. P., Hasan, Amer, Goldemberg, Diana, Iqbal, Aroob, S., Geven, Martijn, K. (2020). Simulating the Potential Impacts of Covid-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates. *Policy Research Working Paper Series 9284. The World Bank*.
- Borg, S. (2010). Language teacher research engagement. *Language Teaching*, 43(4), 391–429.
- Colquitt, J. A., & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A fi ve-decade study of the Academy of Management Journal. *Academy of Management Journal*, 50(6), 1281–1303. doi:10.5465/amj.2007.28165855
- Dagisthani, Bulquess Ismail Abdul Majid. (2017). The Saudi Little Leaders: The Current Status of Child’s Participation Through Class and School Councils “Alshura Council” in Saudi Arabia. *European Journal of Educational Sciences*, EJES. (<http://dx.doi.org/10.19044/ejes.v4no2a4>).
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of Covid-19 Crisis. *Journal of Educational Technology Systems*, Volume 49(1), 5-22.
- Everard., Geoffrey, M., & Ian Wilson. (2004). *Effective School Management*. Paul Chapman Publishing. London.
- Fauzi, I., & Sastra Khusuma, I. H. (2020). Teachers’ Elementary School in Online Learning of Covid-19 Pandemic Conditions. *Jurnal Iqra’ Kajian Ilmu Pendidikan*, Volume 5(1), 58-70.
- Gunawardena, M., Ranawake, G., & Wilson, K. (2017). Teaching Academic Literacy in Disciplinary Contexts: Insights and Implications from a Discourse Study. *International Journal of Learning and Teaching*, Volume 3(3), 222-225.
- Hartati, Tatat. (2016). Multimedia In Literacy Development At Remote Elementary Schools In West Java. *Journal of Edutech*, Vol.15, No.3, 1-10.
- Hidayat, M. H., Basuki, I. A., & Sa’dun Akbar. (2020). Gerakan Literasi Sekolah di Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* Volume 3(6), 810-817.
- Husna, A. F & Supriyanto, A. (2021). Implementasi Gerakan Literasi Sekolah di Sekolah Dasar Pada Masa Pandemi Covid-19. *Journal of Practice Learning and Educational Development*, Volume 1(3), 87-93.

- Ihsan, Pratama, L. and Hermawan, R. (2018). Improving Literacy Competence in Reading Skills for Elementary School Students Inpres 12 Sorong Regency, West Papua. *Journal of Character Education Society*, Volume 1(2), 9-17.
- Irrijal., Arif Rahman., & Restu. (2017). Implementasi Manajemen Mutu Terpadu di Madrasah Aliyah Negeri (MAN) 2 Model Medan, Sumatera Utara. *Jurnal Manajemen Pendidikan*, Volume 9(2), 1979-6684.
- Jemsy, U Alhisan. (2018). Educational Research Literacy: Meanings and Components. *Asian Journal of Multidisciplinary Studies*. (<http://asianjournal.org>).
- Kaffenberger, Michelle. (2021). Modeling the Long-Run Learning Impact of the Covid-19 Learning Shock: Actions to (more than) Mitigate Loss. *International Journal of Education. Dev.* 81.
- Kumar, S. (2022). A quest for sustainium (sustainability Premium): review of sustainable bonds. *Academy of Accounting and Financial Studies Journal*, Vol. 26, no.2, pp. 1-18
- Lestari, H., & Siskandar, R. (2020). Literasi Sains Siswa Melalui Penerapan Model Pembelajaran Blended Learning Dengan Blog. *Naturalistic: Jurnal Kajian Penelitian Pendidikan*, Volume 4(2), 597-604.
- Lestari1, H., Rahmawati, I., Siskandar, R., & Dafenta, H. (2021). Implementation of Blended Learning with A STEM Approach to Improve Student Scientific Literacy Skills During The Covid-19 Pandemic. *Journal of Research in Science Education*, Volume 7(2), 224-231.
- Li, Qingxia and Gloria Payne. 2016. Improving Student's Critical Thinking Through Technology At Historically Black Institutions. *European Journal of Educational Sciences*, EJES, Vol.3, No.3. (Online) tersedia (<http://dx.doi.org/10.19044/ejes.v3no3a2>).
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press.
- Minardi, Ana Luiza, Hares, Susannah, Lee, Crawford, (2020). Containing the Epidemic: Should Schools Close for Coronavirus. *Center for Global Development*.
- Mondy. R. Wayne dan Premeaux, Shane R. (1995). *Management: Concepts, Practices, and Skills*. Massachusetts: Allyn and Bacon, Inc.
- Muniroh, J., & Mahyadi. (2017). Manajemen Pendidik Dan Tenaga Kependidikan Di Madrasah Aliyah Negeri Kota Yogyakarta. *Jurnal Akuntabilitas Manajemen Pendidikan*, Volume 5(2), 161-173.
- Napitupulu, R. M. (2020). Dampak Pandemi Covid-19 Terhadap Kepuasan Pembelajaran Jarak Jauh. *Jurnal Inovasi Teknologi Pendidikan*, Volume 1(7), 23-33.
- Nurcholis, R. A., & Istiningsih, G. (2021). Problematika Dan Solusi Program Literasi Baca-Tulis. *Jurnal Ilmiah Profesi Pendidikan*.
- Oghenekohwo, J. E. (2017). Literacy Education and Sustainable Development in Developing Societies. *International Journal of Education & Literacy Studies (IJELS)*, Volume 5(2), 126-131.
- Pohan, A. E. (2020). *Gerakan Literasi Nasional Goes To School*. Pasuruan: Penerbit Kiara Media.
- Prachis., Srivastava et al. (2020). Covid-19 and the Global Education Emergency: Planning Systems for Recovery and Resilience, Policy Brief Task Force 11. *Multidisciplinary Approaches to Complex Problem, T20, Saudi Arabia*.

- Purwanto. (2008). *Evaluasi Hasil Belajar*. Bandung: Pustaka Pelajar.
- Reuge, et al (2021). Education Response to Covid-19 Pandemic, a Special Issue Proposed by UNICEF: Editorial Review. *Elsevier: International Journal of Educational Development* 87, 102485.
- Robbins, Stephen P. (1994). *Essentials of Organizational Behavior*. New Jersey: Prentice-Hall.
- Sari, I. F. (2018). Konsep Dasar Gerakan Literasi Sekolah pada Permendikbud Nomor 23 Tahun 2015 Tentang Penumbuhan Budi Pekerti. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, Volume 10(1), 89-99.
- Sereliciouz. (2021). *Program Gerakan Literasi Sekolah (GLS)*. Quipper Education Blog. Diakses <https://www.quipper.com/id/blog/info-guru/gerakan-literasi-sekolah/>.
- Sholahudin, U., Dewi, L. M., & Gentari, E. R. (2018). Student Empowerment in the Literacy Movement to Increase Interest in Reading School-Age Children (Pemberdayaan Mahasiswa Dalam Gerakan Literasi Untuk Meningkatkan Minat Baca Anak Usia Sekolah). *Proceeding of Community Development Volume 2* (2018): 658-664.
- Spadaro, Gabriela Scartascini, et al. (2017). Education as a Strategy for Sustainability in the 21st Century: Teachers as Creators of Educational Change. *European Journal of Educational Sciences*, EJES. (<http://dx.doi.org/10.19044/ejes.v4no4a5>).
- Stoner, James A.E and Edward Freeman. (1996). *Management*. New York: Prentice Hall.
- Sugiyono, Sugiyono. (2019). *Quantitative Approach Management Research Methods, Qualitative, Combination (Mixed Method), Action Research, and Evaluation Research*. In Book Chapter, ed. Setiawan. Bandung: Alfabeta Publisher.
- Tim Gerakan Literasi Nasional Kemendikbud. (2017). “Peta Jalan Gerakan Literasi Nasional”. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.
- Viswanatha KKRC, Reddy A, Elango N M (2019). Diabetes Kaggle Dataset Adequacy Scrutiny using Factor Exploration and Correlation, *International Journal of Recent Technology and Engineering (IJRTE)* Vol. 8.
- Wijaya, C & Rifa'i, M. (2016). *Dasar-Dasar Manajemen Mengoptimalkan Pengelolaan Organisasi Secara Efektif dan Efisien*. Medan: CV. Perdana Publishing
- Wijonarko, E. S. (2020). Manfaat Literasi Digital Bagi Masyarakat Dan Sektor Pendidikan Pada Saat Pandemi Covid-19. *Buletin Perpustakaan Universitas Islam Indonesia*, Volume 3(2) 2020, 65-80.
- Wiratsiwi, Wendi. (2020). Penerapan Gerakan Literasi Sekolah Di Sekolah Dasar. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan Volume 10 Nomor 2*, 230-238.