



Implementation the School Literacy Movement (GLS) within an Independent Curriculum for Lower Primary School Grades

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Abstract

Purpose: This research aims to explain the status of the implementation of the School Literacy Movement (GLS) within the framework of the independent curriculum in the lower classes of SDN Curahgrinting 3 Probolinggo. **Methods:** This research uses qualitative research methods. This study focuses on the perceptions of school principals, teachers, and students regarding the implementation of GLS, as well as teachers' strategies for overcoming related challenges. The five subjects examined included the school principal, class I and II teachers, and class I and II students. Data collection was carried out through observation, interviews and documentation, then analyzed through data reduction, presentation and verification. **Results:** The findings show that the implementation of GLS at SDN Curahgrinting 3 Probolinggo, especially in classes I and II, is in the habituation and development stage. Evaluation strategies primarily include formative evaluation and open communication with students and parents. **Conclusion:** The habituation stage is carried out with activities that last 30 minutes to one hour, establishing a reading corner, and providing additional classes. Furthermore, during the development stage, communal reading activities in the classroom and library. This research highlights the evolving nature of GLS integration in the independent curriculum. These insights contribute to understanding the direction and implications of implementing GLS in primary education, as well as guiding future initiatives in the promotion of literacy within an educational framework.

Keywords: *school literacy movement, students' reading and writing ability, independent curriculum.*

INTRODUCTION

The School Literacy Movement (GLS), is a business or activity that participates involving various stakeholders, such as students, teachers, school principals, education staff, supervisors, school committees, parents and guardians of students, academics, publishers, mass media, the community (Fadillah & Istikomah, 2021). The aim is to increase the ability of community members and the school environment to realize the importance of literacy culture, create a literacy culture that involves students in reading and writing at school, and support the continuity of learning by providing various reading methods and various reading books. Elementary schools carry out education for 6 years, which aims to develop basic knowledge and skills in students' personalities so that students can solve problems in their daily lives. Learning in elementary school is divided into two parts, namely learning for low class and high class students. Learning in the lower classes is basic student learning. Lower class students need encouragement for language development and literacy skills (Khofifah & Ramadan, 2021).

This literacy can be interpreted as more than just reading and writing, this literacy includes 4 language skills, namely reading, writing, listening and speaking. This can be in print, visual or audio form (Pratiwi et al., 2022). 4 language skills cannot be separated from daily activities, such as when communicating with other people. Language is part of the medium for conveying messages, 4 language skills determine the success of the teaching and learning process in the classroom. However, literacy among lower class students is grown through the learning process as it takes place.

Education in the 21st century is education that focuses on the younger generation so that they have four main competencies, namely communication, creativity, collaboration and critical thinking (Rakhmawati & Mustadi, 2022). In education there is literacy as a form of development in the 4.0 revolution era (Hapsari et al., 2022). Literacy skills are closely related to these four competencies, with the aim of the younger generation, especially lower class students, having reading and writing skills (Purnama et al., 2021; Lei et al., 2021; Prasetya & Adlan, 2022). If children have the 4C abilities, it means they will not only memorize the material, but will also be able to create something new and innovative. The goal of literacy in the 21st century is to provide opportunities to make students competent communicators in a multiliterate context.

In the government in Minister of Education and Culture Regulation Number 23 of 2015 which states that Character Development, Development Center, Language Development and Development Agency (Language Agency). The Ministry of Education and Culture has a flagship program called "School Literacy Movement (GLS)". Since 2016, the government started GLS to overcome the problem of students' low literacy skills. GLS is implemented on an ongoing basis and involves teachers and students by providing resources that help improve student literacy, such as reading and writing literacy (Dai, 2024; Suwanto et al., 2022). According Kelly & Nash, (2021), GLS is used as a means to get to know, understand and gain knowledge from students while at school. The GLS program strengthens the movement to develop character as stated in Minister of Education and Culture Regulation Number 23 of 2015. One of them is a book reading activity program before starting learning. Material in reading books can include morality, local, national and global wisdom which is conveyed according to the student's stage of development at school. The implementation of GLS consists of 3 stages, namely the habituation stage, development stage and learning stage. From the

description above, it can be concluded that GLS is a school initiative which aims to increase student literacy and encourage students to become more active and critical readers so that students can produce deeper understanding.

The Ministry of Education and Culture, Nadiem Makarim, issued a new curriculum called the Independent Curriculum with the concept of Independent Learning, which was prepared in 2019 and has been running in 2020 with the motto: Independent Learning and Driving Teachers referring to teachers and students. The independent curriculum focuses on literacy, such as data literacy, which emphasizes that students do not just read, but students must be able to have the ability to read, write, count and solve problems.

The second problem is the diversity of students' interests and talents through a literacy approach. Some students have a strong interest in reading poetry, while other students prefer writing short stories. Some other students do not have the same opportunities to develop their literacy interests and talents. Literacy is the main focus in developing an independent curriculum with these literacy skills being able to influence student success at various school levels. In developing literacy in the independent curriculum, teachers can implement it to increase students' interest in reading and writing.

RESEARCH METHODS

This research is qualitative research with a qualitative descriptive approach. Qualitative research is a research process that uses descriptive data in the form of written and spoken words from individuals and actors who can be observed (Yadav, 2022). Qualitative research seeks to construct reality and understand its meaning. Thus, qualitative research can pay attention to processes, events and authenticity. Thus, qualitative research requires sharp analysis, objectivity, systematic completeness of data so that interpretation is correct.

Descriptive research is a type of research that shows the phenomenon being studied. In the end, this approach mainly focuses on explaining the research object and answering the problem or phenomenon that occurs (Braun et al., 2021). Descriptive research collects data to describe objects as they are. This research aims to describe the situation regarding the implementation of the School Literacy Movement (GLS) in the independent curriculum in the lower grades of SDN Curahgrinting 3 Probolinggo. Therefore, this research is descriptive research using a qualitative research approach. In general, the research flow diagram can be seen in figure 1, as follows:

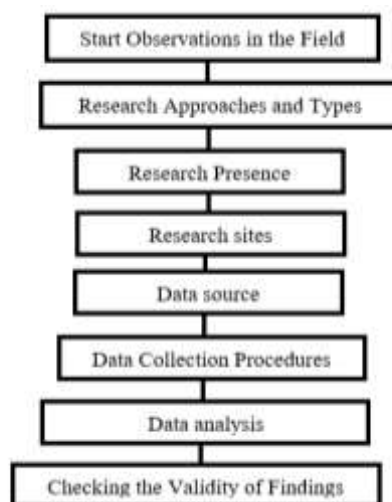


Figure 1. The Research Flow Diagram

In a descriptive research design, the researcher serves as the primary instrument, facilitating data collection and participant observation. This study was conducted on-site at SDN Curahgrinting 3 Probolinggo, involving direct observation of pertinent activities to address the research objectives. Spanning four months from October 2023 to January 2024, the research unfolded at the school's location on Jalan Kapuas No. 01, Curahgrinting Village, Kanigaran District, Probolinggo City, East Java 67212.

To acquire data for the research, the researchers delineated the types of data required. Primary data, sourced directly from individuals or events, was gathered through interviews and observations conducted by the researchers themselves. This encompassed interviews with the school Principal, Class I and II Teachers, as well as 13 class I students and 18 class II students at SDN Curahgrinting 3 Probolinggo. Additionally, secondary data, serving to complement primary data, was collected from external sources such as relevant documents, notes, and images detailing the conditions and activities at SDN Curahgrinting 3 Probolinggo.

The data collection procedures employed in this research involved observation, interviews, and documentation, which served as the primary methods for gathering information from various sources. Observations were systematically conducted to record and analyze the implementation of literacy in lower grades within the independent curriculum at SDN Curahgrinting 3 Probolinggo, directly observing class I and II students participating in literacy activities both inside and outside the classroom. Interviews, employing a semi-structured approach, were utilized to engage with the Principal, Class I and II Teachers, and students, aiming to obtain direct insights into the School Literacy Movement (GLS) implementation. This method facilitated open discussion and the exploration of diverse perspectives regarding the research focus. Additionally, documentation, including notes and photographs, complemented the primary data collection efforts, serving to reinforce the obtained information and enrich the research findings. Through these comprehensive data collection procedures, the researchers aimed to gather a holistic understanding of the challenges and strategies associated with GLS implementation in the lower grades of SDN Curahgrinting 3 Probolinggo within the context of the independent curriculum.

Data analysis in this research involves qualitative methods aimed at organizing and extracting meaningful insights from the gathered information. The process includes data reduction, which entails summarizing and selecting key elements to provide a clearer understanding for further investigation. Following data reduction, the analysis proceeds to data presentation, where concise descriptions, charts, and interrelationships between categories are formed to facilitate comprehension. The presentation predominantly consists of descriptive written data to facilitate the drawing of conclusions. Subsequently, verification is conducted to ensure the accuracy and relevance of the research findings. This entails formulating clear and concise interpretations of the results, assessing their alignment with the research title, objectives, and focus, thus validating their credibility and consistency. Through these rigorous analytical procedures, the research aims to offer comprehensive insights into the implementation of the School Literacy Movement (GLS) within the independent curriculum framework at SDN Curahgrinting 3 Probolinggo.

Ensuring the validity of the research findings is crucial to establish alignment with the actual field conditions. To achieve this, triangulation techniques were employed, involving the examination of data from multiple perspectives or through different methods. In this study, triangulation of sources and techniques was utilized. Source triangulation compared and cross-

validated information obtained from various stakeholders including the Principal, Class I and II Teachers, and students at SDN Curahgrinting 3 Probolinggo. Technical triangulation involved assessing the consistency of data collected from the same source using different techniques, namely observation, interviews, and documentation. Additionally, the availability of references such as photos and recorded research results further bolstered confidence in the data by providing supplementary evidence for observations. Through these triangulation methods, the research aimed to enhance the credibility and reliability of its findings, ensuring a comprehensive understanding of the implementation of the School Literacy Movement within the independent curriculum context.

RESULTS AND DISCUSSION

Implementation of the School Literacy Movement in Lower Classes in the Context of the Independent Curriculum

In this section, data is presented regarding the existence of a school literacy movement in the context of an independent curriculum in classes I and II at SDN Curahgrinting 3 Probolinggo which can answer the challenges of current developments, especially technological developments which require pupils and learners to adapt to these developments. The data from observations and interviews regarding the implementation of the school literacy movement in the independent curriculum in lower grades at SDN Curahgrinting 3 Probolinggo, is as follows:

1. Integrating Literacy Aspects in the Independent Curriculum into the Teaching of Daily Learning in Lower Classes in the Context of the Independent Curriculum

In the independent curriculum there is a lot to learn basic literacy, if you are to integrate literacy into teaching, it covers almost all subjects in this independent curriculum and when material is included in learning that requires reading from the library it is then distributed to the children so that the children Children can read repeatedly and are able to understand the content of the reading they have read, are able to write in their own books, and are able to retell readings they have read in front of their friends.

The integration of literacy in all subjects allows students to see the relationship between these two aspects in a meaningful context. The use of varied reading provides students with opportunities to develop reading, writing, listening, and speaking skills, expand vocabulary, and increase their understanding of a variety of topics. The independent curriculum is designed to give class teachers more freedom in developing teaching materials. Thus, class I and II teachers must be able to choose reading materials or activities that are in accordance with the independent curriculum.

This is supported by the results of an interview with the Principal of SDN Curahgrinting 3 Probolinggo, namely Mrs. Djunaidah, she revealed that: "Integration of literacy for learning requires literacy. So, the children don't just read in books, we practice literacy."

The findings of the integration of literacy in the independent curriculum into daily learning teaching in lower classes in the context of the independent curriculum implemented at SDN Curahgrinting 3 Probolinggo, are put into dialogue with the theory written by Marmoah & Jenny Indrastoeti Siti Poerwanti, (2022), namely the integration of literacy into all subjects are effective and efficient strategies in strengthening and improving students' literacy skills. Also, in the digital era learning culture, collaboration

and communication between teachers and employees is very important to ensure that technology is used effectively to help students learn (Lazonder et al., 2020).

2. Assessment of Student Literacy Abilities in the Independent Curriculum

Assessing students' literacy skills in the context of an independent curriculum, teachers take a flexible, responsive approach and understand the character and diversity of students' interests, talents and learning styles. Class I and II teachers assess students' literacy skills by adopting learning methods that are creative, inclusive, and meet students' individual needs, such as stories, games, projects, practical activities, literacy collaboration between subjects, reading and writing, telling stories about personal experiences or related to certain themes, and utilize local resources (folklore, folk songs, or cultural objects).

The aim is to meet students' diverse learning styles and help students develop literacy skills and demonstrate the relevance of literacy in various contexts and utilize technology to enrich students' literacy experiences so as to increase motivation and engagement between teachers and students. This is in accordance with the theory of Efendi & Suastra, (2023) which states that assessment in the independent curriculum is through assignments and portfolios, the aim of which is to provide more space for students to hone their abilities according to the students' interests and talents.

This is reinforced by the statement made by the class I teacher, namely Mrs. Fitria Yuanita and the class II teacher, namely Mrs. Ida Sri Utami, as follows:

"I assess it through student portfolios such as student writing, literacy projects, or assignments that demonstrate reading and writing skills. Providing project assignments that challenge students a little, such as students being able to read story books and retell them in front of the class. In addition, I conduct formative and summative exams with the aim of measuring students' understanding of reading and writing, and reading comprehension, as well as assessing students' final achievement of expected literacy standards. "Then, I also give assignments related to students' daily lives, such as students being able to observe objects around them and writing them down in their books and students being able to tell stories about their personal experiences."

3. The Role of Information Technology in Supporting the Literacy of Lower-Class Students in Accordance with the Spirit of the Independent Curriculum

The role of information technology has become the key in realizing education that is inclusive, interactive, and stimulates interest in learning, especially at the literacy level of the students I studied, namely grade I and II students. In the current digital era, almost all class teachers, including class I and II teachers, utilize information technology to search for relevant material sources via the internet, either through websites or applications, with the aim of increasing the extraordinary potential in increasing student literacy, such as reading, writing, listening and speaking literacy, as well as helping teachers to align learning with students' individual needs, but also guiding students towards improving and developing literacy in accordance with the spirit of an independent curriculum. The use of technology is also in line with the concept of inclusivity and adaptability promoted by this independent curriculum (Fransiska et al., 2023).

This was supported by the class I teacher, namely Mrs. Fitria Yuanita, as follows:

"The role of technology in the independent curriculum is very helpful and very useful, especially in teaching and learning activities in all subjects. Technology systems can provide instant feedback to students."

A similar thing was also conveyed by the class II teacher, namely Mrs. Ida Sri Utami, she revealed that: "Technology not only helps teachers to align learning with students' individual needs, but also guides students towards improving and developing literacy in accordance with the spirit of the independent curriculum."

4. Challenges in Implementing the School Literacy Movement in the Independent Curriculum Context and How to Overcome Them

The challenges that are often faced in implementing the school literacy movement in grades I and II in the independent curriculum are differences in students' abilities in one class, their interest in reading, and then there is the initial ability of their resources. Thus, class I and II teachers tackle using a personalized learning approach by including reading material that suits students' interests. Providing a choice of reading materials or including creative elements in literacy learning can also increase student interest. Additionally, teachers may consider using more contextual and reflective formative evaluations, for example, involving literacy projects and portfolio assessments. In literacy learning in the independent curriculum, teachers are required to follow technological developments so as to enable more creative, active, collective ways of increasing literacy and facing challenges in the 21st century in implementing the school literacy movement.

This is supported by the class I teacher, namely Mrs. Fitria Yuanita and the class II teacher, namely Mrs. Ida Sri Utami, as follows:

"There are several challenges, namely differences in students' abilities in one class, interest in reading, then there is the initial ability of resources, because there are those who don't come from kindergarten, don't go straight from zero to elementary school."

"Yes, there must be, for example, children are given lots of reading material, sometimes those who read quickly disturb their friends."

5. Implementation Stage of the School Literacy Movement at SDN Curahgrinting 3 Probolinggo

The literacy movement will be successful if it is carried out comprehensively. Parents, libraries, government and private organizations must also support the literacy movement (Condie & Pomerantz, 2020). States that the stages of implementation in the School Literacy Movement (GLS), there are three phases of habituation, development and learning, but at SDN Curahgrinting 3 Probolinggo, the implementation stage of the school literacy movement in the lower grades reaches the stage development. The habituation stage is carried out during the first few months of the school year. Literacy activities in the habituation stage, students are asked to get used to reading for 30 minutes – 1 hour before learning begins, either by reading silently (in their hearts) or by reading aloud together.

At the habituation stage, the teacher provides reading books such as books for reading fluently, books for recognizing letter shapes, books for learning to read and write, and so on. At the habituation stage, lower grade teachers initially only related it to Indonesian language subjects, but in this independent curriculum lower grade teachers linked literacy

activities at the habituation stage to all subjects taught by students. The aim is to provide a basis for the development of reading and writing skills at an early stage.

At the development stage, student literacy at SDN Curahgrinting 3 Probolinggo requires varying amounts of time. This process cannot be limited to a definite month, because each student has a different pace and way of learning. Literacy development involves several aspects such as reading, writing, listening and speaking. The development stage in implementing the school literacy movement in the independent curriculum for lower class students includes steps designed to broaden and deepen students' understanding and literacy skills.

The development stage in the independent curriculum also emphasizes empowering students to develop literacy skills in the 21st century, this involves increasing students' abilities in creativity, communication and cooperation. For example, students begin to recognize letters, can form words and sentences, can understand the basics of reading, and can read and write correctly. This ability develops over time and students' learning experiences. Therefore, it is important to understand that student literacy development can occur progressively over several years. More details can be seen in figure 2 and figure 3 as follows:



Figure 2. Reading Activities in the Reading Corner



Figure 3. Joint Reading Activities

6. Differences in the Implementation of the School Literacy Movement in the 2013 Curriculum and the Independent Curriculum

In implementing GLS in the 2013 curriculum, teachers at SDN Curahgrinting 3 Probolinggo emphasized a competency-based approach and focused on developing reading, writing and speaking abilities as basic literacy skills. Meanwhile, implementing GLS in the independent curriculum, teachers at SDN Curahgrinting 3 Probolinggo, place greater emphasis on developing 21st century skills. Apart from reading and writing, literacy objectives also include critical thinking, creative, collaborating and communicating skills and emphasize the use of integrated formative evaluation as a tool to measure student literacy development, so as to create learning situations that build these skills, leading to greater student development. holistic. Stated that the independent curriculum is much more meaningful, more interactive, students have freedom in their interests and talents.

The results of the interview with the Principal of SDN Curahgrinting 3 Probolinggo are as follows: "Yes, the difference is slight, it's just that in the independent curriculum it is more realistic and there is more time."

This is supported by Mrs. Fitria Yuanitas and Mrs. Ida Sri Utami, as follows:

"In the independent curriculum, it is more varied, more varied, more innovative, the resources available on social media and print media are more numerous or have increased."

"In the independent curriculum, children must be more diligent in opening books and reading books, being good at making conclusions. "In K13 there is more group work."

Diversity of Interests and Talents of Lower-Class Students through Literacy in the Independent Curriculum

In this section, data is presented regarding the independent curriculum which focuses on freedom and diversity. It is very important for schools to accommodate the diversity of interests and talents of lower-class students through the School Literacy Movement. Data obtained from interviews with the Principal, Class I and II Teachers at SDN Curahgrinting 3 Probolinggo. as follows:

1. Identifying the Diversity of Interests and Talents of Lower-Class Students Through the School Literacy Movement in the Context of the Independent Curriculum

School Literacy Movement as a tool to support the diversity of student interests and talents in an independent curriculum. At SDN Curahgrinting 3 Probolinggo, we have created a learning environment that is inclusive and responsive to the needs and potential of each student. Teachers at SDN Curahgrinting 3 Probolinggo have their own notes regarding the diversity of interests and talents of each student regarding the basic abilities of students in class through the school literacy movement. Alsubaie, (2022) explains that the diversity of student interests through the school literacy movement in the independent curriculum, students have the freedom to determine students' needs and learning styles. Based on the results of interviews with the school principal, Mrs. Ida Sri Utami, as follows: "Each teacher has his own notes, his students have their own skills and interests according to their own class teacher"

2. Recognition of the Diversity of Student Interests and Talents

At SDN Curahgrinting 3 Probolinggo, especially in grades I and II, teachers provide freedom and diversity as the main foundation for each student so that students feel recognized and supported in developing their interests and talents. The independent curriculum places students at the center of learning, class I and II teachers have adapted the curriculum to the unique needs and potential of each student.

Each student has diverse interests and talents. There are those who are interested in Indonesian, Mathematics, Comics, Fairy Tales, art, sports and various other fields, through the School Literacy Movement, schools can provide space to recognize and understand this diversity. This was supported by Mrs. Fitria Yuanita, she stated the following: "In the independent curriculum, as a class teacher, I give students the freedom to design parts of their own curriculum, thus providing opportunities for deeper self-development according to each student's interests and talents."

3. Integration of Student Interests and Talents in the School Literacy Movement in the Independent Curriculum

SDN Curahgrinting 3 Probolinggo, in integrating students' interests and talents in the school literacy movement in this independent curriculum, not only focuses on aspects of reading, writing, listening and speaking, but also expands its scope to stimulate students'

literacy interests and talents as a whole. Teachers give class I and II students the freedom to choose their own reading materials according to their interests, in order to create a learning environment that is inclusive and responsive to diversity. The teacher among the children, I tell stories, the children can note down what makes it interesting or once the children are taken out of class to be able to make sentences about the surrounding environment they see

In the context of an independent curriculum, the integration of the school literacy movement becomes a bridge that allows each student to explore, hone and explore their unique potential in accordance with the freedom provided by this curriculum. Teachers can measure the success of literacy integration in exploring and understanding the diversity of interests and talents of lower grade students. The following class I and II teachers assess the success of literacy integration in exploring and understanding the diversity of interests and talents of lower-class students: "By providing assessments in each subject and in extracurricular activities."

Integration of students' interests and talents makes literacy learning more relevant and interesting for students. Students who can connect learning to their personal interests tend to be more engaged and motivated. This integration allows students to link these two aspects in a meaningful context (See & Gorard, 2020). More details can be seen in figure 4 and figure 5 as follows:



Figure 4. Joint Reading Activities in Class I



Figure 5. Memorization Activities in Class II

4. Time Allocation

Class I and II teachers at SDN Curahgrinting 3 Probolinggo have been effective in managing time in class, creating an inclusive environment that supports the interests and talents of lower-class students in accordance with the spirit of the independent curriculum, so that each student has maximum opportunities to explore and develop their interests and talents. Teachers not only serve as providers of material, but also as managers of learning experiences that actively involve each student.

So, this time allocation occurs when taking breaks, if there are children who are not fluent, can't read or can't write enough, give them extra time when they come home, when during special learning time children who are less fluent are placed in the literacy corner, the purpose is to specialize children who still not running smoothly. In line with the theory from Doyle et al., (2023) allocating sufficient time for literacy learning can increase students' understanding of literacy.

This is supported by Mrs. Fitria Yunita and Mrs. Ida Sri Utami, as follows: "At the end of the lesson there will definitely be reflection activities and also feedback from students."

"Most of them take rest time, if there are children who are not fluent, can't read enough, don't know how to write, give them extra time when they come home, during special learning time children who are less fluent are placed in the literacy corner, the purpose is to specialize children who are still not fluent."

5. Developing Critical Thinking Skills Through School Literacy Movement Activities According to the Interests and Talents of Lower Grade Students in the Independent Curriculum.

Critical thinking skills open the door for students to not only develop their literacy, but also to understand, assess, and respond to information in deep and creative ways. Several students in class I and class II have played an active, innovative role in learning, however, some students are still lacking in honing, exploring, discovering their interests and talents.

In School Literacy Movement activities, critical thinking skills are the basis for equipping students with the analytical and evaluative skills needed to face challenges in the 21st century. Thus, the School Literacy Movement in the independent curriculum combines literacy skills, such as reading and writing, with activities that stimulate critical thinking. This creates opportunities for students to hone their thinking skills through challenging literacy activities.

This was supported by Mrs. Djunaidah, she stated that: "Developing critical thinking skills helps students become better prepared to face global challenges or challenges in the 21st century and participate actively in an increasingly complex society, such as game-based activities, creating creative work, group discussions. This is in line with the vision of an independent curriculum which emphasizes students' readiness to become active, creative, innovative and critical thinking individuals." More details can be seen in figure 6 as follows:



Figure 6. Active Learning in the Classroom

Teacher Strategies in Increasing Literacy Activities for Low Class Students in the Independent Curriculum

In this section, data is presented regarding the School Literacy Movement in an independent curriculum that requires teachers to become agents of change who are able to respond to the diversity of students' interests and talents. Data obtained from interviews with Class I and II Teachers at SDN Curahgrinting 3 Probolinggo, are as follows:

1. Planning School Literacy Movement Activities for Lower Grade Students in the Context of the Independent Curriculum

Class I teachers carried out a plan to support the school literacy movement for their students in this independent curriculum by continuing to carry out differentiated learning and considering local wisdom approaches, as well as utilizing current technology. In class II teachers carry out planning by integrating local stories and using interesting learning methods, and oriented to students' daily lives. And by looking at children in exploring students' creative potential, because the School Literacy Movement does not just teach reading and writing skills, but also stimulates students' interests and talents so that they can explore literacy with enthusiasm and creativity. That learning is carried out inside and outside the classroom, there are teaching strategies or methods, as well as evaluations to assess student learning outcomes.

This was confirmed by Mrs. Fitri Yuanita and Mrs. Ida Sri Utami, as follows:

"I can plan school literacy movement activities for lower class students in the context of an independent curriculum by considering local wisdom approaches, integrating local stories, and using learning methods that are interesting and oriented to everyday life. Apart from that, I also utilize educational technology and explore students' creative potential as part of planning literacy activities."

2. Use of Reading Corners

The reading corner in class I and class II at SDN Curahgrinting Probolinggo was created in the corner of the classroom. The reading corner was arranged with various reading books appropriate to the class level and students' interests. The use of this reading corner aims to strengthen students' literacy skills and create a literacy environment that inspires and supports students' holistic literacy development. Through reading corners, teachers can activate students' enthusiasm for learning, creativity and interest in reading, in line with the principles of freedom and diversity promoted by the independent curriculum.

The following are the results of the interview from Mrs. Fitri Yuanita, as follows:

"Using a reading corner is very beneficial, students can develop an interest in reading and better understanding while strengthening their literacy skills. "The reading corner can also be a place for creativity where students can write short stories, this is in line with supporting the vision of an independent curriculum which emphasizes more contextual and student-centred learning."

Using a reading corner is very beneficial, students can develop an interest in reading and better understanding while strengthening their literacy skills. The reading corner can also be a place for creativity where students can write short stories, this is in line with supporting the vision of an independent curriculum which emphasizes more contextual and student-centred learning. Reading corners are a form of GLS that must pay attention to the space and comfort of students. More details can be seen in Figure 7 and Figure 8, as follows:



Figure 7. Class I Reading Corner



Figure 8. Class II Reading Corner

3. Creating a Stimulating Literacy Environment

Class I teachers carry out strategies in creating a literacy environment that will stimulate students' interest in reading and writing by providing a pleasant feeling for students and generating student enthusiasm first, thereby creating and motivating students' interest in reading and literacy skills. Class II teachers with strategies include creating a friendly and fun classroom environment to make students feel comfortable participating in literacy activities, providing a variety of reading materials that are appropriate to the class level and student interests. In this way, every student can experience the joy of learning and develop literacy skills holistically.

Creating a stimulating literacy environment in the context of an independent curriculum involves changing the view of literacy, from being just a basic skill to becoming an integral part of students' holistic development. An environment that inspires passion and a desire to engage in literacy will form a strong foundation for students' future development. Stimulating environment is a varied teaching strategy with involvement between students and teachers.

Class II teachers also create an environment that motivates and empowers students to become more competent readers and writers in the context of an independent curriculum.

"Creating a classroom environment that supports students' literacy development, I take several steps, namely first: creating a friendly and enjoyable classroom environment so that students feel comfortable participating in literacy activities, second: I provide a variety of reading materials that are appropriate to grade level and interests students, both in the library and in the reading corner."

4. Additional Classroom Learning

Class I and Class II teachers provide additional classes during school hours. This strategy is implemented to improve student literacy, especially for those who still experience difficulties in reading and writing. By providing additional personalized and focused learning, it is hoped that each student can overcome their difficulties. This is in line with the spirit of an independent curriculum which places students at the center of learning. Through additional learning, teachers can design activities that encourage the development of students' critical and creative thinking skills. In-depth discussions, text analysis, and challenging literacy projects can enrich the learning process.

This was explained by the class I teacher, Mrs. Fitri Yuanita, as follows:

“Every student has a different learning speed and style. By providing additional classes, I can develop learning strategies that suit each student's needs, helping them overcome specific literacy barriers, such as writing sentences, reading written results, reading with comprehension.” This can be seen in figure 9, as follows:



Figure 9. Additional Class Activities

5. Library Use

The use of the library for class I is not always, because class I students are encouraged to read together in class. For class II, it is often implemented and uses the library to support school literacy movement activities and enrich their literacy. The aim of using the library is to involve students in reading books only, but rather to form individuals who are critical, creative and able to think analytically. This was confirmed by the principal, as follows:

"Libraries have an important role in supporting the school literacy movement for lower class students, especially in the context of an independent curriculum which emphasizes the freedom to develop the curriculum according to students' needs and potential"

Libraries provide access to various types of reading materials, including storybooks, encyclopedias, non-fiction books, and children's magazines. With this diverse collection, students can choose reading materials that suit their interests and reading level, helping to create an environment that encourages reading habits. In this way, libraries in schools can create an environment that supports the literacy development of lower-class students in accordance with the spirit of the independent curriculum, and libraries can become a learning reference source for looking for books, and so on.

6. Collaborative With Parents

Collaboration with parents can create consistency in school literacy movements between the school and home environments and can provide opportunities for parents to be actively involved in their children's learning at home. Class I and class II teachers at SDN Curahgrinting 3 Probolinggo utilize technology by creating WA groups to share information and monitor the increase in student understanding and can help create a comprehensive and in-depth learning experience for students. This collaboration can also present an opportunity for parents to be actively involved in their children's learning at home. In the era of information technology, social media, especially WhatsApp groups, have become an effective means of facilitating communication and collaboration as well as sharing information, ideas and support related to literacy activities between teachers and parents. Collaboration with parents can provide motivation regarding the importance of

reading, writing, listening and speaking at home and school. This is supported by the school principal, as follows:

“Parents have a role in forming a literacy environment at home. Collaborating with them allows me to gain a better understanding of students' literacy backgrounds and provide more effective support.”

Results of the interview with Mrs. Fitri "I created a special WhatsApp group for the class with parent participation, because the group is a forum for sharing information about literacy activities that are taking place in the class. This can include details of assignments, reading materials used, or photos of literacy activities in class, discussing literacy activities, and providing support for the school's literacy movement and making a positive contribution to children's literacy development.” This is in accordance with the documentation results in figure 10 and figure 11, as follows:



Figure 10. WA Class I group



Figure 11. WA Class II group

7. Guiding Difficult Students

The role of teachers as guides in dealing with lower class students who experience difficulties in reading, writing, listening or speaking is very important in supporting school literacy movement activities, especially in the context of an independent curriculum. One of them is by guiding students who experience difficulties requiring a deep understanding of their individual needs. Mentoring strategies need to start early to provide effective intervention. Class I and class II teachers at SDN Curahgrinting 3 Probolinggo started by identifying specific literacy difficulties faced by students through observation, formative evaluation, and open communication with students and parents. After that, the teacher designs learning strategies that are responsive, combining approaches that meet the learning styles and needs of each student. Namely assistance in literacy activities can develop students through cultivating literacy in schools so that students become lifelong learners.

An interview with Mrs. Fitri explained that "Usually at the beginning of the school year because reading ability has not improved, it is not even, every day I give reading guidance for around 30 minutes - 1 hour at the beginning of learning activities and at the end of learning activities.”

8. Assessment of Student Comprehension of Reading Material

Assessment of students' level of understanding of reading material is the key to understanding the extent of learning success. Assessment of student understanding does not only focus on the final assessment, but also involves formative, summative assessments, written exams, literacy projects, oral presentations, or portfolios, to create assessments that are inclusive and appropriate to student interests. Class I teachers assess class I students' understanding of reading by providing assignments or reading materials appropriate to each student's skill level, as well as structuring study groups so as to create an environment where each student receives appropriate support. The second-grade teacher sees the child's work, assesses it, looks at it, and there will be follow-up action.

The results of the interview with Mrs. Ida Sri Utami are as follows: "I assess it by looking at the results of the child's work, so assess, see, and there is follow-up, for example if you are not like this, additionally, do more work at home accompanied by your parents."

CONCLUSION

The research findings reveal that the implementation of the School Literacy Movement (GLS) within the independent curriculum framework for class I and II students at SDN Curahgrinting 3 Probolinggo is still in its developmental phase. During this stage, reading activities are conducted collaboratively in both classroom settings and within the library. It is noteworthy that the GLS initiative within the independent curriculum not only focuses on enhancing fundamental literacy skills such as reading, writing, listening, and speaking, but also emphasizes understanding the diverse interests and talents of students. Teachers strategically aim to foster student interest in literacy through creating conducive learning environments that nurture individual talents and experiences. The independent curriculum stands out for its transformative impact on classroom dynamics, promoting active, collaborative, and experiential learning approaches. It significantly contributes to the enhancement of reading, writing, and speaking skills, alongside fostering effective teaching strategies. These findings underscore the importance of the independent curriculum in shaping a holistic and engaging learning experience for early-grade students, highlighting its potential to cultivate literacy skills and nurture diverse talents effectively.

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