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The Role of the School Librarian toward the Implementation of the School Literacy Movement (*Gerakan Literasi Sekolah*) in East Java

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ABSTRACT

Several studies on literacy show a contrariety against data concerning the literacy rate of Indonesians. Indonesian students are considered literate but unaccompanied with absolute literacy abilities. In tackling this problem, the Ministry of Education and Culture designed a School Literacy Movement/*Gerakan Literasi Sekolah* (GLS) program to increase students' literacy. GLS is a unique program developed for the school systems from the primary to high school levels. The presence of a school library and librarian is an essential element in implementing GLS. Librarian is part of the School Literacy Team, collectively working with the school principal, student guardians, parents, and teachers. By employing a quantitative-descriptive method to investigate school librarians' role, this study intends to assess librarians' role in implementing GLS in schools as teachers, leaders, instructional partners, information specialists, and program administrators. Using purposive sampling, the respondents are librarians who have implemented GLS in East Java in their workplace. The questionnaire was distributed through Google form with a total of 124 respondents. The results showed that the average score of a librarian role in implementing the GLS program was very high (4.32). The lowest average score went to the librarian as an information specialist (4.17), and the highest one belonged to the librarian as program administrator (4.49). The average score of a librarian as a teacher was 4.31, while as a leader and instructional partner were 4.31 and 4.34, respectively.

Keywords: *Literacy, School Librarian, School Literacy Movement.*

A. BACKGROUND

The discussion of literacy does not subject to the state of being solely literate as the literacy crisis has been passed, bringing Indonesia as one of the accountable countries in eliminating illiteracy. Data compiled by United Nations of Educational, Scientific, and Cultural Organization UNESCO (2018) showed that the cumulative literacy of Indonesians aged 15-24 years old touches 99.71%; this achievement is also demonstrated by the Central Statistics Agency data pronouncing that 95.90% of Indonesians aged 15 years and above are considerably literate (Central Bureau of Statistics, 2019). However, this data does not conform with some research results revealing that the Indonesian literacy aptitude is ranked behind several other countries.

The literacy assessment was conducted by the International Association for the Evaluation of Educational Achievement (IEA) in the Progress in International Reading Literacy Study PIRLS based on International Results in Reading, Indonesia ranked 45 of 48 countries and scored 428, below the median of 500 (Mullis, Martin, Foy and Drucker, 2011; Directorate General of Primary and Secondary Education, 2016).

Also, based on research results titled World's Most Literate Nations Ranked by Central Connecticut State University (CCSU) in March 2016 on students' literacy skills, Indonesia ranked 60 out of 61 countries for information literacy skills nationwide. This research was initiated by John W. Miller, showing that Indonesia's unfortunate position was not comparable to the appraisal of literacy supports, such as the availability of computers, education access, libraries, and newspapers as knowledge references (CCSU, 2016).

A slightly similar to the literacy test results from previous years, the latest appraisals of students conducted by the Organization for Economic Operation and Development (OECD) known as the Program for International Students Assessment (PISA) in 2018, showed that 70% of Indonesia students were unable to pass level 2 in the PISA reading comprehension test. Meanwhile, the average number of students unable to pass level 2 in reading was only 28% worldwide. Level 2 of the OECD assesses students' ability to identify the text's main idea in a medium length and find information in complex criteria from a passage (OECD, 2019).

Surveys from some research on Indonesian students' literacy skills showed irregularity with Indonesia's literacy rate. Therefore, it can be said that most Indonesians are already literate by education level but do not yet have holistic literacy skills. Low literacy skills are a result of less interest in reading. The problem of reading skills is related to low reading experience and practice. Speaking about the solutions to reading capability, through the Ministry of Education and Culture, the government designed a School Literacy Movement/*Gerakan Literasi Sekolah* (GLS) program to improve students' literacy.

GLS is a specialized program developed for the school ecosystem at the primary and secondary levels. The presence of a school library and librarian is a vital component to successfully implementing GLS in schools. The librarian becomes part of the school literacy team, together with the school's principal, students' parents/guardians, and teachers responsible for planning, implementing, reporting, and evaluating the implementation of GLS (Ministry of Education and Culture, 2016).

This study aims to analyze the role of librarians in Elementary School/*Sekolah Dasar* (SD), Junior High School/*Sekolah Menengah Pertama* (SMP), and Senior High School/*Sekolah Menengah Atas* (SMA) for the GLS implementation program in East Java by conducting the librarian role assessment based on the Guidelines for School Library Programs (Moreillon, 2013). This study is expected to explore the role of school librarians as part of the school literacy team. The results are anticipated to provide the right skills formulation needed by school librarians to support the implementation of GLS.

B. LITERATURE REVIEW

Literacy

Education has long become one of the crucial aspects of national development and is known as the grounds for the quality of a country's human resources. If a country's education is fit, the quality of its resources will follow. Literacy is one of the benchmarks in assessing education excellence in some developed countries. Literacy is also used as a justification for improving education and human resources in addition to its primary function covering formal education

(Antoro, 2017). Definition of literacy is not solely represented as the ability to read or utter a bunch of letters and numbers from a sentence. According to UNESCO, literacy is "... *the ability to identify, understand, interpret, create, communicate, and compute printed and written materials in various contexts*" (UNESCO, 2018). Literacy is a set of simultaneous abilities in using written and printed sources related to multiple aspects. The definition of literacy is comprehensive and varied, covering backgrounds of education, age, and even literacy based on technological developments and globalization. The standard definition of literacy is the ability to read, write, and calculate using audio-visual and digital materials as basic skills for advanced learning and productive social life (ILA, 2016; Milton, 2017).

School Literacy Movement/Gerakan Literasi Sekolah (GLS)

The definition of literacy in correlation with the School Literacy Movement (Ministry of Education and Culture, 2016) is the ability to access, understand, and utilize materials intelligently through various activities such as reading, watching, listening, writing, and/or speaking. GLS is the integration of teaching and learning activities in the school settings, and its implementation could be carried out inside and outside the classroom by involving the school elements and stakeholders in the education domain from the central level up to the core educational system. The GLS program is performed through six principles of school literacy, consisting of students' proper development based on character, knowledge implementation in a balanced method, learning conducted in an integrated way, literacy activities that are carried out sustainably, involve oral communication skills, and consider the importance of diversity. The program that was first launched in 2016 aimed to improve students' character by nurturing the school literacy ecosystem so that students can become lifelong individual learners for a better quality of life.

GLS is a program formulation based on Permendikbud No. 23 of 2016 concerning the Development of Characteristics. Based on the Master Design of the School Literacy Movement, the GLS Program is carried out in three stages: habituation, development, and learning. The implementation of GLS is carried out at every level of primary and secondary education: Elementary School/*Sekolah Dasar* (SD), Junior High School/*Sekolah Menengah Pertama* (SMP), and Senior High School/*Sekolah Menengah Atas* (SMA). Each stage of implementation is governed with exact aspects and indicators (Directorate General of Primary and Secondary Education, 2016), as shown in Table 1:

Table 1. Indonesia's School Literacy Movement/Gerakan Literasi Sekolah (GLS) Implementation Stages.

Stages	Activities
Habituation (No assignments)	<ol style="list-style-type: none"> 1. A 15-minute read before class begins by reading loudly or quietly. 2. Build a literacy-rich environment in school.
Development (there are simple assignments for non-academic assessments)	<ol style="list-style-type: none"> 1. A 15-minute read each day before class begins by reading loudly, quietly, together, collectively, accompanied by other activities. 2. Developing a school's physical, social, and affective environments rich in literacy and creating a school ecosystem that appreciates openness and passion for knowledge through various activities. 3. Developing literacy skills through activities in the

Stages	Activities
	school/city/regional library or communal reading space.
Learning (there are assignments for academic assessments)	<ol style="list-style-type: none"> 1. A-15 minute read before class starts by reading a book loudly, quietly, together, and/or guided, followed by other activities with non-academic and academic assignments. 2. Literacy activities in learning adjusted to the academic assignments in the 2013 curriculum. 3. Implementing strategies for understanding the text in all subjects (i.e., using graphic organizers). 4. Practicing physical activity, social affective, and academic environments accompanied by various literacy-rich (print, visual, auditory, digital) materials apart from the textbooks to supplement knowledge in diverse subjects.

The Role of the School Librarian

According to the American Association of School Librarians (2009), a librarian's role for compelling and excellent library activities relates to their ability to serve as a leader, instructional partner, information specialist, teacher, and program administrator. School librarians, together with teachers, build knowledge and digital literacy for students. They contribute to determining curriculum and learning facilities and organizing school activities or programs to collaborate with the school community. Cooperation and collaboration with fellow instructors and educators aim to expand and increase resources and services for students. Librarians guide students and fellow educators in implementing formal and informal education. For this matter, educating partners and instructional librarians perform an essential role in teaching students, teachers, and staff in various literacies resources, including digitized, printed, visualized, and textual literacy (Moreillon, 2013). Based on Empowering Learners: Guidelines for School Library Programs, the role of the librarian is described in Table 2 as follows:

Table 2. Five Roles of the School Librarian (Moreillon, 2013)

Librarian	Roles
Leader	<ol style="list-style-type: none"> 1. Serve as a teacher leader 2. Understand the school holistically 3. Demonstrate genuine commitment and knowledge 4. Integrate the 21st-century skills with the school environment 5. Build interactive relationships and cooperation
Instructional partner	<ol style="list-style-type: none"> 1. Create policies, activities, and curriculum 2. Collaborate with partners at school to compose instructions, organize teaching, and prepare assessments: <ul style="list-style-type: none"> - Academic standards - Critical thinking

	<ul style="list-style-type: none"> - Technology and information literacy - Social skills - Cultural aptitude
Information specialist	<ol style="list-style-type: none"> 1. Support technology integration 2. Create a continuous learning task 3. Connect schools and global communities 4. Consolidate technology models 5. Provide ethical models of information management
Teacher	<ol style="list-style-type: none"> 1. Support students to become: <ul style="list-style-type: none"> - critical thinker - enthusiastic and strategic reader - a skilled researcher - familiar with information ethics 2. Follow trends in reading sources 3. Recommended multiple format resources
Program administrator	<ol style="list-style-type: none"> 1. Provide access to resources 2. Participate in developing mission, strategic programs, and library policies 3. Managing staff budgets and physical space 4. Partnering with stakeholders and other organizations

C. METHODS

This study employs a quantitative-descriptive method to investigate school librarians' role: a leader, instructional partner, information specialist, teacher, and program administrator in the school literacy movement. The research populations were school librarians and library staff in Elementary School/*Sekolah Dasar* (SD), Junior High School/*Sekolah Menengah Pertama* (SMP), and Senior High School/*Sekolah Menengah Atas* (SMA). Respondents were selected purposively since not every school implemented the School Literacy Movement/*Gerakan Literasi Sekolah* (GLS) program. The questionnaire was distributed online via the Google form.

The formula below was used to assess the role of librarians with a total of 124 respondents:

$$\text{Average} = \left(\frac{(f.SS \times 5) + (f.S \times 4) + (f.N \times 3) + (f.TS \times 2) + (f.STS \times 1)}{\text{Total respondents}} \right) \dots\dots\dots(1)$$

From the average score of each question and research indicator, the range was found using the following formula:

$$\text{Range} = \frac{(\text{Maximum score} - \text{Minimum score})}{\text{Number of Ranges}} \dots\dots\dots(2)$$

Therefore, the range obtained are as follows:

Range	Annotation
1.00 – 1.80	Very low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very high

D. RESULTS

Table 3. Characteristics of Respondents

Characteristics	n	%
Institution (workplace)		
Elementary School/Sekolah Dasar (SD)	36	29.03
Junior High School/Sekolah Menengah Pertama (SMP)	37	19.83
Senior High School/Sekolah Menengah Atas (SMA)	51	41.12
Work Experience		
< 1 Year	11	8.87
1–3 Years	53	42.74
4–6 Years	20	16.12
> 7 Years	40	32.25
Educational Background		
Library and Information Science	81	65.32
Others	43	34.67
Skill and Competency*		
Procurement of library assets/materials	29	23.38
Cataloging library materials	33	26.61
Circulation and reference services	39	31.45
Information literacy & library promotion	47	37.90
Preservation of library files	26	20.96
No certificate	62	50

*Respondents with more than one competency; N = 124.

From Table 3, the major distribution of respondents' workplace is mostly at SMA due to the highest percentage of school and school libraries in Indonesia. Throughout the 2017/2018 academic year, high school libraries account for 80.49%, with a total of 10,800 libraries (Center for Educational and Culture Data and Statistics, 2017). Sixty respondents represent librarians with more than four years of working experience; they are librarians who have experienced the program's familiarization, introduction, and implementation phase as GLS is mandatory for all schools in Indonesia. The GLS program is part of Permendikbud No. 23/2015 on Development of Characteristics, which was promoted in January 2016; the GLS program is four years old (Antoro, Billy: 2017).

The present study shows that most of the respondents (65.32%) came from the Library and Information Sciences background. However, as many as 50% of 124 respondents still do not have competency certification in the library and information science. An educational experience in library science is not mandatory for a person to become a librarian in Indonesia. However, they ought to have attended coaching from the National Library, proving that a librarian is an individual who has competencies obtained through training (Nadhifah, 2019). Furthermore, in order to improve the quality of their competence, librarians can partake the competency test as designated in the Regulation of the Ministry of State Administration and Bureaucratic Reform of the Republic of Indonesia Number 9/2014 Article 33.

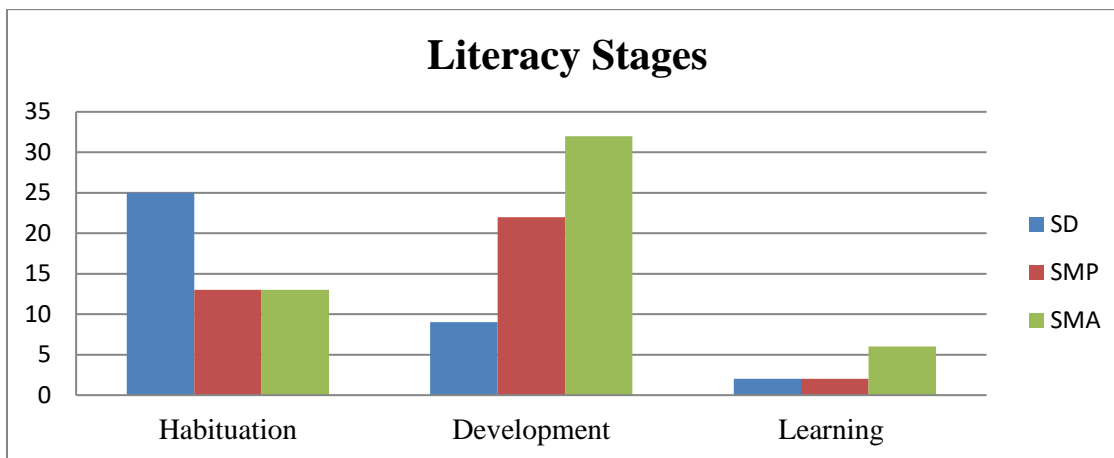


Figure 1. Implementation of School Literacy Movement/*Gerakan Literasi Sekolah* (GLS) based on the literacy stages in East Java

Figure 1 shows that the habituation stage mostly occurs at the SD level amounting to 25. For the development and learning stages, the highest implementation goes to the SMA level, amounting to 32 and 6, respectively. Based on the present data, most schools in East Java implement GLS at the development stage. The indicators in implementing the phase of GLS that has been previously demonstrated are a challenge for school librarians and the GLS literacy team.

Table 4. Role of Librarians in GLS as Teacher

Teacher	SD	D	NAND	A	SA	Total	Average
Develops and implement GLS guidelines	1	3	13	32	75	124	4.42
Cooperates with school teachers in implementing the GLS program	3	0	15	30	76	124	4.41
Teaches students how to understand the text and become critical readers	3	0	24	40	57	124	4.19
Teaches students to access library resources and collections in a variety of formats and setups	5	0	21	38	60	124	4.19
Teaches students how to manage information with ethics	0	0	19	36	69	124	4.4

Teacher	SD	D	NAND	A	SA	Total	Average
Contributes to inventing various innovative activities in the GLS program	3	0	24	33	64	124	4.25
Average							4.31

SD: strongly disagree; D: disagree; NAND: neither agree nor disagree; A: agree; SA: strongly agree.

From Table 4, the librarian's role as a teacher is deemed to be very high (with an average of 4.31). A librarian's role includes teaching students how to understand reading and being critical readers, access library resources and collections in various formats, and be ethical in using information. The use of information in this matter refers to the information that interests the students. Based on previous research regarding the information needed by high school students in Surabaya, entertainment and hobbies are the two most wanted quests (Dessy, 2019); therefore, librarians should help students find information related to what they desire. A librarian's role as a teacher involves their firm endeavors to carry out the duty in organizing collections needed by school members, tracing information from various formats of resources, and teaching students to be critical, skilled, and remain ethical (AASL, 2009).

Table 5. Role of Librarian in GLS as Leader

Leader	SD	D	NAND	A	SA	Total	Average
Having good relationships with teachers, school principals, administrative staff, and student guardians in administering the GLS program	0	1	10	33	80	124	4.54
Committed to improving professionalism as a school librarian	0	0	6	28	90	124	4.67
Provide new ideas or recommendations for better technology adoption that can be applied to the development of the GLS program	0	3	18	31	72	124	4.38
Actively co-develop in the GLS program supported by library resources	0	1	25	30	68	124	4.33
Experienced/on-progress/always in leading the GLS program	4	11	40	36	33	124	3.66
Average							4.31

SD: strongly disagree; D: disagree; NAND: neither agree nor disagree; A: agree; SA: strongly agree.

Table 5 shows that the librarian's role as a GLS program leader is categorically very high (average: 4.31). The librarian's role as a leader can be achieved through their efforts to build good relationships with school members, commit to increasing competence, develop activities in the GLS program, and organize a GLS program with the support of library resources and technology. Based on the book *Empowering Learners: Guidelines for School Library*, the indicator as a leader

is an essential part of the GLS program success. Librarian, as an expert in technology and information, must be involved and committed to the development of school programs by intensifying current school members' skills and improving skills as librarians today (AASL, 2009).

Table 6. Role of Librarian in GLS as Instructional Partner

Instructional Partner	SD	D	NAND	A	SA	Total	Average
Collaborates with teachers to readjust library resources and curriculum to the GLS program	0	7	21	27	69	124	4.27
Helps teachers in finding materials to support the implementation of GLS	0	1	14	38	71	124	4.44
Participates and performs excellently in supporting the adoption of technology for the GLS program	0	3	19	35	67	124	4.33
						Average	4.34

SD: strongly disagree; D: disagree; NAND: neither agree nor disagree; A: agree; SA: strongly agree.

The school librarian in East Java as an Instructional Partner holds outstanding scores (Table 6). The librarians' role in providing library resources following the GLS curriculum can help teachers and school principals find appropriate references for implementing the GLS program. The role of librarians also contributes to supporting the use of technology for GLS implementation (AASL, 2009).

Table 7. Role of Librarians in GLS as Information Specialist

Information Specialist	SD	D	NAND	A	SA	Total	Average
Encourages students and teachers to use technology/resources in the library to seek information in implementing GLS	0	0	14	44	66	124	4.41
Committed to teaching students and teachers how to find, assess, and use information strategically	1	1	25	41	56	124	4.2
Introduces and teaches students and teachers about copyright and fair use of information	3	7	35	37	42	124	3.87
Introduces and teaches students and teachers how to use information with ethics	0	1	27	39	57	124	4.22

Average 4.17

SD: strongly disagree; D: disagree; NAND: neither agree nor disagree; A: agree; SA: strongly agree.

The average score results related to librarians' role as information specialists are high (Table 7). Compared to other roles, the librarian role as an information specialist has not been widely acknowledged by students. The role in introducing and teaching school members respecting copyright and fair use has not been explored much. As information specialists, librarians have played many roles in using library resources for GLS program activities, teaching strategies to seek information, up to assessing and using information correctly and ethically (AASL, 2009; Novotny, 2017; Purcell, 2010).

Table 8. Role of Librarian in GLS as Program Administrator

Program Administrator	SD	D	NAND	A	SA	Total	Average
Ensures all school members having access to library resources	0	1	11	27	85	124	4.58
Supports the continuity of library resources amid activities in the GLS program	0	0	13	29	82	124	4.55
Connects all school members to support the integration of the GLS program with the library	1	2	15	32	74	124	4.41
Facilitates GLS program activities to collaborate with libraries	0	1	15	34	74	124	4.45
Average							4.49

SD: strongly disagree; D: disagree; NAND: neither agree nor disagree; A: agree; SA: strongly agree.

Based on Table 8, the librarian's role as program administrator is categorized as very good, meaning that the librarian ensures that the library could facilitate the GLS program activities. Librarians also help school members so that they can access library resources for supporting the continuity and collaboration of the GLS program with libraries (AASL, 2009; Novotny, 2017; Purcell, 2010).

E. ANALYSIS

The Implementation Overview of the GLS Program in Indonesia

Acting as the first stage, the habituation, aims to foster students' reading interest through reading activities. Table 1 shows a 15-minute activity before the class begins by reading the book aloud or quietly. Taking the example of SD Sukorejo in Kediri (Hastuti, 2018), students get used to a 15-minute reading activity divided into two methods; the teacher reads the story loudly in each novice class, and the senior level reads books independently without sound or loudly. The development of a literacy-rich environment was carried out by the presence of comfortable reading space. The reading corner in each class managed by teachers, students, and parents also supplemented the rich literacy atmosphere. Besides creating facilities and infrastructure that

supported literacy, schools also formed text-rich environments through posters and literacy competitions for insiders/internal.

The second stage of the GLS is a development phase that aims to improve students' understanding of reading. In this stage, various efforts were made in collaboration with multiple partners, including school committees and outsiders who desired to perfect the literacy movement. One variation of literacy activities has been done by using instructional videos. This innovation was carried out to minimize boredom and increase enthusiasm for literacy activities.

Previous research regarding the application of GLS at SMP 1 Gabus (Adirati, 2019) has presented evidence that GLS activities were part of a daily schedule and was even combined with schooling schedules. The program implemented in 2016 is in line with Table 1 regarding the development stage of GLS activities. In this stage, students were directed to read books that later turned into written reviews. In favor of reaching the development stage, cooperation from the academic community consisting of the school's principal, the librarian as the chairman, the teacher as the supervisor, and the students as the implementer are needed. Students were free to decide the type of reading material but still following their developmental age and must not contain racism, political, and pornographic issues. This method requires the librarian's role in providing appropriate collections.

The third stage is the learning stage. Previous research conducted at SMA 10 Palembang (Indany, 2019) showed that the school collaborated with the Regional Library to open book donations for those who wished to donate books for refining literacy collections. One of the exciting activities at SMA 10 Palembang is known as Gelis Batuk (Literacy Movement for Reading and Writing Schools). This activity is a series of programs where students read every day for 15 minutes and write a summary of what they read. Evaluations are carried out regularly by the homeroom teacher and Indonesian language teachers. Rewards are given by publishing students' best works into a master book and awarding trophies provided by the school's principal to students who have successfully participated. Students are free to write the review in any type of creative writing. They can write according to their ability and interest, such as poetry, aphorisms, and other works for their literacy journal. When the first subject starts, the teacher ensures that every student has done this Gelis Batuk session.

The Role of the School Librarian in the Implementation of GLS in East Java

Table 9. The Average Score of Librarians' Role in GLS

No	Librarians' Role in GLS	Score	Category
1	As teacher	4.31	Very high
2	As a leader	4.31	Very high
3	As instructional partner	4.34	Very high
4	As an information specialist	4.17	High
5	As program administrator	4.49	Very high
	Average	4.32	Very high

The librarian's role is crucial in the success of the GLS program. Based on Table 9, librarians' role in implementing GLS in East Java is categorized as very high (4.32). One of Indonesia's primary schools that have successfully implemented GLS is SDN 02 Rajamandala

Kulon (Afifah, 2020). GLS at SDN 02 Rajamandala Kulon was optimally implemented because it has human resources and infrastructure supporting GLS activities. One of the critical human resources involved in GLS is library staff.

The librarian at the school performed their duties as a librarian by fulfilling the school community's information. Librarian also acted as a teacher in implementing GLS at SDN 02 Rajamandala Kulon. As seen in Tables 3 and 4, librarians have a role in the success of GLS with various activities. Indeed, librarians work with teachers. They help students understand the reading and also challenge them with the content of the reading material. Through these activities, librarians and teachers indirectly teach students to understand lessons and think critically. Librarians prepared collection materials or books that will be used in GLS projects. Librarians have also developed the service into a digital system by using online catalogs and membership cards. Through this innovation, students can learn about digital technology development in the library, making students keenly interested in visiting the library. In order to attract student enthusiasm and enrich the collection, librarians collaborated with various parties such as mobile libraries invited by Bandung Barat Regency Central Library. Besides, librarians also strived to make schools rich with texts by updating wall magazines with interesting and light articles. This method makes students more interested in finding out more about the information presented.

The role of the librarian in GLS as a leader is essential for improving the quality of GLS. GLS has been performed at SMP Muhammadiyah 3 Yogyakarta (Pratiwi, 2019), and librarians maintained relationships with related parties such as teachers, school principals, and parents in promoting GLS. Librarians and teachers worked together in conducting mandatory reading programs. The principal approved the literacy program and held a coordination meeting for the GLS. Also, parents provided support through book donations. In their commitment, librarians were committed to implementing GLS that aligned with the school's vision and mission. Besides, librarians also took part in designing programs that required library support. The GLS program at SMP Muhammadiyah 3 Yogyakarta has events such as student ambassadors, one-book-one-student, storytelling, the best reader, the best visitor, wall magazine, and tree literacy. The program was carried out to attract students' reading interest and to instill reading habits. Various programs are conducted and led by librarians. The development of advanced technology also makes GLS must keep up with advancements in reading sources. Now reading sources also make use of digital media in addition to printing collections. Communication between the school and the parents existed through the WhatsApp group.

The librarian's role as an instructional partner is carried out through collaboration with teachers to create a literacy environment. Teachers and librarians participate in seeking information to strengthen the implementation of GLS. Librarians must take advantage of existing technology, and they do not work as an individual since they have teachers as co-workers in managing the GLS program. Kurniawan's research (2020) found that the one condition that hindered the GLS program's effectiveness at SD Muhammadiyah Sumbermulyo was the decline of awareness from school members on literacy. Teachers' understanding of literacy and parental support at their school was also weak. Librarians cannot work alone in implementing GLS. In order to overcome the problem impeding the GLS program, schools should have unique regulations, such as mandatory visits to the library or supplementary time-allocation for the GLS program is needed.

In the implementation of GLS, the library appears to meet the information needed by users. The role of libraries is vital to increase students' knowledge through various information managed by librarians. Therefore librarians and libraries are two integral components (Riwani, 2018). In

this case, the librarian's role as information specialist will encourage teachers and students to use present technology, provide directions on finding information sources, and practice information ethically. In Table 7, librarians are expected to maximize the use of technology to teachers and students. The librarian's role as an information provider must also provide guidance on using and seeking information with the appropriate copyright for academic works. Wahyuni's research (2016) stated that the right information would be communicated well by librarians to users if the librarian's role as an information provider is appreciated. Librarians are also required to have creative thinking by keeping up with original ideas and being reflective. At SMP 1 Gabus (Adirati, 2019), librarians played crucial functions in the School Literacy Movement program. They participated in carrying out activities and were also active in meetings with school principals to solve problems like teachers who have not actively participated in the GLS program.

As program administrator, the librarian ensures that the library supporting the GLS program can operate adequately. However, not all librarians carry out the expected librarian roles; a dusty and disorganized library often makes students reluctant to visit the library. The GLS strives to cultivate reading habits in students. In SD 02 Rajamandala Kulon Library, all school elements were compelling in managing the library even though its building was not spacious. The school community designed and made the library interiors beautifully colorful. The library is also facilitated with a decent computer and audio-visual set; consequently, the SDN 02 Rajamandala Kulon library has long become a multifunctional area. They used the library for many activities, such as reading, playing, discussing, and even as a waiting room before students were picked up by their parents (Afifah, 2020). The function executed in that school shows that the library facilitates the school literacy movement. In their GLS program, SDN 02 Rajamandala Kulon implements 15-minute reading activities before the lesson begins. The progress of this program is beneficial because reading activities are done by everyone, including parents, street vendors, and cafeteria staff within the school environment. This typical model represents the genuine synergy known as community involvement for the success of the GLS program.

F. CONCLUSIONS

The results of data processing and analysis found that the average score of librarians' role in implementing the School Literacy Movement/Gerakan Literasi Sekolah (GLS) in East Java was very high (4.32). That number proves that the East Java Government's efforts in increasing literacy have been carried out excellently. Based on the present results, the lowest average score goes to the librarian as an information specialist (4.17), and the highest one belongs to the librarian as a program administrator (4.49). The average score of the librarian as a teacher (4.31), leader (4.31), and instructional partner (4.34) shows that the five roles have a good impression in implementing GLS in primary and secondary schools. The GLS concept is expected to enforce the government's aspiration to nurture a lifelong learning society.

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