Implementation of Basic Literacy Models for Elementary School Students

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A R T I C L E   I N F O

A B S T R A K

Salah satu upaya yang dilakukan pemerintah untuk menerapkan kurikulum mandiri adalah dengan menciptakan Gerakan Literasi Sekolah. Program ini dilaksanakan untuk menumbuhkan minat membaca siswa dan dapat meningkatkan keterampilan membaca untuk menguasai pengetahuan dengan lebih baik. Berbagai kendala muncul terkait pelaksanaan program Gerakan Literasi Dasar di sekolah dasar. Penelitian ini bertujuan untuk menganalisis cakupan penerapan model literasi dasar di sekolah dasar. Metode dalam penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif eksploratif. Sumber data dalam penelitian ini adalah sekolah dasar. Teknik pengumpulan data dilakukan dengan observasi, dan dokumentasi. Teknik analisis datanya meliputi reduksi data, penyajian data, dan verifikasi data. Uji keabsahan data menggunakan triangulasi teknis. Hasil penelitian menunjukkan cakupan penerapan model literasi sebesar 100%, model literasi numerasi sebesar 100%, model literasi sains sebesar 50%, model literasi digital sebesar 64,10%, model literasi keuangan sebesar 41,02%, dan model literasi budaya kewarganegaraan sebesar 100%. Kesimpulan dalam penelitian ini adalah gerakan literasi dasar di sekolah dasar dilakukan dengan beberapa kegiatan antara lain literasi, numerasi, sains, keuangan, digital, dan budaya. Diharapkan pada penelitian selanjutnya dapat lebih memperhatikan model literasi yang belum mencapai implementasi literasi dasar, sehingga perwujudan gerakan literasi sekolah dapat tercapai secara lebih proporsional dan komprehensif.

A B S T R A C T

One of the efforts made by the government to implement an independent curriculum is to create a School Literacy Movement. This program is implemented to foster students' interest in reading and can improve reading skills to master knowledge better. Various obstacles arose regarding the implementation of the Basic Literacy Movement program in elementary schools. This study aims to analyze the coverage of the implementation of the basic literacy model in elementary schools. The method in this study uses a qualitative approach with an exploratory descriptive design. The source of data in this study is an elementary school. The data collection techniques are carried out by observation, and documentation. The data analysis techniques include data reduction, data display, and data verification. The test of validity data using technical triangulation. The results showed that the coverage of the implementation of the literacy model was 100%, the numeracy literacy model was 100%, the scientific literacy model was 50%, the digital literacy model was 64.10%, the financial literacy model was 41.02%, and the civics cultural literacy model was 100%. The conclusion in this study is that the basic literacy movement in elementary schools is carried out with several activities including literacy, numeracy, science, finance, digital, and culture. It is hoped that future research can pay more attention to literacy models that have not yet achieved basic literacy implementation, so that the embodiment of the school literacy movement can be achieved more proportionally and comprehensively.

1. INTRODUCTION

Reading is one activity that is very important for students in obtaining knowledge and information. How not, all learning processes are based on reading ability. This is in line with what was expressed by studies that with the ability to read that is entrenched in every student, the level of success at school and in life in society will open up opportunities for better life success (Khotimah et al., 2018; Klauth & Mitchell, 2022). Therefore, if students have a low interest in reading, it will have an impact on students cognitive and intellectual abilities (Belzer, 2017; Pradana et al., 2017). In addition, low interest in reading is directly proportional to students' interest in visiting the library which is felt to be low, this happens because the reading material in the library is still not varied (Dafit & Ramadan, 2020; Zanjabila & Rahmawati, 2022). This phenomenon is reinforced by the fact that students tend to be more interested in using social media and games than reading books, so it is not impossible that students' low interest in reading has become entrenched in students (Batubara & Ariani, 2018; Chellman, 2019). In addition, the

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low reading interest of students in Indonesia based on a survey shows that students in Indonesia rarely read books, with an average of only 5 to 6 books in one year (Ilmi et al., 2021; Teguh, 2020). One of the efforts made by the government to implement an independent curriculum is to create a School Literacy Movement. This program is implemented to foster students' interest in reading and can improve reading skills to master knowledge better. The literacy activities are not just mechanical reading and writing skills, but activities that include responses, understanding, and daily life activities that are structured and applied through continuous learning activities (Hidayat et al., 2018; Patterson, 2018). Furthermore, the School Literacy Movement is a participatory effort or activity by involving school members (students, teachers, principals, education staff, school supervisors, School Committees, parents/guardians of students), academics, and stakeholders in the coordination of the Ministry of Education and Culture. Thus, the School Literacy Movement will be successful if it runs holistically together to support the realization of the literacy movement.

Concerning the components of the School Literacy Movement, the literacy components consist of early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy. In simple terms, the concept of the Literacy Movement in elementary schools places more emphasis on character/personality education, and literacy (Holloway & Gouthro, 2020; Teguh, 2020). Therefore, the literacy ability of students in elementary schools is closely related to the demands of reading skills which lead to the ability to understand information analytically and critically so basic literacy skills are needed (Ilmi et al., 2021; Wolfart, 2022). Furthermore, related to the components of basic literacy, there are six models of basic literacy that students need to master, namely reading and writing literacy, numeracy literacy, scientific literacy, digital literacy, cultural literacy, and financial literacy (Kolawole & Pusoetsile, 2022; Tabroni et al., 2022). Furthermore, reading and writing literacy is the ability to understand the contents of written texts, both implied and explicit and use them to develop self-knowledge and potential, while numeracy literacy is the ability to use various kinds of numbers and symbols related to basic mathematics to solve practical problems in various contexts of daily life, then scientific literacy is the ability to make scientifically correct decisions so that we can live more comfortably, healthily and better, while financial literacy is the knowledge and skills to apply understanding about concepts, risks, skills and motivation in a financial context. Then digital literacy is the ability to use digital media ethically and responsibly to obtain information and communicate, while cultural literacy and citizenship are skills nature understands and acts towards Indonesian culture as a national identity and understands the rights and obligations as a citizen (Kolawole & Pusoetsile, 2022; Vélez & Zuazua, 2017).

The benefits felt by the Basic Literacy Movement program in elementary schools are expressed by other studies that state through basic literacy students are more enthusiastic about learning, not just limited to reading and writing alone, but can gain more knowledge from the reading material obtained (Mas et al., 2019; Puspasari & Dafit, 2021). The implementation of a basic literacy program can help students improve their learning achievement, students become more fond of reading and writing, creating a pleasant learning atmosphere, supported by good facilities and infrastructure and adequate teacher abilities are needed (Novarina et al., 2018; Trianggoro & Koeswanti, 2019). The results of other studies found that with the School Literacy Movement program students became more skilled in developing ideas, understanding, and solving problems, and in the end, students were able to master better learning competencies (Antoro et al., 2021; Chen, 2022). The concept of multiliteracy arises because humans do not only read or write, but they read and write in certain genres that involve social, cultural, and political goals which are the demands of the globalization era, this is the basis for the birth of multiliteracy in the world of education (Naveed & Mahmood, 2022; Wiratsiwi, 2020).

Along with the various benefits provided by the Basic Literacy Movement program, there is still polemic in the implementation process. The various obstacles arose related to the implementation of the basic literacy program such as facilities and infrastructure that did not support the achievement of the program (Arifin & Setiawan, 2022; Sa'diyah et al., 2022). Therefore, many teachers complain about the lack of motivation from school principals and the community to facilitate the implementation of basic literacy, besides that teachers also complain that the implementation time is not optimal (Akintolu & Uleanya, 2021). The students also complained about the indiscipline in the process of implementing this program, one of which was that the books provided were not varied. Thus, supervision from the school, community, and family is needed to actively ensure the sustainability of the School Literacy Movement programs (Arifin & Setiawan, 2022; Hasni et al., 2022). Thus, one of the alternative solutions to this polemic is to carry out a coverage analysis of the implementation of the basic literacy movement model carried out in each school. This analysis can provide information about the shortcomings of schools in implementing basic literacy programs at the elementary school level. The analyzing of achievement of schools in implementing the Basic Literacy Movement can provide an overview of the problems of implementing literacy programs in schools (Akintolu & Uleanya, 2021; Hasni et al., 2022). Analysis of the

implementation of the School Literacy Movement has been carried out by several researchers which showing that the implementation of the School Literacy Movement is also influenced by forms of public involvement, inhibiting factors and supporting factors originating from within and outside the school and the efforts made to overcome them (Puspasari & Dafit, 2021; Wiratsiwi, 2020). From this description, it is not studied regarding the coverage of basic literacy indicators implemented by schools because it is impossible to find accurate information regarding the achievement of the implementation of the Basic Literacy Movement program if an analysis of the coverage of implementation is not carried out in each school so that this is considered urgent and needs to be investigated. Therefore, the purpose of this study is to analyze how the coverage of basic literacy implementation is carried out by every elementary school in one of the sub-districts in the Wonogiri Regency. With this research, there will be accountability to the community and the public regarding the coverage of various aspects related to the implementation of the Basic Literacy Movement program in elementary schools.

2. METHOD

This research is a descriptive study using a qualitative approach. Following one of the characteristics of qualitative descriptive research, namely to explore a problem or social phenomenon and develop a specific understanding of a phenomenon. The data collection location is an elementary school in Ngadirojo District, Wonogiri Regency. The choice of this location was because the elementary school in Ngadirojo District is one of the sub-districts in Wonogiri that has implemented the School Literacy Movement. The research sample was taken using purposive sampling, namely taking samples or data sources with certain considerations, selecting samples based on research needs, and assuming the sample is representative. The sample in this study is an elementary school in a cluster in Ngadirojo District. The sample selection was based on purposive sampling with the consideration that the school was willing to work together for research. As for the schools that were used as research objects, they included SDN 1-5 GG, SDN 1-4 PK, SDN 1-3 GMG, SDN 1-3 KK, SDN 1-5 KL, SDN 1-5 NO, SDN 1-3 NOR, SDN 1-2 MK, SDN 1-3 MW, SDN 1-2 JO, SDN 1-3 KN, and SDN MS. The data collection techniques were carried out by observation and documentation. Observations were made to gather information related to the implementation of the basic literacy movement in each elementary school, then the data included in the basic literacy component were recorded and analyzed. Documentation was carried out to strengthen and gather information from the results of observations, while the documents analyzed were in the form of the curriculum used by each elementary school regarding the implementation of the school literacy movement. Next, the instrument grid used in this study, they are presented in Table 1.

Table 1. The Instrument Grid

No	Description	Information	
		Yes	Not
1	There is a reading and writing literacy process (± 15 minutes of reading).		
2	The 15-minute reading process is carried out daily.		
3	There is a literacy process using digital technology.		
4	There is a manual as a controller of literacy activities to write notes that have been read.		
5	Teachers use certain methods of providing basic mathematics learning to students.		
6	Create multiplication and division boards in each classroom.		
7	There is a reading corner room (library) to store books as a guide for students' literacy needs.		
8	There is a process of sustainability or follow-up of the literacy process that has been implemented continuously.		
9	Holding entrepreneurial extracurricular activities.		
10	Holding exhibition activities where students sell their respective works.		
11	Have time allocation planning in providing learning about local culture.		
12	Have a program of development and preservation of local culture through learning.		
13	There is a mading in the classroom as a place for students' fruits in the literacy process.		
14	There is a group of makers and persons in charge of school literacy activities.		

No	Description	Information	
		Yes	**Not**
15	There is a literacy process that is formed as a support for the development of student psychology.		
16	Teachers carry out various strategies and methods to support the literacy process as a means of developing student psychology.		
17	Teachers conduct learning by relating the beauty of nature.		
18	Create an understanding board for students to love the surrounding environment.		
19	Planting plants around the school.		

The data analysis technique in this study was data reduction, data display, and verification. In data reduction, the writer summarizes, chooses the main things, focuses on the important things, looks for themes and patterns to provide a clearer picture, and makes it easier for the writer to carry out further data collection, and look for it when needed. After the data is reduced, the next step is to display the data. Presentation of data can be done in the form of tables, and descriptions in the form of words or text are narrative so that the data is organized and arranged in a relationship pattern so that it can be easily understood. The data verification presented is still temporary, and will change if strong evidence is not found to support the next data collection stage. Checking the validity of the data and research findings is done by the triangulation technique.

3. RESULT AND DISCUSSION

Result

Based on the studies that have been conducted, the authors obtained some data which was successfully collected and analyzed to produce findings related to the coverage of the implementation of the Basic Literacy Movement in one of the sub-districts in Wonogiri Regency. The results of the analysis are shown in **Table 2**.

Table 2. Coverage of Basic Literacy Implementation

Number	School	Basic Literacy Coverage					
		Reading and Writing	Numeration	Science	Digital	Financial	Culture and Citizenship
1	SDN 1 GG	√	√	√	X	X	√
2	SDN 3 GG	√	√	X	X	X	√
3	SDN 4 GG	√	√	√	X	X	√
4	SDN 5 GG	√	√	X	X	X	√
5	SDN 1 PK	√	√	√	√	√	√
6	SDN 2 PK	√	√	X	X	√	√
7	SDN 3 PK	√	√	X	√	X	√
8	SDN 4 PK	√	√	X	√	√	√
9	SDN 1 GMG	√	√	√	√	√	√
10	SDN 2 GMG	√	√	X	X	X	√
11	SDN 3 GMG	√	√	X	√	X	√
12	SDN 1 KK	√	√	√	√	√	√
13	SDN 2 KK	√	√	√	√	√	√
14	SDN 3 KK	√	√	√	X	√	√
15	SDN 1 KL	√	√	√	√	√	√
16	SDN 2 KL	√	√	√	√	√	√
17	SDN 3 KL	√	√	X	√	X	√
18	SDN 4 KL	√	√	√	X	X	√
19	SDN 5 KL	√	√	X	√	X	√
20	SDN 1 NO	√	√	√	√	√	√
21	SDN 2 NO	√	√	√	√	√	√
22	SDN 3 NO	√	√	X	√	X	√
23	SDN 4 NO	√	X	√	X	X	√
24	SDN 5 NO	√	√	X	X	√	√

Number	School	Basic Literacy Coverage					
		Reading and Writing	Numeration	Science	Digital	Financial	Culture and Citizenship
25	SDN 1 NOR	√	√	√	√	√	√
26	SDN 2 NOR	√	√	X	√	X	√
27	SDN 3 NOR	√	√	X	√	X	√
28	SDN 4 NOR	√	√	X	√	X	√
29	SDN 1 MK	√	√	√	√	√	√
30	SDN 2 MK	√	√	X	√	X	√
31	SDN 1 MW	√	√	√	X	X	√
32	SDN 2 MW	√	√	√	X	X	√
33	SDN 3 MW	√	√	X	√	X	√
34	SDN 1 JO	√	√	√	√	√	√
35	SDN 2 JO	√	√	X	√	X	√
36	SDN 1 KN	√	√	√	X	√	√
37	SDN 2 KN	√	√	X	√	X	√
38	SDN 3 KN	√	√	X	√	X	√
39	SDN MS	√	√	√	X	X	√
Percentage		100%	100%	50%	64.10%	41.02%	100%

In Table 2, it can be seen that the results of the analysis of the coverage of the implementation of the Basic Literacy Movement in elementary schools show some literacy with percentages above 50%. The basic literacy models analyzed include reading and writing literacy which can be done by providing a reading corner, reading habit 15 minutes before learning, and poetry, then numeracy literacy can be done by understanding and analyzing numbers in basic mathematics, then scientific literacy can be done in the form of activities to clean up the environment school every Friday or called clean Friday, then digital literacy can be in the form of using *smartphones* as a learning resource, and deepening computer learning, while financial literacy can be in the form of market day activities, while cultural literacy and citizenship can be in the form of visiting tourist attractions. Coverage in literacy gets a percentage of 100%, meaning that all schools in the cluster in Ngadirojo District have implemented numeracy literacy. This result was reinforced by a summary of interviews with teachers that it was true that coverage had been carried out in the form of reading habits 15 minutes before learning. The informant said that "on a certain day before learning, for 15 minutes each class was directed to go to the library to read books that had been provided by the school. It was hoped that students would take the time to read and understand the information contained in the book so that students' knowledge increases.

Coverage in numeracy literacy has a percentage of 100%, which means that all schools in the cluster in Ngadirojo District have implemented numeracy literacy. This result is reinforced by a summary of interviews with teachers that the coverage has been carried out in the form of getting used to understanding and analyzing each number in basic mathematics to solve a problem. The informant said that "...mathematics learning activities are directed so that students can understand and analyze each problem that has been provided either in the form of story questions or in the form of numbers so that students can develop critical and creative thinking skills in solving a problem".

Coverage in scientific literacy gains a percentage of 50%, which means that half of all schools in Ngadirojo District have implemented scientific literacy. This result is reinforced by a summary of interviews with teachers that it is true that this coverage has been carried out in the form of getting used to cleaning the school environment every Friday or clean Friday. The informant said that "...to improve the character of students who care about the environment, scientific literacy is carried out in the form of getting used to cleaning the school environment which is carried out simultaneously by all students from grades 1 to 6 on Friday and accompanied by each class teacher". Coverage in digital literacy gets a percentage of 64.10%, which means that most schools in the cluster in Ngadirojo District have implemented digital literacy. This result is reinforced by a summary of interviews with teachers that it is true that this coverage has been carried out in the form of habituation in utilizing digital technology as a source of student learning either in the form of a *smartphone* or computer. The informant said that "...to avoid the negative effects of having *smartphones*, schools direct students to get used to using *smartphones* only for learning resources such as opening the teacher's room application, YouTube, and so on so that students realize that learning resources are not only in textbooks or explanations from the teacher course, but *a smartphone* can be an application that provides the subject matter. Coverage in financial literacy has a percentage of 41.01%, meaning that a small proportion of every school in

Ngadirojo District has implemented financial literacy. This result is reinforced by a summary of interviews with teachers that it is true that this coverage has been carried out in the form of getting used to holding market day activities. The informant said that "... on certain days the school usually held market day activities, where each class formed small groups to make a product which could be in the form of food, crafts, or something else and then displayed it in front of the class at a price determined by the student, then other students or from outside the school buy products from each group of students. Coverage in cultural literacy and citizenship gains a percentage of 100% meaning that every school in Ngadirojo District has implemented cultural and civic literacy. This result is reinforced by a summary of interviews with teachers that it is true that this coverage has been carried out in the form of habituation in reading and writing Javanese script and preservation of the macapat song. The informant said that "...for the habituation of cultural literacy and citizenship, schools usually hold training in learning to read and write Javanese script or training in macapat songs so that every student knows and understands the local culture"

Discussion

The School Literacy Movement in elementary schools is carried out in stages by considering the readiness of each school. The schools are free to determine how the time for implementing the School Literacy Movement is based on the readiness and time that the school has (Belzer, 2017; Nopilda & Kristiawan, 2018). This readiness includes the physical capacity of the school (availability of literacy facilities, infrastructure, and facilities), the readiness of the school community (students, teachers, parents, and the community), as well as the readiness of other support systems such as public participation, institutional support, and relevant policy tools. The continuation of the School Literacy Movement in elementary schools is carried out in three stages, namely habituation, development, and learning (Chen, 2022; Yunianika & Suratinah, 2019). The implementation of the Basic Literacy Movement in schools that are the subject of research that has been carried out includes literacy, numeracy literacy, and civic culture literacy. While scientific literacy, digital literacy, and financial literacy are still some of the schools that have implemented them. The following is a description of the implementation of the School Literacy Movement in elementary schools which are the subject of research.

Literacy in reading and writing carried out by every elementary school in Ngadirojo Subdistrict is in the form of reading for 15 minutes on Tuesday, writing daily notes, and telling stories on Wednesday. This 15-minute reading activity before the lesson starts is carried out every Tuesday. The 15-minute reading activity is carried out in each class which is guided by the class teacher to read non-learning books in the class reading corner. One of the stages of the School Literacy Movement program activities as stipulated in the Kemendikbud No. 23 of 2015 is regarding the obligation to read literature for 15 minutes before teaching and learning activities begin. This activity was carried out to foster students' interest in reading to broaden students insights. The reading activity is expected to increase students' basic literacy and improve students' cognitive, intellectual, and character abilities (Oktavia & Rahmawati, 2021; Patterson, 2018; Salma, 2019). The books that students read are mostly fairy tales or encyclopedias which contain moral values, and local, national, and global wisdom. The books are arranged and tidied up every time students finish reading. Writing a diary is an activity to accustom students to love writing, starting to write from simple things such as writing down their playing experiences, writing about their learning experiences at school, or writing down student activities while at home. The implementation of writing diaries is carried out using students first being conditioned by the class teacher in their respective classrooms. After that students were asked to take reading journals owned by each student in the reading corner. Then the class teacher directs students to write down their daily experiences. This diary is placed in the literacy corner of the class when students have finished writing the diary. The activity of writing diaries will hone students' mindsets to put their ideas into written form, although in this context, students are getting used to writing things down simple (Chen, 2022; Hasni et al., 2022). Apart from that, the activity of writing diaries also aims to make students the habit of liking to write and putting their ideas and thoughts into writing (Dharma, 2020; Salma, 2019). This storytelling activity is carried out by students telling about favorite objects they brought from home. The previous day the teacher had appointed 3-4 students to bring favorite objects and on Wednesday the designated students came to the front of the class to tell about the favorite objects that had been brought. This activity is very interesting for students because with this activity students learn to listen to stories from their friends in front of the class. This activity begins with conditioning the students by the class teacher, after the class is conditioned the class teacher calls the name of the student whose turn it is that day, then the student whose name is called comes forward to the front of the class and introduces himself and tells what object he will tell about and finally the student is allowed to tell his favorite thing. Students who appear in front of the class are given the freedom and freedom to tell and express about their favorite objects they have brought.

After students have finished telling their favorite objects, other students are allowed to ask questions related to the objects that have been told. The students who appear in front of the class will train students confidence to speak in front of their friends, then for students who listen to stories, will train students to be active ask (Hasni et al., 2022; Salma, 2019; Wolfart, 2022).

The success of literacy carried out by every school in one of the sub-districts in Wonogiri Regency is the provision of a reading corner which is an activity to utilize the reading corner in each class. Each class has a reading corner or mini library. This activity was carried out because of the support and assistance of the parents of the students. Parents assist in providing reading material which is then placed in the corner of the classroom. This reading corner functions to bring children closer to reading material and is literate in environmental conditioning. In addition, there is a reading terrace which is a place that is usually used by school members to read besides reading in the library room and the classroom. There are reading terraces located in several corners of the school. The reading terrace is also a school's effort to condition a literate school environment so that students get used to taking advantage of free time to read anywhere, so the school provides a reading terrace so that students feel comfortable reading outdoors. The reading terrace is located on the schoolyard terrace, next to the school, and near the school stairs. Students use the reading terrace during recess and after school while waiting to be picked up by their parents. The reading terrace is also used by the young librarians to coordinate before literacy activities. Furthermore, the provision of a school library which is one of the infrastructure facilities provided by the school in fostering students' interest in reading. The library is equipped with facilities such as textbooks, non-learning, multimedia, whiteboards, and other books needed by students and school members to add information and knowledge. The library has an important role in the successful implementation of the School Literacy Movement (Kolawole & Pusoetsile, 2022; Labudasari & Rochmah, 2019).

Numerical literacy is carried out by every elementary school in Ngadirojo District in the form of the habituation of instilling the basic concepts of mathematics and peer tutoring. The reading material provided is literature or math books related to numeracy literacy such as encyclopedias, books by mathematicians, and so on. Mathematical problems can be adapted to learning materials with the aim that students understand the material that has been studied by applying mathematical concepts in learning practice. Peer tutoring in mathematics practice is carried out in two ways which include the practice of mathematics material and active learning activities outside the classroom. Mathematical material practice activities can be carried out by adjusting mathematics subject matter and themes in thematic learning related to numeracy literacy. Meanwhile, active learning activities outside the classroom focus more on students' skills in practicing the basic concepts of mathematical material in life. Learning mathematics is closely related to thinking and ways of thinking to draw conclusions that are around. At the time activities outside the classroom students are dealing directly with objects. The student knowledge is not only based on teaching materials or books on numeracy literacy material but peer tutoring is carried out during learning (Cahyanovianty & Wahidin, 2021; Perdana & Suswandari, 2021).

Cultural literacy and citizenship are carried out by every elementary school in Ngadirojo District in the form of Javanese script reading and writing training and macapat training. The Javanese script reading and writing training include training materials and training methods. The training materials are in the form of 20 Javanese characters; 3 kinds of sandhangan; swara, panyigeg wanda, and wijanjana; Javanese script pair; peer, murda, and swara characters; Javanese numerals, on, and others. The training method used is that the teacher distributes teaching materials, then explains the material for reading and writing Javanese script, while the participants practice the material provided. The teacher accompanies the training participants to practice writing Javanese script, the topic of which is adjusted to the wishes of the participants. The macapat material prepared includes the definitions and rules of macapat songs, sandiasma, gamelan tunings, and songs, as well as the names and characters of each macapat song. The training method that was prepared was that the teacher distributed teaching materials, then explained the material for the song Macapat such as how to read the titi laras song Macapat, while students were allowed to discuss composing the lyrics for the song Macapat, then the participants sang their respective works. The through an introduction to regional arts, the culture that exists in each area can be preserved (Prasetia et al., 2022; Triyono, 2019). Scientific literacy is carried out by every elementary school in Ngadirojo District in the form of habituation instilling the character of caring for the environment by cleaning the school environment every Friday. Activities to clean up the school environment include cleaning each class, arranging classrooms, and repairing damaged school facilities. This scientific literacy activity is carried out after the completion of learning before students go home. The purpose of carrying out activities to clean up the school environment is to foster and shape the character of students and familiarize students with loving and caring for the surrounding environment. The through habituation of cleaning activities the environment forms the character of students who care about the surrounding environment (Klauth & Mitchell, 2022; Sholeha et al., 2021). Financial literacy is carried out by every

elementary school in Ngadirojo District in the form of market day activities. Market day activities are held every Friday after morning exercises. The school invited parents, school supervisors, and the Wonogiri District Education Coordinator. Handicraft products that have been made by students are displayed through the window that has been prepared by the school. Each student displays and offers products that have been made to visitors who attend. Products are also displayed in a window that is placed in front of the teacher's room, arranged attractively, and labeled with a price. So if there are guests from outside the school can see the results of the children's handicrafts. The financial habituation is an introduction to how to manage and market a product it makes (Belzer, 2017; Kuswanti & Ulfah, 2021; Laila et al., 2019).

Digital literacy is carried out by every elementary school in the Ngadirojo District in the form of getting used to the use of *smartphones* as a learning resource. The use of smartphones as a learning resource by students is used to find solutions to problems that are not in the textbook to complete assignments, besides that as a medium for understanding material by watching learning videos, and used to find material that is not written in the textbook. The controlling changes in students' attitudes in dealing with technological developments is one way to get students used to using digital technology as a source of teaching material (Rahmawati et al., 2022; Safitri et al., 2020; Sutrisna, 2020). Through an analysis of the coverage of implementing basic literacy in elementary schools in one of the sub-districts in Wonogiri Regency, implications in this study hoped that in the future it will be able to increase the coverage of digital literacy, scientific literacy, and financial literacy models to realize the School Literacy Movement. From a series of research processes that have been carried out, several limitations come close, so that it becomes a factor that must be considered again for further prospective researchers for the sake of the perfection of the research to be carried out because the implementation of this research certainly has limitations that must be addressed. The limitations felt by the author include: the implementation of observations is carried out at schools at the sub-district level, where more general research it can be done with a wider range of subjects; In the interview process, sometimes there are still several schools that do not provide a more detailed description of the implementation of literacy, it is necessary to deepen the analysis of the coverage of literacy implementation in each school.

4. CONCLUSION

Based on the results and discussion, it can be concluded that most schools have implemented basic literacy programs in elementary schools, where literacy that has been fully implemented includes literacy, numeracy, and citizenship culture literacy, while for science literacy, digital literacy, and financial literacy has not been fully implemented. For literacy literacy it is done by reading for 15 minutes before learning begins, then for numeracy literacy it is carried out by teaching basic mathematical understanding during learning, and for civic cultural literacy it can be done by preserving local cultural values that are around during learning. From these results, it appears that not all basic literacy models have been implemented, so it is recommended to the next researcher that a review is needed regarding learning strategy plans that can implement literacy models that have not been fully implemented.

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