Media Literacy Ecosystem Model for Senior High Schools in Indonesia

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Abstract

This article explains how the media literacay ecosystem should be run in Indonesia high schools. Based on the 2022 PISA report, the levels of mathematics, reading, and science are quite low. Seeing this fact, the Ministry of Education and Culture created the School Literacy Movement (GLS) program, which aims to increase the literacy level of school students. The journey of the GLS program itself is different for each school, including its challenges and potential. In the current situation, it is necessary to apply new approaches, techniques, and methods to the education system at different levels in order to develop students 21st century skills that are in demand in a modern technological environment. Therefore, we researched how GLS was implemented at SMAN 106 Jakarta and SMA GAMA Yogyakarta. The reason we chose these two high schools is that Jakarta and Yogyakarta are areas with good literacy levels. After we conducted a focus group discussion (FGD) with the school, we discovered a number of challenges and potential for implementing GLS from these two schools to other schools. Based on the results of the discussion, we created a literacy development model in schools to become an alternative reference for other schools.

Keywords: literacy model, school literacy movement (GLS), Indonesia literacy, 21st century skills, education, high school.

1. Introduction

Globalization, technological change, internet speed, changes in reading culture and school organization, supply and demand for higher levels of literacy skills in the information age (Muqsith, 2019; Muqsith et al., 2021; Muqsith, 2022; Muzykant et al., 2022; Muzykant et al., 2023). Literacy is very important for students in education, especially as a set of skills needed to find, retrieve, retrieve, analyze, and use information to make decisions and solve problems (Ranaweera, 2008). The module book entitled School Literacy Movement (GLS) for Senior High Schools (SMA), issued by the Ministry of Education and Culture of the Republic of Indonesia (Kemandikbud RI) in 2020, literacy develops into multiliteracy skills. Abidin (Abidin, 2016) defines it as using various methods to combine and understand ideas and information using conventional text forms and innovative text forms, symbols, and multimedia. The text used is called multimodal text.

These skills are expected to achieve learning outcomes, including aspects of students' attitudes and knowledge in culture, citizenship, finance, digital, and science. The mention of various types of literacy emphasizes the importance of mastering various literacy skills. Frankel et

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al. (Frankel et al., 2016) state the use of reading, writing, and spoken language to extract, construct, integrate, and criticize meaning through interaction and engagement with multimodal texts in social situation practice. The definition above provides a more functional perspective on previous literacy. Literacy is about action: how a person uses reading, writing, and language skills to form meaning through social interaction and engagement. This definition complements what is expressed by the GLS. If we integrate it, literacy is how we utilize financial, digital, cultural, civic, and scientific knowledge to benefit society and create meaning. In other words, literacy is our ability to process and interpret things.

We cannot escape from the PISA indicator when discussing literacy in Indonesia. In the 2022 PISA report, Indonesia's position is still below the OECD standards: mathematics (355), reading (359), and science (383). This shows that Indonesia is still lagging in fundamental literacy. The low reading culture of Indonesian society also supports this. Literacy skills play an important role in processing incoming information in social life. Good literacy skills enable us to understand many things. In an economic context, good literacy skills make us get better jobs. On the contrary, their inability to read and write can prevent them from seeing what they are entitled to and demand for themselves (Zua, 2021).

In Indonesia, the literacy ecosystem is not well formed. There are two indicators that we can assess. The first indicator is based on the data that has been attached; two aspects trigger the low number of Indonesians who have an interest in reading. First, Indonesian people have limited access to reading. According to school library data from the national library, the ratio of the availability of new school libraries to the total required is 50 % (P3KMB, 2016). This means that there are still many schools that do not have libraries in their schools.

The second factor is the preferences of activities carried out by the community. In the current era, Indonesian people prefer surfing the internet. According to We Are Social data for 2023, the average Indonesian spends 7 hours and 42 minutes surfing the internet. Meanwhile, Indonesians spend 1 hour 37 minutes reading books (Adisty, 2022). Other research suggests that 68% of students read 1-2 hours a day. Meanwhile, 4 % of students read for 2 hours daily, and the remaining 14 % read books for 30-60 minutes. This means that Indonesians prefer to spend their time surfing the internet rather than reading books.

Seeing this phenomenon, the Ministry of Education and Culture elaborated the School Literacy Movement (GLS), which involves all stakeholders in the education sector from the central, regional, district/city, and educational units. GLS aims to optimize student character by cultivating the school literacy ecosystem. The stages of literacy activities in the GLS Senior High School (SMA) Guidebook are divided into three, namely, habituation, development, and learning.

The GLS program has been implemented in many schools with varying results. Simabur's research (2022) examined the implementation of GLS in SMA Negeri 1 and SMA Negeri 3 in Tidore Islands. There are differences between SMA Negeri 1 and SMA Negeri 3. In SMA Negeri 3, they have only reached the habituation stage and have not yet realized it until the development and learning stage. Another thing happened at SMA Negeri 1, where they had implemented these three stages. The reason for this difference is that SMA Negeri 1 is supported by the commitment of teachers and principals and the formation of a school literacy team. Meanwhile, SMA Negeri 3 does not yet have a school literacy team, and teacher commitment is low (Simabur, 2022).

Several other high schools also experienced this incident at SMA Negeri 3. Maribun and Tambunan (Maribun, Tambunan, 2022) researched the implementation of GLS at SMA PGRI Ge'tengan. They have not fully implemented the GLS optimally because the availability of facilities in the library room is still inadequate. Pradana et al. (Pradana et al., 2017) found something interesting when researching SMAN Negeri 4 Magelang. Literacy habits have not been fully formed because there is still a dichotomy between students with good reading and writing habits and those with low reading and writing habits (Gorbatkova, Bayer, 2023). This difference hampered the GLS because only some responded well to this movement.

Taking into account that the cultivation of literacy in high schools has not been optimal, the researchers took the initiative to study the literacy ecosystem model referring to the GLS program guidelines at SMAN 106 Jakarta and SMAS GAMA Depok Yogyakarta because the Jakarta and Yogyakarta areas have the highest Community Literacy Development Index scores in 2022 (Puslitjakdikbud, 2019). It is hoped that the results of this research can become a reference for high schools in other areas so that they can apply this ecosystem model to improve their students' literacy skills.

2. Materials and methods

This research uses a qualitative research approach using an exploratory approach carried out on school officials starting from the principal, deputy principal, student affairs, teachers, student organizations at school, and those in charge of literacy, for example. According to Sugiyono (Sugiyono, 2011), qualitative research is research used to examine the condition of natural objects, where the researcher is the key instrument. The difference with quantitative research is that this research starts from data, utilizes existing theory as explanatory material, and ends with a theory. According to Bungin (Bungin, 2003), an integrative and more conceptual analysis method is for finding, identifying, processing, and analyzing documents to understand their meaning, significance, and relevance. According to Bungin (Bungin, 2003), Moleong (Moleong, 2008), qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects, for example, behavior, perception, motivation, and action, holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods.

According to Saryono (Saryono, 2010), qualitative research is research that is used to investigate, discover, describe, and explain the qualities or features of social influence that cannot be explained, measured, or described through a quantitative approach. According to Sugiyono (Saryono, 2011), the qualitative research method is a research method based on post-positivism philosophy, used to research the natural conditions of GAMA Yogyakarta High School and 106N High School in Jakarta, (as opposed to experimentation) where the researcher is the key instrument, data source sampling was carried out purposively and snowball, the collection technique was triangulation (combination), data analysis was inductive or qualitative, and qualitative research results emphasized meaning rather than generalization.

3. Discussion

Dynamics of the Literacy Ecosystem in Jakarta and Yogyakarta

Every school struggles to increase the literacy level of its students. The aim is for students to understand reality and respond to situations based on their knowledge and experience. Different aspects of learning process through media technologies described in several research (Kabha, 2019; Mason et al., 2018; Müller, Denner, 2019; Reid, Norris, 2016; Shen et al., 2019; Wilson, 2019) as well as the most optimal media technologies for distant learning analyzed by F. Macqilchris, H. Allert, A. Bruching (Macqilchrist et al., 2020), news literacy and social media behavior studied by in information society studied by E.K. Vraga E.K., M. Tully (Vraga, Tully, 2021), teachers' English language training described in details by researchers H. Crompton, D. Burke, K. Jordan, S.W.G. Wilson (Crompton et al., 2021; Lomicka, 2020), English as a Foreign Language (EFL) in education is studied by B.E. Siddig (Siddig, 2020) proving that media education enhancing acquired new knowledge while interactive media produce better memory for specific events (Anderson, 2020).

Innovative forms of media education considered by the foreign (Barrot, 2021) and Russian scholars (Egorov, 1986; Fedorov et al., 2019; Fedorov, Levitskaya, 2015; Guruleva, 2018). The benefits of online education in times of crisis studied by C. Damşa, M. Langford, D. Uehara, R. Scherer (Damşa et al., 2021). Research shows that there are several benefits of increasing literacy for students: 1) literacy can be used to eradicate poverty and broaden participation in society; 2) can easily access information to improve education, health, and safety; and 3) more likely to know their rights and can effectively use their rights to defend themselves (Zua, 2021). Every school is competing to create innovative programs so that students' literacy increases.

In the context of SMAN 106 Jakarta and SMA GAMA Yogyakarta, they are trying to create an adequate literacy ecosystem for their students. SMAN 106 and SMA GAMA have their ways of developing students' interest in literacy. For example, SMAN 106 has implemented literacy programs such as digital literacy, expression celebrations, literacy stages, and the application of literacy in teaching and learning activities (KBM). Meanwhile, SMA GAMA focuses on implementing it in teaching and learning activities and giving awards.

If you look closely, there are different patterns. SMAN 106 focuses on developing interests and talents as well as creativity. We can see from the aim of the program itself. The literacy stage, for example, aims to explore children's creativity by displaying various ideas in the school canteen. Then, there is the literacy corner, which aims to increase students' creativity by designing the class so that there is a literacy corner. There is also a wall magazine to display students' work. SMAN 106

trains students' digital literacy by getting them used to QRIS and Google Forms. The school also collaborates with subject teachers to conduct library teaching and learning activities.

GAMA High School requires book reviews after students read a book they like. The school has a 15-minute reading program aimed at high school students. GAMA also encourages its students to visit the library. The school will give awards to students who visit the library the most. Apart from that, the school incorporates the use of literacy in subjects. For example, in Mathematics subjects, students are accustomed to reading and studying the material before the class learning session begins. The questions presented in Mathematics are HOT (high-order thinking); the questions are shaped like stories from everyday life and are fully contextual (according to PISA standards). Analysis of students answering questions becomes more of an assessment by the school.

From these two high schools, we can see quite striking differences. SMAN 106 has an adequate ecosystem because it seeks to integrate fundamental (reading habit) and practical (literacy corner, literacy celebrations) literacy to increase creativity. On the other hand, GAMA High School greatly emphasizes fundamental literacy, such as reading and writing. This activity was intensified by encouraging children to visit the library and a 15-minute reading program. GAMA High School hones students' analytical and critical thinking skills.

Another striking difference is in the aspect of digital literacy. SMAN 106 promotes digital literacy among its students. Digital literacy implemented at SMAN 106 Jakarta is in the form of the provision of artificial intelligence (ChatGPT) and a code of ethics in utilizing IT to foster students' sense of wisdom. The program is also carried out in the form of reading habits (non-textbooks and non-holy books) within 15 minutes; then a resume is made. Collecting student resume results maximizes the use of Google Forms, WhatsApp, and QRIS.

Therefore, the ecosystem between SMA GAMA and SMAN 106 can be different. However, what needs to be emphasized is that the difference here is not a challenge. The school has tried to develop students' creativity, analytical skills, digital literacy, and critical thinking. All of these abilities are very important abilities in the 21st century. Research shows that there is a relationship between critical thinking and creativity, where: 1) there is a significant correlation between critical thinking skills and creative thinking skills on cognitive learning outcomes, (2) the contribution of critical thinking skills and creative thinking skills simultaneously to cognitive learning outcomes amounting to 72.80 % (Siburian et al., 2019).

Overall, what these two high schools have done is of great benefit. For example, Handayani (2018) found that excitement of expression influences courage in expression, talent development, and increasing students' skills and interests (speaking, reading, and writing). Meanwhile, Anjelica et al.(Anjelica et al., 2023) revealed that extracurricular performances can expand and enrich students' abilities and knowledge. Nurfadhilah et al. (Nurfadhilah et al., 2023) explained that the implementation of a scientific approach to learning, especially Physics, was able to increase students' scientific literacy.

Challenges of Building a Literacy Culture

SMAN 106 Jakarta and SMAS Gama have challenges building a literacy culture that refers to the GLS program manual. There are three sources of challenges related to GLS, starting from schools, government, and students.

The challenges from a school perspective are related to budget and competency. Regarding budget challenges, this is experienced by SMA GAMA, especially in providing books. The Principal of GAMA High School expressed this when he wanted to provide proper books for his students:

...."From the government, but we have quotas, for example, percentages; for example, the allocation for libraries is tens of percent. How much later, I'll bring it. I went to the bookstore and chose it myself, choosing books that I felt were suitable for school children. Not much. I've only purchased it twice, and usually, for example, in an English novel, the price is higher. So, the obstacle, yes, is (the budget)."

In this context, books are facilities and infrastructure that must be met if the government wants to improve student literacy. And when we talk about budgets, this problem continually arises, even in A-accredited schools. A-accredited schools themselves also experience funding problems. The research found at least six problems related to financing to achieve National Education Standards: 1) the operational cost burden if it only complies with the provisions will make it difficult to innovate; 2) the addition of classrooms and laboratories on the 2nd floor requires support from educational development donations (SPP) due to government assistance only for one floor, 3) there is always a shortage of operational costs, 4) there are non-personal

operational costs that the existing budget cannot possibly cover, 5) there is a lack of synchronization in the use of the school budget with the technical guidelines for budget allocation from the APBD and BOS, and 6) the burden is not yet sufficient large non-personal costs due to limited school financial resources, both from the Indonesian State Revenue and Expenditure Budget (*APBN/APBD*) and the community (Yuliana, Raharjo, 2019). Merangin 4 High School could also not provide practical equipment due to budget constraints (Basri et al., 2021).

As a result, budget limitations narrow the space for school innovation in program creation. It can be said from the principal's explanation that the GAMA SMA budget is quite limited, so they optimize existing resources. The role of the budget is important so that schools can carry out innovative programs to increase the capacity of their students. Moreover, Indonesians expect a lot and trust schools to educate their children. Even though education is a shared responsibility, schools still play a central role in developing quality humans.

Another challenge is competency, especially in terms of increasing digital literacy. SMAN 106 does have a digital literacy program, especially ChatGPT. The program is not optimal because teacher capabilities have not increased to an adequate level. Amin Supriyono, one of the teachers at SMAN 106, said:

"So, when we collect works created by students in a drive, say. So, later, the team will determine which works should be checked, but until now, we haven't been able to do that. Work towards getting there gradually while getting there like that. "Just to see the work's validity, genuineness, or originality, it seems like we still need to learn a lot, too."

Currently, digital literacy has become an important skill in this era. Students have also been exposed to developing technologies. Digital literacy itself has meaning as a set of skills, knowledge, understanding, and awareness that can enable a person to be critical, creative, productive, responsible, and safe in using information and communication technology. And the internet and being present in the digital world according to the context of certain needs and/or environments (Nugraha, 2022). High schools play an important role in following rapid technological developments because they are responsible for forming a young generation who can face the challenges of a world increasingly digitalized and connected to various aspects (Kurniawan, Sarah, 2023). Therefore, teachers must have the capability to teach fundamentals regarding how to have an appropriate technological culture.

Apart from competency, another challenge is that a solid literacy team has not been formed. This is what GAMA SMA experienced. The principal of GAMA High School said:

"So, read 15 minutes before learning activities start, but there is no literacy team at school yet. We don't yet have a new literacy activity team limited to doing what the government calls for. "So, if there are any forms of literacy activities, we already know there are several things we can do, but what we are implementing is something we can do at school."

The unwillingness of a solid literacy team could be related to the teaching hours of high school teachers. This was mentioned by Hari Setiawan, one of the teachers at SMAN 106:

"...It is possible that in the future, we can be structured in our assessments because, again, we said earlier that we are stuck with subjects we don't understand except for the Indonesian language teacher. HR. Then we are also faced with 24 hours of teaching; even now, there are 35 hours. So, there's a bit less time to correct it."

The context, Mr. Hari said, is whether there are teachers who correct children's writing using ChatGPT. However, this is also the reality in high school. The large burden of teachers teaching students makes it difficult for teachers to focus on other activities. At MAN 2 Palu City, teachers have a dual role as teachers, homeroom teachers, and supervisors. The fairly high workload has reduced opportunities for some teachers at MAN 2 Palu City to prepare teaching materials, methods, and media for teaching (Jalil, 2020).

The challenges above reflect stakeholders' need to reformulate teacher workload and performance. Moreover, teachers have a vital role in increasing literacy in schools. When teachers have a workload that is too high, it will make it difficult for them to concentrate on more essential tasks, such as teaching and improving their students' literacy capabilities. In the end, a high workload will reduce teacher efficiency and teaching effectiveness, leading to increased stress. Teacher stress can only be reduced if everyone involved in the educational process knows the difficulties faced and tries to relieve some pressure on teachers (Clement, 2017).

4. Results
Strategic Steps to Create Literacy

Seeing the challenges above, several strategic steps need to be taken so that GLS fulfills its function as a literacy development program in schools. The key to developing literacy in schools lies in the teachers in each school. Teachers play an important role in increasing students' cognitive, affective, and emotional capacity.
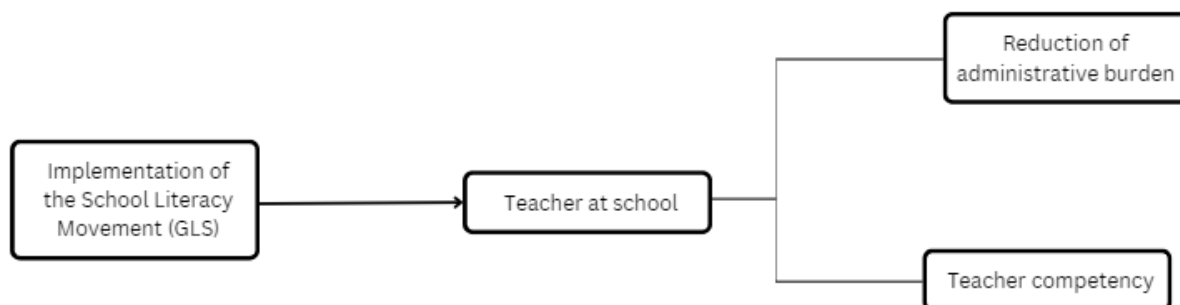
Fig 1. Implementation of the School Literacy Movement (GLS)
Source: Research team, 2023

Therefore, before creating various literacy programs in schools, what must be done is to strengthen the role of teachers. Overall, the role of teachers is important to the effectiveness of the school itself. When it is recognized that building effective schools is a difficult process, teachers are expected to be involved and perform at a high level to overcome these challenges and achieve the school's basic objectives at the desired level (Özgenel, 2019). With such a large role for teachers, we need to redefine the role of teachers as educators of the future generation. Rust (Rust, 2019) defines well what the role of teachers in schools, especially high schools, should be:

"Teacher educators then become not only those whom teachers encounter formally in their preservice programs – professors, mentors, cooperating teachers – but also their colleagues in preparation and then later in their workplaces and the whole apparatus of professional development that is proffered by schools, schools districts, and universities post graduation from preservice education."

This means that the teacher's position is not only as a formal teacher but also positions himself as a partner: a partner in learning, a discussion partner, and a partner in the development process. With the massive development of technology, the role of the teacher has changed to become a facilitator. Becoming a facilitator is not easy, and three keys must be mastered: (1) encouraging participation in discussions, (2) creating or adapting protocols for discussions, and (3) diagnosing emerging problems within discussions (Allen, 2016). Teachers do not have to be confined by traditional dogma, making teachers the knowledge source.

So that the role of teachers becomes stronger in building students' literacy capacity, the first thing that can be done is to reduce the administrative burden and working hours of teachers. This is important so teachers can focus their energy on developing their capacity. Research shows that excessive workload causes teacher stress and burnout, which affects teacher performance (Jomuad et al., 2021). Teachers with greater administrative workloads are less likely to spend time on instructional preparation and providing feedback on students' assignments (Kim, 2019).

Therefore, teachers' workload must be reduced to maximize GLS implementation. We can see for ourselves Indonesia's low PISA score. GLS can be a good program for increasing students' literacy capacity if teachers focus some of their energy on their students. Likely, GLS will not be effective if teachers do everything at once: teaching, administration, holding office, and implementing GLS. There must be a trade-off so everything runs optimally – or at least at the optimal point.

The next thing that must be done is to increase teacher competence. Teachers have to improve their competence because, day by day, the world is becoming more complex, science is increasingly developing, and the characters of students are becoming more diverse. This competency increase aims to ensure that teachers continue to update the latest knowledge useful

for teaching, serving, and running the GLS program. We can learn from SMAN 106, which has difficulty increasing the digital literacy of its students due to a lack of competence.

Research shows the competencies that teachers must master. At a macro level, there are six competencies that teachers need to have: (i) lifelong learning; (ii) multi-literateness; (iii) trans-disciplinarity; (iv) self-agency; (v) interacting with others; and (vi) interacting in and with the world (Marope, 2018). Other mandatory competencies are mastery of technology and information, critical thinking and strategic thinking. Teachers have great opportunities and competencies to diversify their teaching methods, and at the same time, the presence of technology helps create a more interactive and meaningful teaching environment (Sulaiman, Ismail, 2020).

At the same time as reducing workload and increasing competence, schools need to create comprehensive literacy development programs for their students. This literacy development program certainly needs to focus on creativity, critical thinking and analytical thinking. Look at picture 2 of the ideals of the New Model of the School Literacy Movement (GLS) in Indonesia.

Schools can do three things to improve literacy: fundamental literacy, interest and creativity, and student habituation. Fundamental literacy is the literacy that is needed in life. There are three literacies that, according to the author, are fundamental: digital, financial, and scientific.
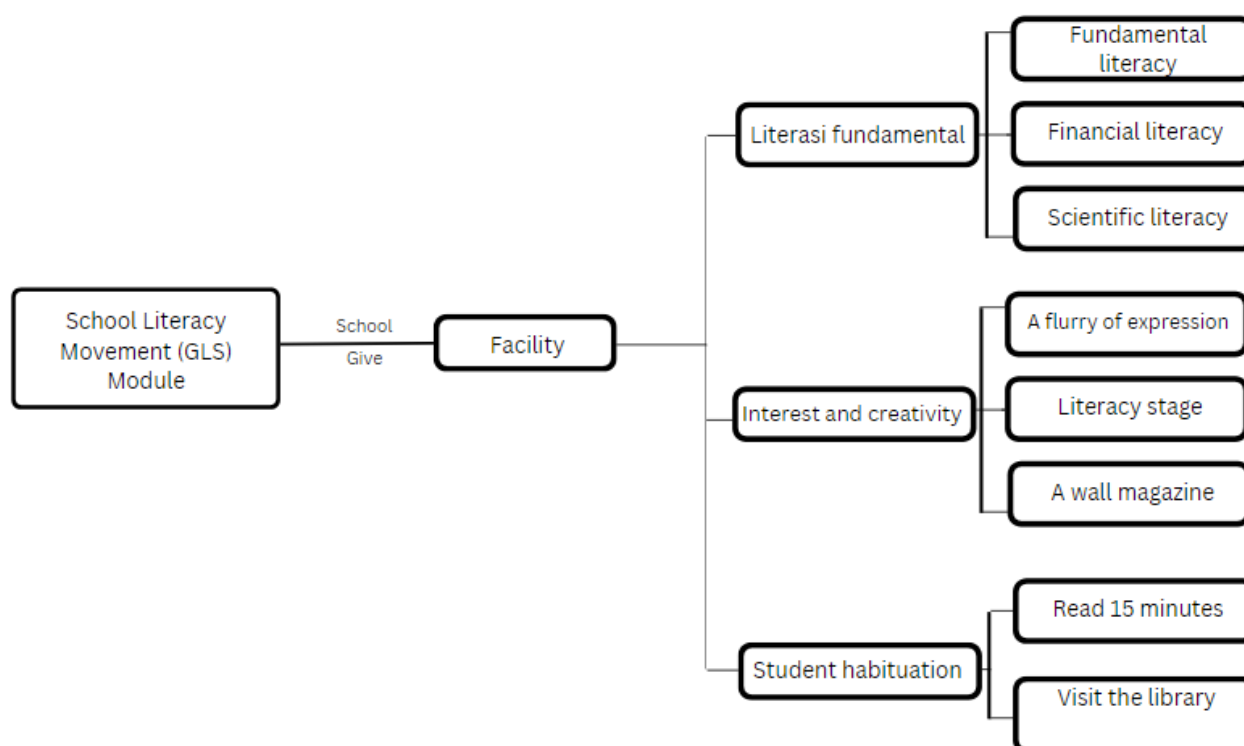
Fig 2. School Literacy Movement (GLS) New Module
Source: Research team, 2023

In the context of financial literacy, SMAN 106 has made efforts to increase its financial literacy. Abdul Rahman explains it as follows:

"For finance itself, there are many economic articles, including BPS. The BPS infographic is very interesting for testing literacy."

Financial literacy is important, especially for navigating life. Many young people only learn financial literacy when they finish higher education. As a result, this ability is important for equipping students in the future. In fact, in Germany, a study measuring the financial literacy of 10th-grade high school students found that German high school students share the general lack of financial knowledge that has been found across various samples (Erner et al., 2016). In India, despite having a high level of numeracy skills, students cannot transfer this knowledge to perform financial calculations (Jayaraman, Jambunathan, 2018). Therefore, financial literacy is very important for future students.

Then, we talk about digital literacy. Currently, young people are considered digital natives. They are exposed to social media, use cell phones to access knowledge, etc. However, in research

on high school students in Lampung province, digital literacy has not been achieved optimally, and student's ability to collaborate is influenced by students' lack of effort in using the internet as a learning resource and the lack of student-centered learning (Purnamasari et al., 2021). This reflects that schools must improve their students' digital literacy skills.

Lastly is scientific literacy. This was included because the PISA science scores were below average. We need to improve this so that students understand the scientific approach. Moreover, scientific literacy is the ability to use scientific knowledge, such as identifying problems and conclusions based on evidence, to understand and make decisions about nature and its changes through human activities (Ardiyanti et al., 2019).

Schools can use various methods to enhance students fundamental literacies. One of them is gamification. This gamification is intended to insert game features into classroom learning. This can be done by providing levels to the questions, a value point system, and rewards for students who are active while learning begins. This activity can be done every day during class hours.

Apart from fundamental literacy, schools must provide as much space as possible for developing students' interests and creativity. Programs like expression shows, literacy stages, and wall magazines can be continued or modified according to the school's capabilities and resources. Reflecting on SMAN 106's experience regarding one of the programs, namely the literacy festival, the teacher said:

"Literacy celebrations are usually at certain moments in the field. All generations. Mrs. Fausan's Language Month is also the same as Language Month. "That's why there are now 12+1 months, plus one more is the Language Month apart from January, February, March."

"Literacy Stage, which is held every two weeks. "This rotation per class is carried out in the school cafeteria during break time."

Implementing the literacy festival and literacy stage can be an example of what SMAN 106 does. Schools can adapt this program according to their conditions. In essence, schools must provide literacy programs that stimulate creativity. Every student is creative. Understanding how highly creative students are creative to varying degrees, depending on how environments support or inhibit creativity, has practical implications for students, teachers, school administrators, teacher education, and educational policy regarding how we can foster creative engagement and the development of creative intelligence in schools (Lassig, 2021).

Lastly is student habituation. This habit is more about how to encourage students to read more. The principal of GAMA High School said:

"There has been an appeal that 15 minutes before learning starts, there will be literacy activities. We have started this since the implementation of the K13 curriculum, but its implementation is only a formality. Children read for 15 minutes (then) make a review."

What GAMA SMA is doing is indeed good. Research shows a significant correlation between critical thinking skills, critical reading skills, and reading comprehension (Hidayati et al., 2020). Not only do students need to get used to reading, but teachers also need to get used to reading so that students can develop an awareness of enjoyable reading. Reading activities can be accompanied by discussions so that both students and teachers can exchange information from the results of reading. You need a reading schedule for every type of book, not only textbooks but fiction and nonfiction books. The variety of books read by students can enrich students' insights and perspectives. Therefore, schools must continue to familiarize their students with reading various books. As a result, when students get used to it, the initiative will be formed for students to read books independently .

The library can also be a place to study. Students should be accustomed to visiting the library. The library is not only a place to borrow books but also to discuss things. Schools must make the library a place for student discussions (Lebid et al., 2023). So students can develop critical and analytical thinking skills and coherently convey information.

With effective, creative, innovative, and progressive strategic steps, it can stimulate students' interest in reading and increase literacy rates in high school. Schools should implement a GLS program, which is interpreted as awareness, not obligation, so that students do not feel burdened. Increasing literacy requires optimal and continuous collaboration from every stakeholder in order to build a culture of literacy in society. The strategic steps implemented at SMAN 106 Jakarta and SMA Gama are expected to be a bridge to the success of Indonesia's educational ideals.

5. Conclusion

Implementation of the High School Literacy Movement (GLS) in Indonesia as an effort to carry out the mandate of the 1945 Constitution (UUD) article 31 paragraph 3 and Minister of Education and Culture Regulation (Permendikbud) No. 23 of 2015 for the government to strive for and implement a national education system that increases faith and piety as well as noble morals in order to educate the life of the nation, one of which is through implementing the GLS program to influence literacy activities in the information era to understand multiliterate texts, namely Proficiency, Access, Alternatives, Culture as an effort towards a reading culture society. State Senior High School (SMAN) 106 Jakarta was used as the research object because it was one of the two regions with the highest Literacy Index in 2019, first and second place in Indonesia, 58.16 and 56.20. This research found that despite the highest literacy index, there are still many shortcomings in improving the literacy reading culture in schools. The entire academic community at school must work together, especially teachers and administrators.

Work as a teacher that requires too much administration must be reduced, and teachers committed to improving student literacy every year should be appreciated. Energy for developing literacy programs can be the focus of schools, not just limited to implementing government programs. On the other hand, schools should prepare school literacy program strategies that are creative, innovative, and progressive in responding to current developments. Collaboration with students and parents is also important in cultivating reading books; students are encouraged to read at school and at home. Various creative programs to improve literacy skills can be used in the framework that the author describes, which can become a reference for literacy development in each school based on the situation and conditions in the school so that a literacy goal is achieved so that first enlightenment, enrichment and finally empowerment can be achieved to become a developed country.

6. Acknowledgments

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