



# Implementation of School Literacy Movement for Students with Deafness and Mental Retardation

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**Abstract:** This study aims to describe the implementation of the school literacy movement in students with hearing impairment and mild mental retardation in the Extraordinary High School Putra Pancasila Malang. The research method used is descriptive research with a qualitative approach. The results showed that the implementation of GLS in students with hearing impairment and mild mental retardation at SMALB YP2 Malang was carried out with the interpretation, the organizing, and the application in accordance with the guidebook published by the Ministry of Education and Culture. And learning facilities and activities carried out to support GLS in accordance with the needs of students with each obstacle.

**Keywords:** *school literacy movemen, deaf, mental retardation*

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## I. Introduction

The School Literacy Movement (Gerakan Literasi Sekolah/ GLS) is a literacy activity carried out by the school community as a whole and continuously with the aim that school residents have literacy skills. The Head of the Language Development and Fostering Agency of the Ministry of Education and Culture, Mahsun stated that GLS aims to accustom and motivate students to read and write in order to foster good character and high literacy. GLS for students with special needs is implemented according to the obstacles experienced by the students. These obstacles include students with visual impairments, hearing impairments, mental retardation, physical disabilities and autism. Wahyuningsih, et al (2016) explain that students with special needs must develop language skills that include listening, speaking, reading, and writing skills. GLS is a participatory activity program involving school residents in its implementation, including students, teachers, principals, education personnel, school supervisors, school committees, parents/guardians of students, academics, publishers, mass media, communities and stakeholders under the coordination of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture (Antoro & Muldian, 2015). GLS also has literacy components in it consisting of early literacy, basic literacy, library literacy, media literacy, technology literacy.

GLS contains three stages of GLS implementation. The school literacy activities are supported by several school components that are adjusted to each student's obstacles. The school components in question are the availability of facilities and infrastructure, reading corners in each room, developing wall magazines, literacy festival and competition activities, and learning activities according to each obstacle, citing Wiedarti et al (2016). GLS is applied at Elementary School (SD), Junior High School (SMP), Senior High School (SMA), Vocational School (SMK), and Special School (SLB). At the SLB level, the implementation of the literacy movement for students with special needs is applied according to the obstacles experienced by the students.

The background of the research on the implementation of the school literacy movement carried out at SMALB Yayasan Putra Pancasila Malang is based on the importance of GLS for students with hearing and mild mental retardation to support learning activities. In addition to having language skills, mentally retarded students also need to have self-care skills so that they can adapt to the environment.

Observations on teaching and learning activities at schools have been carried out before the data collection process. The facts obtained during the observation were that the implementation of GLS activities went well knowing that the school had carried out activities in accordance with the recommendations of the *Kemendikbud* guidebook and was supported by the facilities and activities

available at the school. Other support, teachers also tried to implement learning that was in accordance with the obstacles of students so as to improve students' literacy skills. This is what encouraged us to research how to implement GLS in accordance with each obstacle of students. This GLS implementation research focuses on three stages. These stages are the stages of interpretation, organization, and application.

## II. Research Method

This research is a qualitative descriptive study. The research data are in the form of descriptions of the three stages of GLS implementation. The data sources in this study came from the literacy team, teachers and students with hearing and mild intellectual disabilities. Data collection techniques used include observation, interviews, and documentation. Observations were conducted to obtain information on activities and facilities and infrastructure in supporting the GLS implementation program.

Interview techniques were conducted to obtain information regarding the implementation of GLS. Interviews were conducted with 2 literacy teams consisting of 1 principal and 1 teacher, 2 teachers and 4 students. Interviews by researchers were assisted by teachers to facilitate communication and delivery of questions to students. Furthermore, documentation was conducted to complete the data from observations and interviews so that the data produced was more accurate and reliable.

## III. Result and Discussion

### A. Result

The implementation of GLS for deaf and mildly mentally retarded students at SMALB Yayasan Putra Pancasila Malang is carried out based on recommendations from the Extraordinary GLS Guide book published by the Ministry of Education and Culture. The implementation of GLS has three stages, namely the interpretation stage, the organization stage, and the application stage.

The interpretation stage is carried out by introducing a program or policy to the target of the policy or program. This is done by SMALB Yayasan Pancasila with socialization activities to all residents to students and teachers. Furthermore, organization is carried out by regulating and determining the use of existing and owned resources in the implementation of a policy or program. At the organization stage, it is determined when it will be implemented, the budget required, budget sources, the need for facilities and infrastructure, work procedures, and determining the management of the implementation of a policy or program.

The organizational stage of GLS implementation at SMALB Yayasan Putra Pancasila has been implemented since 2017. Regarding the budget for GLS activities at SMALB Yayasan Putra Pancasila, it is still combined with BOS (School Operational Assistance) funds and BOP (Education Operational Assistance) funds. Determination of the need for appropriate facilities and infrastructure in the implementation of GLS at SMALB Yayasan Putra Pancasila Malang is carried out by identifying facilities that are in accordance with the obstacles of SMALB Yayasan Putra Pancasila Malang students. Determination of work procedures or SOPs or POBs has not yet been carried out, so there is no standard for implementing GLS at SMALB Yayasan Putra Pancasila Malang. Determination of the management of the implementation of GLS implementation at SMALB involves all school residents, especially all teachers to coordinate this activity and the principal as the first level supervisor.

The application stage is a process where plans for policies or programs that have been prepared are applied to the targets of the policy or program. SMALB Yayasan Putra Pancasila Malang School has implemented eight GLS activities out of ten activities recommended by the Ministry of Education and Culture. The eight activities include (1) fifteen-minute reading activities, (2) reading activities have been implemented for at least 1 semester, (3) there is a library, reading corner in each class, and a comfortable reading area with a collection of non-subject books, (4) there are reading campaign posters in the classroom, corridors, and/or other areas in the school, (5) there are text work materials displayed in the classroom, (6) a clean, healthy, and text-rich environment. There are posters about the habit of living clean, healthy, and beautiful, (7) the school seeks to involve the

public (parents, alumni, and community elements) to develop school literacy activities, (8) the principal and his staff are committed to implementing and supporting GLS.

The first activity, the fifteen-minute reading activity at SMALB Yayasan Pancasila Malang is carried out every morning before learning begins. However, there is an additional fifteen minutes used by the teacher to explain the book being read by the students. In this reading activity, the participants involved are still limited to teachers and students, parents guide students more in carrying out skill activities. This activity has an impact on students to read more often outside of class hours. This reading activity can be supported by learning activities that are in accordance with the student's disabilities. Learning activities that are appropriate for students with hearing impairments are receptive reading and reflection/percali. In this receptive reading activity, students are expected to be able to understand the contents of the reading well. This activity is carried out by teachers guiding deaf students to read story books or picture books. Reflection/percali activities are carried out to encourage students to find good and correct language themselves.

The pre-writing stage is the initial stage in the form of an introduction to the environment around the students by the teacher. The pre-writing stage aims to shape students' cognitive abilities in selecting, collecting, organizing ideas, identifying and determining writing goals and being able to choose the right form of writing. Furthermore, writing skills are carried out with guidance and training by the teacher accompanied by explanations until students understand and can write. The next activity is the post-writing stage. In this activity, students are focused on making improvements or revisions and publications. By publishing their writing, students will get responses from others, both teachers and classmates. In the post-writing stage, the teacher still teaches writing practically because the students' abilities have not yet reached the stage of making improvements, while publication is carried out by utilizing the school's wall magazine. The obstacles experienced when carrying out this learning activity are the limited abilities of students in understanding vocabulary and the material presented so that the teacher needs to explain repeatedly until students understand the explanation given.

Learning activities that are suitable for wall magazine activities for students with mild mental retardation are reading and writing lessons. Reading learning activities are carried out by teachers guiding students to read while writing so that students will recognize letters. While writing learning activities are carried out by teachers providing examples and direct practice to trace sentences, thicken lines, or thicken dots. Writing practice books for students with mild intellectual disabilities are available in the classroom reading corner.

## *B. Discussion*

The interpretation stage of the GLS habituation stage at SMALB Yayasan Putra Pancasila Malang is carried out through socialization activities to students and teachers. This is in accordance with the opinion of Widodo (2008:90) who stated that at the interpretation stage the activities carried out are socialization to the entire community, so that the community understands the direction, goals and targets of the policy. The second stage of implementing a policy is the organizing stage. SMALB Yayasan Putra Pancasila Malang carries out activities to determine budget sources, determine the need for facilities and infrastructure, and determine implementation management. This is in accordance with Widodo's opinion (2008:91) that there are several activities in the organizing stage which include determining the implementation of the policy, determining the budget required, determining budget sources, determining the need for facilities and infrastructure to implement the policy, determining work procedures or SOPs, and determining the management of policy implementation.

Teachers need to explain abstract words, because students with hearing impairments tend to have poor vocabulary due to their limitations in communicating verbally. Students with hearing impairments in activities that require more concentration need hearing aids even though they have normal hearing and speaking abilities (Wasita, 2012). Then for students with mild mental retardation, teachers also need to explain in short and simple language so that students understand. Students with mild mental retardation have difficulty thinking abstractly but are still able to participate in academic activities to a certain extent (Amin, 1995). Learning activities that can support deaf students in this activity are receptive reading and reflection/percali activities. This activity is carried out by teachers by guiding students to read story books. The readings used in receptive reading learning are readings about other people's experiences and may have never been

experienced by students (Awalin, 2017). The readings given when carrying out reading activities for students with mild deafness are story books, fairy tales, novels and comics. The next learning activity is Reflection/ *Percali*.

*Percali* activities are carried out by teachers guiding students to retell the contents of the story that has been read. Simulating students to retell the results of the reading that has been read can train students to be able to realize and find the applicable language rules themselves (Awalin, 2017). Students with hearing impairments have difficulty in listening, resulting in difficulty in communicating verbally which has an impact on the limited vocabulary that is understood (Aziz, 2012). Writing skills learning activities at the post-writing stage at SMALB Yayasan Putra Pancasila Malang have not been carried out or implemented. This is because students are not yet able to accept and carry out learning activities as the post-writing stage is theoretically desired. However, the publication of student writing is carried out by utilizing the school's wall magazine. Students are directed to make revisions and publications so that student writing gets responses from readers, both from classmates and teachers (Wasita, 2012). The obstacles experienced at the writing stage are the limited ability of students to understand the material presented, making teachers have to explain repeatedly so that students understand the explanation given. Students with hearing impairments have limited vocabulary (Aziz, 2012). So teachers must play an active role in teaching this learning. Furthermore, for learning that is in accordance with mild mental retardation is reading and writing learning. Students' activities have daily reading journals and teachers, principals, and education staff become models in fifteen-minute reading activities by participating in reading due to students' limitations in reading and writing.

#### IV. Conclusion

The implementation of GLS for students with hearing impairments and mild mental retardation at SMALB Yayasan Putra Pancasila Malang is carried out in accordance with the GLS Guidelines in SLB issued by the Ministry of Education and Culture. The learning facilities and activities that support GLS are in accordance with the GLS Guidelines in SLB issued by the Ministry of Education and Culture. The learning activities carried out by SMALB Yayasan Putra Pancasila Malang are also in accordance with the learning activities needed by students with hearing impairments and mild mental retardation in accordance with the GLS Guidelines in SLB issued by the Ministry of Education and Culture as supporting activities in an effort to improve students' literacy skills.

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