



CERTIFICATE

No. 46478/UN38.I/DL.01.02/2021



ICEI 2021

presented to

Sujarwanto

for the contribution as

Presenter

in the 5th International Conference on Education Innovation

“Innovation, Resiliency, and Transformation in Education: Learning form the Global Pandemic”

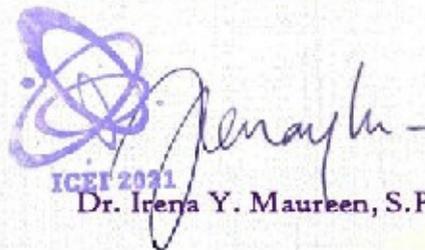
held fully virtually on October 2nd, 2021



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IJCAH 2021

International Joint Conferences of Art and Humanities
Universitas Negeri Surabaya



Literature Class Environments Rich in Texts Supporting the Excellent School Literature Movement

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ABSTRACT

Text-rich, interesting, and accessible literacy for Special Education Needs (SEN). This study aims to describe the embodiment of the text-rich, attractive, and accessible literacy classroom environment in supporting the literacy movement in Special Education Needs Schools. A qualitative approach with a single holistic case study method review design is applied. The research procedure includes problem identification, objectives, research questions, literature review, case selection and limitation, data collection, data analysis, triangulation, and integration of findings. The results show that the school literacy environment is quite good, especially to support the school literacy movement focused on activities 15 minutes before learning; the text-rich, accessible, and engaging literacy classroom environment has not been realized and has not supported literacy learning, the role of teachers, literacy teams, school committees, and leadership is not optimal. There are complex problems in realizing a literate classroom environment in special schools, including financing, commitment, and creativity of school residents (literacy team, teachers, students, and parents/stakeholders).

Keywords: *School Literacy Movement, Literacy Environment, Accessible, Special School.*

1. INTRODUCTION

The realization of a literacy environment rich in supporting texts for the School Literacy Movement (GLS) in Special Schools (SLB) is a mandate from the Minister of Education and Culture Regulation Number 23 of 2015 that must be fulfilled. In addition, it is also for the development of student literacy competencies and teacher professionalism. Dyna (2012) stated that education that focuses on improving the quality of the literate classroom environment would support teacher professionalism in learning because text-rich literacy materials facilitate it. The goal is to be used throughout the day to improve the literacy of special education needs (SEN) students. Printed materials are a meaningful resource because they are easy to read and provide children with valuable experience developing early literacy skills. However, research findings [1] indicate that the quality of inclusive schools' structural literacy environment in Indonesia is, on average low to moderate.

This condition is not much different from the literacy environment in Special Schools, maybe even lower, even though NES requires a literacy environment rich in text, interesting, and accessible for the success of NES learning with various characteristics and specificities.

This requires applying universal learning design (UDL) principles, namely providing equal access to NES according to their conditions [2].

Supporting this, [3][4] states that it is important to create a classroom environment that helps improve attention, reduce anxiety, support regulation of NES behavior and emotions with various needs (such as autism spectrum disorders, ADHD, anxiety disorders), disorders, learning disorders, and sensory processing disorders require a supportive environment to function well), but generally, such environments are often neglected. [5] recommends a good classroom environment, namely: bright lights, quality classroom air, comfortable temperature, organized classroom settings. In addition, it also considers the elements of the 21st-century classroom environment [6](2019), namely layout according to flexible seating, teacher work areas, accessible materials, available technology, and rich literacy.

Such a literacy environment will support the implementation of the School Literacy Movement (GLS) according to the Ministry of Education and Culture Regulation No. 23 Th. 2015 concerning Character Development, strengthened by Presidential Regulation

no. 87 of 2017 concerning PPK (love to read) through 15 minutes of reading non-lesson books before the day of learning [7].

In addition, to support literacy that must be mastered by all students, namely basic literacy, which includes six categories, namely: literacy, numeracy, scientific literacy, financial literacy, civic literacy, and digital literacy. So six basic literacy skills must be mastered [8]. NES even though their abilities are limited, especially intellectual disability, teachers still have to try to develop the abilities of all NES according to their potential. Recent developments on the GLS guidelines provide a more detailed analysis of literacy, including

The SLB literacy movement aims to create a literacy climate that includes: a) the physical environment of the school (availability of facilities, literacy infrastructure); b) social and affective environment (support and active participation of all school members) in carrying out SLB literacy activities, and c) academic environment (there is a simple literacy program that all school members can implement) [8]. These three objectives are a unity to improve the literacy of children with special needs. The three are interrelated. In detail, it is also stated the need for special infrastructure facilities that need to be equipped for each type of ABK.

Literacy support facilities and infrastructure for each type of ABK are stated in [9], that infrastructure for visually impaired students includes original/miniature 3-dimensional objects, Braille books, audio CDs, tape recorders, flash disks, reglets, writing paper Braille, talking computers, display boards embossed or equipped with Braille descriptions, reading corners or shelves containing books that are fun for students to read. Infrastructure facilities for the Deaf, including picture storybooks, audio-video CDs, picture textbooks, hearing aids (groups/individuals), tape recorders, writing paper, display boards, reading corners, or shelves containing books fun reading for the Deaf. The infrastructure for intellectual disability, physically disabled, and autistic children is the same, namely: original/miniature 3-dimensional objects, picture storybooks, audio-video CDs, tape recorders, hearing aids (groups/individuals), tape recorders, computers/laptops, flash disks, writing paper, display boards, and reading corners or shelves containing fun reading books for intellectual disability, physically handicapped, and autism.

Based on this description, the purpose of this study is to describe the literacy environment of schools and classrooms that are rich in text, attractive and accessible to NES, (2) participation of school residents in creating a literacy environment, (3) implementation of the School Literacy Movement, (4) supporting factors and barriers to the realization of a literacy environment that supports GLS.

2. METHODS

A qualitative approach with a single holistic case study method [9] is used in research because it seeks to describe human life and actions specifically in certain locations by only focusing on one case with the main problem of realizing an accessible and attractive literacy environment for NES in supporting SLB school literacy movement. The case study design refers to the Erlinger review because the procedure is simpler: problem identification, objectives, research questions, literature review, case selection and limitation, data collection, data analysis, triangulation, and integration of findings. The research location is in Sidoarjo; the research informants consist of 3 literacy teams, five teachers, two school leaders, two school committee representatives, two parents, and five students.

By environmental observation instruments. The data were collected using techniques, direct observation and participatory observation, interviews, documentation, archival records, and physical devices with the principle of multi-source evidence, creating case study databases, and maintaining evidence sets. Qualitative data analysis procedures [9] include pattern matching, explanation construction, time series analysis, logic models, and cross-case synthesis—power validity and reliability through triangulation of methods, sources. Research instruments include observation instruments, documentation, interview archives about the school literacy environment, and interview class literacy environments according to ABK and level (TKLB, SDLB, SMPLB, and SMALB) instruments to enrich the observation data.

3. RESULTS AND DISCUSSION

The research problems identified in the introduction include the complexity of realizing a text-rich and accessible/friendly literacy classroom environment for NES, consisting of TKLB/SDLB/SMPLB/SMALB levels. School infrastructure facilities and literacy support classes, school community participation, and factors supporting and inhibiting the realization of a literacy environment are described as follows.

3.1 Rich and accessible School Literacy Environment and Classroom Environment for ABK

a rich and accessible school literacy environment for children with special needs, in the form of suggestions for public school infrastructure and facilities according to the type of needs of children with special needs (blind, deaf, mentally retarded, physically handicapped, and autistic) stored in the laboratory of each special child with special needs, two school libraries for Kindergarten/SD level and the SMPLB/SMALB level. The literacy

environment outside of school is quite good but needs to be developed again by adding basic literacy posters that teachers must develop and large display boards outside the classroom for each level (TKLB, SDLB, SMPLB, and SMALB). This display board serves to place students' work to motivate them to work individually and involve parents. In addition, it also shows the life of the school literacy movement at SLB Gedangan.

General School Literacy Support Facilities and Infrastructure. The school's facilities to support all activities are quite complete with fairly good facilities and support for the efforts of school leaders and staff for continuous improvement in developing the school. The infrastructure facilities in question include (1) 1 principal's room, (2) 1 administrative room, (3) 19 classrooms, (4) 1 computer laboratory room, (5) 1 screen printing workshop room, (6) 1 room automotive workshop, (7) 1 catering skills room, (8) 1 multimedia laboratory room, (9) 1 BPBI room (Sound and Rhythm Perception Development), (10) 1 self-development room (11) 1 music room, (12) 1 hall room, (13) 1 library room, (14) 1 sewing skills room, (15) 1 prayer room, and (16) physical therapy room, and (17) 2 student bathrooms and one teacher bathroom. The school facilities are quite complete and support all school activities and support activities for the development of school literacy—especially the multimedia laboratory, library, BPBI, self-development room, computer lab. The utilization of this infrastructure needs to be maximized with functional programs for ABK.

The school library has two rooms available for the TKLB/SDLB level; one room is located at the SDLB Tunagrahita location and is provided for the SMPLB/SMALB level. This is for space-saving and limited personnel, limited space conditions due to the construction of classrooms, and building repairs. The condition of the library is quite good. However, improvements are still needed in (1) library staff, (2) setting a comfortable library environment, (3) administration, (4) adding new book collections that suit the needs of each level and type of ABK, (5) scheduling activities in the library, and (6) activities to motivate students to be happy in the library.

Classroom literacy environment and Class Facilities. There are currently 19 classrooms that are not ideal enough to meet all needs according to the school level, class level, and type of ABK. Ideally, TKLB 2 classes, SDLB 6 classes, SMPLB 3 classes, and SMALB 3 for each type of disorder. Meanwhile, the class is divided for the distribution of students according to this education database (Dapodik). The construction and addition of classes continue to be pursued.

Regarding the literacy classroom environment, teachers and school residents have not understood and have not developed it. Conventional classroom facilities and their arrangement are not by the needs of students

who are accessible to make it easier to move and be creative. Large and heavy inflexible tables and chairs are not easy to move and not accessible to crew members, narrow, and not free for their activities. Reading corners, display boards, an environment rich in writing with various media types to enrich the class is not yet visible, for example, word walls, cards, big books, pop-ups, a dictionary of books suitable for the student level. Therefore, a classroom surgery model is needed to motivate teachers to be creative in arranging classes in a literacy-rich environment.

Reading Corner. A reading corner to support literacy activities has been attempted, especially a reading corner for activities 20 minutes before the start of the lesson, which is held on Tuesdays and Wednesdays with variations in implementation adapted to NES conditions. There are 6 reading corner blocks for students in the activity block 20 minutes before the lesson starts according to the student's condition and abnormalities (deafblind block, deaf block; SD block, blind block, SMPLB block, and high school block). The reading corner in each block has not yet been displayed; the books need to be displayed; for this reason, it is necessary to choose books that are by each school level and the level of the book level. For the safety of books, considering the condition of students who vary in their behavior and concerns about behavior that deviates from the reading corner, it is necessary to think about the safety for students and the safety of the book itself. The reading corner is designed in the form of a tube for a bookshelf. Unfortunately, this reading corner has not been filled with books to motivate students' interest in reading and enjoyment. The open reading corner shelf design does not allow for permanent book arrangement.

The Guardian/Guest Reading Area is available at the gate. The reading corner for parents/guests is located in the north corner of the gate. There is seating for the waiting room for parents and student companions. This waiting room can be used by anyone who needs it with the school as a waiting room.

There is no display board outside the school yet. It is necessary to design this display board for the degree of work of students at each level (TKLB, SDLB, SMPLB, SMALB). In this case, the arrangement for the type of ABK needs to be considered; strategic placement locations are affordable and easily accessible to all students to be directly involved in the arrangement. The most important thing is the consideration of student safety and infrastructure.

Special ABK Infrastructure Facilities. Special facilities for special needs children with special needs are quite complete, centralized in special laboratories including BPBI room for language development for Deaf Children, Blind Laboratory, Self-help laboratory for independent development of mentally disabled children, physical therapy room for physically disabled children,

computer laboratory, multimedia laboratory, music room and vocational laboratory (culinary, automotive, and sewing). All of them support GLS activities. For this reason, the effort to label each existing material is important to maximize infrastructure in supporting the development of student literacy. Special infrastructure in the classroom also needs to be developed by the teacher with simple media or equipment. The involvement of parents is important to create an atmosphere of literacy in the classroom.

3.2 Participation of School Citizens in Creating a Literacy Environment

The Principal/Principal and Deputy Principal's participation is enthusiastic about developing schools with various programs and school construction. The development of the school iteration environment is not yet major, although it shows enthusiasm and enthusiasm in its development but is not optimal, active as a literacy activist as an organizer of SLB literacy competitions. The encouragement for the literacy team is very good but is constrained by the cost factor.

The participation of the Literacy Team is sufficient and moderate; there is a public school environment, in the form of banners, reading corners outside the classroom, for each specialty and level (TKLB/SDLB/SMPLB/SMALB) and a reading corner for guests and guardians of students. Libraries for each school level but not well managed, literacy parks are also evidence of the creativity of the literacy team. The ups and downs of the spirit of developing literacy by the team.

Teacher Participation. It is classified as low and moderate; some teachers are not paying attention to their class, the iteration environment is limited to classroom facilities, desks, chairs, blackboards, writing tools. Reading corner, pictures are not yet available. Teachers do not yet understand the nature of developing a literacy environment in the classroom and schools to successfully implement GLS in special schools.

School Committee participation is low because it has not been fully empowered. They have taken advantage of the reading corner but have not yet organized the literacy classroom environment or the literacy school environment.

3.3 Implementation of the School Literacy Movement

The school literacy movement is understood as an activity 15 minutes before learning begins. At SLB Gedangan, the activity was carried out for 20 minutes. The activity begins at 06.30, preparation with the accompaniment of songs that students and teachers

understand as the beginning of the activity. Instructions from the microphone invite students to gather. The teacher reads for students who cannot read; students do not read alone and do not bring books. For students who have been able to read, they are reading independently. The teacher's direction is carried out by asking questions. This activity is routine on Tuesdays and Fridays.

3.4 Supporting and Inhibiting Factors in the realization of a Literacy Environment GLS supporter

The supporting factor for the realization of a literacy environment is the carrying capacity of school leaders who have strong motivation and enthusiasm and the ability to cooperate with the Surabaya Education Office and are often involved in the Ministry of Education and Culture activities. Leaders are young and high-spirited. The literacy team is a good support force that always encourages the development of the literacy environment. The school committee, if empowered, is strong support. The school is wide and is often used as an arena for competitions in a local pilot school.

The inhibiting factor is the teacher's lack of understanding of the school literacy movement. Many teachers are old—lack of opportunities in teacher training, minimal funding.

4. CONCLUSION

The school literacy environment, in general, is quite good with the existing infrastructure, quite accessible but not adequate. The literacy team has attempted to provide literacy facilities according to the demands of the GLS-SLB by utilizing the existing media and infrastructure even though they are quite old. As well as trying to add new infrastructure, but very limited. Current technological advances need new infrastructure facilities. In general, the infrastructure for each class has not been managed. The narrow space is compartmentalized (2m x 2m). School participation is still low. The carrying capacity is quite adequate—barriers, especially funding and low school community participation.

5. SUGGESTION

The development of a literacy environment needs to be carried out by referring to the guidelines and theories of a literacy-rich environment. The school library competition that Elementary Schools have carried out should be imitated. Conventional classroom infrastructure with large tables and chairs for NES is inflexible and inaccessible and needs to be replaced gradually by submitting to a better PKLK. The collaboration of the Community Service Team in Higher Education with the Education Office, PKLK, and Quality Assurance and schools is very extraordinary.

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