

# Teachers' Perceptions and Challenges on the Implementation of Online Literacy Program in JHPS 1 Muntilan

Ayu Ratri<sup>1</sup>

[gracis.ayu@gmail.com](mailto:gracis.ayu@gmail.com)

Markus Budiraharjo<sup>2</sup>

[Mbudiraharjo1@gmail.com](mailto:Mbudiraharjo1@gmail.com)

Anita Kartikasari<sup>3</sup>

[nitakartika73@yahoo.co.id](mailto:nitakartika73@yahoo.co.id)

<sup>1,2</sup>Sanata Dharma University, Yogyakarta

<sup>3</sup>SMPN 1 Muntilan

## Abstract

Good reading skills are related to individual basic skills in achieving success and prosperity. However, reading skills in Indonesia are still low. The evidence was from the PISA results, which revealed little progress from 2015 to 2018. In tackling this problem, one of the schools in Indonesia, the Junior High Public School (JHPS) 1 Muntilan, responded it by creating Literacy Online program (henceforth LION) to support government programs. Research on reading ability has been extensively done, but no study investigates the LION program. Therefore, this study aimed to discover the perceptions and challenges of teachers who have a pivotal role in the success of the LION program at JHPS 1 Muntilan. This study employed mixed-method research to get the data. The data was collected by providing a closed-ended questionnaire and interviews. The results of the study revealed that the teachers felt enthusiastic, enjoyed, affectionate, and comfortable with implementing LION. Moreover, the teachers revealed that the program gave a spark of hope and excitement for students toward learning autonomy. The students were found to have evolved to more actively respond to the questions following the reading materials. Accordingly, this could lead to the success of the National Assessment. Interestingly, the teachers felt overwhelmed and confused when facing passive students and had limited knowledge to give proper readings.

**Keywords:** Online literacy, Teachers' challenges, Teachers' perceptions

## INTRODUCTION

In this ever-evolving and dynamic era, the recent generation should be able to adapt to fast-paced changes and strongly compromise with all new things that appear in the social and professional disciplines (Mesesan, 2019). To be able to have the ability to fit the developments that keep happening rapidly in this world, everyone needs

to be literate (Ahmadi & Yulianto, 2017). Based on the 2015 World Economic Forum, at least six elements signify that a nation is a prosperous literate country, including literacy in language, numeracy, finance, science, digital, culture, and citizenship. Meanwhile, the Programme for International Students Assessment (PISA) test results in 2018 showed that students' reading

performance in Indonesia is still low. The maximum score for the PISA test is 600 points, while the result for reading literacy is only 371. Unfortunately, PISA reading literacy results in 2018 decreased considerably compared to 2012, with a score of 396.

Moreover, the result in 2018 is lower than scientific and mathematical literacy, with 379 and 396, respectively. The fact that literacy in Indonesia is still low becomes undoubtedly an alarm for Indonesia. Meanwhile, as stated before, having the ability to reach a high degree of literacy is one of the alternatives to achieving success (Anandari & Iswandari, 2019). It is in line with the view of Richards in Grabe (2009), who said that the opportunity to achieve success and prosperity would be more covered if someone has proficient reading skills. But, being literate is not a guarantee of success, but success becomes more challenging to achieve without reading literacy skills. Concerning the above opinion, we can understand that literacy skills have a significant role in keeping up with the current conditions of globalization (Anandari & Iswandari, 2019). Young generations are expected not only to be taught to be good at art, science, and mathematics but also to have literacy skills that benefit them to develop critical thinking skills, problem-solving, determination, communication, teamwork, and curiosity (Atmazaki et al., 2017).

To form a well-read nation, the Ministry of Education has attempted to create a National Literacy Movement (GLN) through the School Literacy Program (GLS), the Community Literacy Movement (GLM), and the Family Literacy Movement (GLK). These movements are a form of effort to grow, develop, and cultivate literacy in Indonesia. Anandari & Iswandari (2019) also mentioned that this government clearly shows that students need to be surrounded by a positive environment to increase literacy. Since the spearhead of the success of educational programs is in the hands of teachers, teachers need to continue to innovate to develop a successful program (Adawiyah & Gunansyah, 2018). That is why the GLS program is a mandatory activity for

students to read non-lesson books every day for 15 minutes before learning begins.

Considering the PISA test results of reading literacy in 2018 and various government efforts to develop literacy in schools, the Ministry of Education and Culture finally decided to adjust the evaluation of the quality education system in Indonesia (Perdana, 2021). The education quality evaluation system was previously called the National Examination (UN) but has now been changed to a national assessment. This new assessment update is planned to take pictures of the comprehensive quality of the education system throughout Indonesia (Yuliandari & Syamsul, 2020). Information collected from national assessments is expected to improve the learning of reasoning abilities and language use (literacy), and reasoning skills using mathematics (numerical) and strengthen character education (Zahrudin et al., 2021). To know students' competence in reading, the government also settled to establish it in the Minimum Competency Assessment (AKM) (Sani, 2021).

Moreover, the assessment mechanism is undoubtedly different from the previous assessment mechanism. This time, the difference in the assessment is not based on mastery of certain curriculum materials or subjects (Iman, Usman, & Bahrin, 2021). Therefore, the government expects that the students can be more active in understanding and applying reading literacy skills.

If previously the literacy program in schools was implemented non-lesson reading literacy, with the schedule of AKM, the reading for the literacy is finally condensed into 17 themes. However, implementing the GLS and AKM interferes with the presence of Covid-19 (Suntoro & Widodo, 2020). The involvement of teachers is crucial so that the literacy program that the government has provided continues to run during this pandemic (Atmojo & Nugroho, 2020). The effort carried out by teachers to support the AKM program during a pandemic is to implement online literacy, which is abbreviated as LION. Reading literacy is not merely reading text but also an attempt to

understand the contents of the text, information, instructions, or guidelines found in daily life (Sani, 2021). Therefore, this online literacy program is oriented to support the success of reading literacy during the pandemic era (Sutisna, 2020).

Analyses related to teachers' perceptions and challenges in developing students' literacy skills programs have been investigated in various research. A study by Susanto and Rifai (2018) revealed that doing a reading activity for thirty minutes before a teaching-learning activity at a JHS in Surabaya can benefit both teachers and students. Moreover, Hobbs and Tuzel's (2017) research showed that teachers have two distinct motivations for implementing digital and media literacy programs: a desire to help students construct and emphasize their critical-thinking skills. Meanwhile, a study by Mesesan (2019) discovered that teachers are not sure about the benefits of the literacy skills program for students in Romanian schools. Although studies related to teachers' perceptions of the implementation of literacy programs have been widely investigated, no studies have researched teachers' perceptions and challenges to the online literacy program at State JHS 1 Muntilan. To fill the gap, the researchers desire to discover teachers' perceptions and challenges in dealing with AKM and the program of LION they are carrying out. Two research questions purposed for this study can be seen as follows.

1. What are the teachers' perceptions of implementing the Online Literacy Program?
2. What are the challenges faced by the teacher in implementing the Online Literacy Program?

## LITERATURE REVIEW

### *a. Online Literacy (LION)*

As mentioned earlier, the program to improve students' reading literacy had already run in face-to-face learning activities in schools since 2015

before the Covid-19 pandemic in Indonesia, forcing schools to carry out teaching and learning activities at home (Peimani & Kamalipour, 2021). To keep supporting the reading habit implemented by the Indonesian government, stakeholders and teachers of JHPS 1 Muntilan created an online literacy program (LION). Remembering that reading literacy becomes a significant basis for lifelong learning (Wildová, 2014), the JHPS 1 Muntilan school has objectives for the students. The goals are to have reading habits, develop students' literacy skills, create a culture and school environment that likes to read and provide an overview of AKM questions consisting of 17 themes. The LION management coordinator team at State JHS 1 Muntilan consists of four teachers to ensure that the LION program runs well. This program is held three times a week from 07.00 - 08.00 am. The LION program, which is routinely carried out every week, is also assisted by teachers outside the coordinating team in charge of the LION program. Students in this online literacy program will be given readings according to a predetermined theme. Then the teacher will provide several questions to ensure students understand the material and improve other literacy skills such as critical thinking, problem-solving, persistence, and so on.

### *b. Teachers' Perception*

In developing the online literacy program, teachers have an essential role in growing the potential of the student's literacy skills (Sari, 2017). It is because the teacher has a direct and intensive contact with students, so the objective of a program is believed to be successfully achieved if the teacher executes the literacy program effectively (Iman et al., 2021). Therefore, it is safe to say that this research is expected to show a clear picture of the actual conditions that occur in schools towards the development of the online literacy program to improve the potential of students' literacy by knowing teachers' perceptions of this program. Robbins & Judge (2017) state that perception could be described as the process of individuals categorizing and interpreting information to provide meaning to

the surrounding environment. Differences of view can appear significantly from objective reality. Qiong (2017) also adds that the main concept in individual perception is understanding a collection of data and information influenced by sensory stimuli.

Two factors that cause perception are internal factors and external factors. Internal factors are influenced from within oneself, such as will and habits. External factors are affected outside oneself, such as physical and social factors (Thoha, 2003). Moreover, Robbins et al. (2017, p. 209) added that each individual has a different perception even though they see the same item. The factors that shape these views lie in the perceiver, the perceived object or target, and the circumstances or situations that construct the perception. The perception of perceivers is influenced by interpretations of individual characteristics, attitudes, personality, plans, interests, past experiences, and expectations. This interpretation does not come from facts or truth but from each individual's mind.

Another thing that affects perception is the characteristics of a target. Targets affect individual perceptions because of the background or story behind a mark. The experience of a target can be both an advantage and a disadvantage. Finally, different situations or contexts can also build different perceptions. Three components can affect the development of each individual's perception based on Baron and Byrne (1994). The first component that drives perception development is the perceptual component. The perceptual or cognitive component arises from individuals' beliefs, knowledge, and views associated with an object. The second component is the affective component. The affective or emotional component develops because of positive or negative feelings and psychological reactions to an object. The affective component can be associated with feelings of fondness or hatred. The third component is the conative component or behavior component. The conative component relates to a person's tendency to act or behave towards an object.

### *c. Teachers' Challenges*

A program is created as an effort to perform the guidelines of the government (Dewi, 2016). The LION program implemented by teachers at State JHPS 1 Muntilan has an essential foundation to support the implementation of the AKM program in Indonesia. It helps to improve the quality of students' reading literacy. In this program, the students are expected not only to understand the meaning of reading but also to have the ability to understand the concept of reading (Yamtinah et al., 2022). Therefore, the questions raised in the AKM program are purposed to encourage students to improve their analytical skills based on the information provided, not only to make students remember the materials.

In applying for the AKM program, several variables can be used as a reference in the AKM program procedures (Subarsono, 2015). The four variables of program procedures can be seen as follows.

1. The first variable is communication. Implementing a program can be successful because the implementers know what to do and what the goals and objectives must be transmitted to the target. If a procedure goal and target are not conveyed correctly and clearly, resistance from the target group will likely occur.
2. The second variable is related to resources. Program procedures will run effectively if the financial resources and competence of the implementers are following the specified standards. It can be done by communicating the policy well and considering the available resources. In short, the effectiveness of the policy must be regarded by evaluating its resources.
3. The third variable is related to the disposition or characteristics maintained by the program implementer. If the program implementer has a good personality, then a program's procedure will run well. The features of a good implementer are commitment, honesty, and democratic nature. If an implementer does not have a good character or ideas differently from policymakers, the implementation process will be ineffective.

4. The fourth variable is related to the bureaucratic structure. The organization's design that has the task of implementing policies influences implementing a policy. This policy can run well if it has one essential structural aspect, such as the existence of SOP (standard operating procedures). This aspect of the SOP structure can guide implementers in carrying out or carrying out their policies. Therefore, an excellent organizational structure has a significant influence on the success of a program.

The implementation of the LION program by the state JHS 1 Muntilan school has the hope that children's reading development can improve and have good reading skills. In this implementation, the teacher has a significant role in the success of the LION program. Therefore, it is essential to know the challenges and obstacles the teachers face to know that the LION program that the teachers have made at the state JHS 1 Muntilan is well implemented while looking at the variables described above. Moreover, teachers' challenges and problems can also be input and reflection material to develop for the better (Balan, Katenga, & Simon, 2019).

## METHODOLOGY

### *a. The Design of the Research*

This study aimed to determine the perceptions and challenges faced by teachers in implementing the LION program. The researcher employed mixed-method research to conduct the study. Mixed-method research enables the analysis to integrate data collection from qualitative and quantitative methods. According to Atmowardoyo (2018), mixed-method research using the type of survey is one way of approaching research which is generally used to collect and investigate extensive amounts of data. There were two stages when utilizing using mixed-method research. The researchers collected the data by distributing surveys. After the data was collected, the researcher examined and analyzed the data. In the second stage, researchers determined the participants and the questions that

could be addressed from the first stage (Creswell & Creswell, 2018). Therefore, this study utilized a questionnaire and interview techniques to collect data related to the perceptions and challenges of teachers at the JHPS 1 Muntilan (Neuman, 2018).

### *b. The Setting and Participants of the Research*

Participants in this study were 32 teachers who have experience in implementing the LION program at State Junior High School 1 Muntilan. The teachers in this research were selected using purposive sampling. These teachers were chosen because they fit specific criteria and characteristics in finding appropriate and beneficial information related to the study (Campbell, Greenwood, Prior, Shearer, Walkem, Young, & Walker, 2020). Therefore, the selected teachers were expected to be able to answer the research questions formulated in this study.

### *c. The Instruments of the Research*

Since mixed-method research was employed, the survey used a closed-ended questionnaire and focus group discussion (FGD) as a data collection tool to find out teachers' perceptions, practices, and life experiences when implementing the online literacy program (LION) at State JHS 1 Muntilan. The theory utilized to develop and design this questionnaire uses the approach of Baron & Byrne (1994) to find out the views or opinions of teachers during the implementation of the LION program.

The alternative responses utilized in the questionnaire were organized using a Likert scale, namely: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, Strongly Disagree (SD). The questions that had been designed were then consulted with the academic advisor to minimize errors and receive input in the questionnaire formation. After obtaining input from the academic advisor, the researcher conducted a validity and readability test to determine whether the research instrument was valid. The validity test of the instrument was processed using a computer program, namely SPSS Statistics 25. The validity results found for 23 items were valid because of the value of sig. (2-

tailed) < 0.05. According to S (2022), if the value of sig. (2-tailed) each item uses a Pearson correlation < 0.05, then the variable is considered valid and vice versa. Meanwhile, the questionnaire reliability test revealed that Cronbach's Alpha was 0.858, which indicated the instrument was reliable.

Furthermore, FGD was applied in this research to get a deeper picture and information on a group of selected people to discuss the program's implementation. It is in line with Yayeh (2021) who state that FGD is an interview conducted semi-structured with a predetermined topic to gather opinions, ideas, and beliefs through a moderated interaction. The questions given during the FGD have been formulated and developed using Huang's (2015) theory.

#### *d. The Data Analysis of the Research*

The purpose of mixed-method research was to get an explanation and description of a characteristic. In this study, the data was collected using a closed-ended questionnaire instrument to obtain quantitative data, which was presented in descriptive form. The quantitative data was calculated to know the mean and the standard deviation to calculate its central tendency. The goal of central tendency is to find the single most specific or representative score in the group and to get an overview of the program's implementation. The FGD activity in this study allowed the researcher to explore the phenomena being studied deeper. Finally, the research connected and drew the data to create a comprehensive and complete conclusion.

## **RESULTS AND DISCUSSION**

Table 1. Teachers' beliefs on online literacy

### **Quantitative Data**

The teachers' perception had drawn using a survey method implementing a closed-ended questionnaire that was distributed to all the teachers in the program of online literacy (LION) at State JHPS 1 Muntilan. The teachers filled out the closed-ended questionnaire online and directly sent it to the researchers. Furthermore, the researchers gathered the data from teachers and analyzed it using Microsoft Excel and SPSS Statistics 25. In addition, the data were strengthened and supported by the interview results from Focus Group Discussion (FGD). Therefore, the FGD activity in this study allowed the researcher to explore unfathomable perceptions teachers possessed in the program LION.

The closed-ended questionnaire result and the transcribed FGD activities were used to answer both research questions about teachers' perceptions and challenges when implementing LION at State JHS 1 Muntilan. The result of the closed-ended questionnaire will be presented as a table. Meanwhile, the transcribed from FGD would be a written report. These results and recording transcription were used to gather further information about implementing LION at State JHS 1 Muntilan. The following table presents the result of the closed-ended questionnaire, showing the teachers' belief in online literacy (Table 1.), teachers' affections or emotions; enjoyment, anxiety, comfort (Table 2.), and teachers' reading habits (Table 3). The first finding was to discover teachers' perceptions toward their belief in online literacy. The results are shown in Table 1. Teachers' beliefs on online literacy are as follows.

No.	Statement	Mean
1.	It increases students' knowledge.	4.81
2.	It helps students to enjoy reading.	4.50
3.	A positive effect on literary skills.	4.72
4.	LION is essential.	4.72
5.	LION is beneficial.	4.81
6.	It helps students to have good character.	4.66
7.	Able to provide appropriate reading text.	4.59

As shown in Table 1, all respondents agreed and had the same opinion for all seven statements regarding the belief in online literacy. The range is from a mean of 4.50 in statement 2 to a standard of 4.81 in statements 1 and 5. They firmly agreed that through LION, *students can increase their knowledge* (statement 1/Mean 4.81) and that their belief in *LION is beneficial* (statement 5/Mean 4.81). In addition, the respondents showed high agreement on their belief that through LION, *students get a positive effect on literary skills* (statement 3/Mean 4.72) and also a belief that *LION is essential* (statement 4/Mean 4.72).

Furthermore, *the belief that students can have good character through LION* is also high (statement

6/Mean 4.66). In addition, *the belief that teachers can provide reading text related to students' life also displayed high agreement* (statement 7/Mean 4.59). Besides, the respondents believed that through LION, *students could enjoy reading* (statement 2/Mean 4.50). Overall, the teachers have positive responses at State JHS 1 Muntilan to a dimension of the perception of online literacy in reading. The second finding was to discover teachers' perceptions of their affections or emotions, like enjoyment, stress, and comfort in online literacy. The results are shown in Table 2. Teachers' affections or emotions, like enjoyment, anxiety, and comfort, are seen as follows.

Table 2. Teachers' affections or emotions; enjoyment, anxiety, comfort.

No.	Statement	Mean
8.	Like to provide reading variations.	4.59
9.	Become enthusiastic about the prospect.	4.47
10.	Feel anxious if students have difficulty.	3.81
11.	Late submission makes us anxious.	3.97
12.	Not sufficient technology makes us anxious.	3.88
13.	Poor connection makes us anxious.	4.13
14.	Excitement in giving digital literacy.	4.38
15.	Feel happy with the topics.	4.53

Table 2 displays the average responses of teachers' affections or emotions, like enjoyment, anxiety, and comfort, to the eight statements regarding the LION programs (statements 8 & 15). Statement 8 about the happiness of *providing a variety of readings in the LION program* showed the highest average among others (Mean 4.59), and the emotion of feeling anxiety *if students have difficulty understanding reading digitally in the LION program* was the lowest average (Mean 3.81). From the closed-ended questionnaire results, the

teachers highly agreed that they *feel enjoyment when providing a variety of readings in the LION program* (statement 8/Mean 4.59). Furthermore, teachers also showed high agreement in the statement that *the teachers feel happy with the topics and content of digital texts they provide during the LION program so that it can make students feel comfortable in reading* (statement 15/Mean 4.53). In addition, the following statement on establishing digital reading activity in the LION program gains high agreement between the teachers (statement

9/Mean 4.47). The teachers feel very enthusiastic about the prospect of this breakthrough (LION Program). Moreover, the teachers showed positive feelings when giving students digital literature in the LION program (statement 14/Mean 4.38).

However, some teachers agreed that they feel anxious whenever the internet network cannot be connected or the network is lost (statement 13/Mean 4.13). It indicates that preparation is needed whether using online or offline reading activity to alternate when something unpredictable happens, such as a blackout. Besides, the teachers also showed anxiety

whenever the students were not submitting their work on time (statement 11/Mean 3.97). In addition, teachers feel pressure when the technology tools (HP/Laptop) that the teachers have are not sufficient/enough (statement 12/Mean 3.88) and students have difficulty understanding reading digitally in the LION program (statement 10/Mean 3.81). Overall, teachers have positive responses at the JHPS 1 Muntilan to a dimension of teachers' affections or emotions; enjoyment, anxiety, and comfort. The third finding was to discover teachers' reading behaviors. The results are shown in Table 3.

Table 3. Teachers' reading habits

No.	Item	Mean
16.	Supervising the students.	4.25
17.	Digital reading is also in my course.	4.19
18.	I like reading.	4.50
19.	Tend to read outside my expertise.	4.44
20.	Reading duration is 20 minutes.	3.59
21.	Reading duration is 21-41 minutes.	3.66
22.	Reading duration is 41-60 minutes.	3.16
23.	Reading duration is more than an hour.	3.06

Table 3 reveals the average responses of teachers' reading habits to the eight statements regarding the LION programs (statement 16 to statement 23). Statement 18 about teachers' fondness for reading showed the highest average among others (Mean 4.50), and the duration of reading text for more than an hour was the lowest (Mean 3.06). The closed-ended questionnaire results highly agreed that the teachers like reading (statement 18/Mean 4.50). Moreover, teachers also decided that they often read texts outside their field of study or expertise (statement 19/Mean 4.44). Furthermore, many teachers reported that they supervise the students when reading the digital readings given in the LION program (statement 16/Mean 4.25). However, some teachers included digital reading activities in the course they taught (statement 17/Mean 4.19).

Regarding the duration of reading the text, the teachers have several answers to these

questions. For about 20 minutes (statement 20), the average result was a mean of 3.59. Surprisingly, the duration increases, but the average only increases a bit. For 21-41 minutes (statement 21), the standard is 3.66. Unfortunately, statements 22 and 23 had average scores of 3.16 and 3.06, with reading duration around 41-60 minutes and less than an hour. The data showed positive and intermediate teachers' responses at State JHS 1 Muntilan to the dimension of teachers' reading habits. The result of the focus group discussion aims to support the findings from a closed-ended questionnaire in qualitative data on determining the perceptions and challenges teachers face in implementing the LION program. The outcome of the focus group discussion was presented in the form of reflection from teachers.

### Qualitative Data



### *Teachers' perspective*

The implementation of LION gives teachers' a spark of hope and excitement toward the learning autonomy in choosing the reading material and sources. Teachers seem to understand that reading habit is essential to master, and it would be great if students could obtain and do this gradually during their study time. The benefits of reading habits also become a concern at the university level, as Tanjung, Ridwan, and Gulton (2017) mentioned in their study about reading habits in the digital era. In the LION program, teachers felt that students read the materials and links more actively. Moreover, students respond to the teacher's questions more frequently in class and are more likely to read the teacher's material. Therefore, teachers sensed that the students developed a familiarity with reading texts. The teachers also mentioned the students' preparation in ANBK (National Assessments). They assumed that implementation of the LION program might help students deal with the possible questions asked in national assessments. Different from the opinion of teachers in implementing the LION program, Merga and Roni (2017) state that the influence of mobile phones might decrease students' desire to read. It happens because students might easily get distracted by the applications on mobile phones.

The teachers emphasized the importance of reading literature every day. They confessed that they requested the students to read the article teachers provided by clicking on the LION Program website. The LION team asked students to click the link, read the article, and do the tasks in the google form. Ledger and Merga (2018) supported the idea of reading in school. They had research on reading aloud in school and at home. The attention to reading in school needs to be improved and continued. In short, the implementation of LION help students to increase their literacy skills, such as reading and speaking. After carrying out the LION programs, teachers recognized students' improvement in their knowledge and creativity.

The enjoyment from implementing the LION program cannot fetch away from teachers' impression. The reasons were that when they could look at the student's comprehensive creativity and various great ideas, they came up with the answers in the google form. Students showed significant development in literacy aspects. This development can be displayed in their result in National Assessment. Teachers felt that they succeeded in strengthening students' capacity. Baron and Byrne (1994) stated that affection toward the program leads the teachers in an excellent state to running the program. The LION program causes a positive feeling among the teachers because of the result and the students' feedback.

### *Teachers Challenges*

There are several difficulties that teachers must face during the implementation of the LION program. Subarsono (2015) stated that communication, resources, disposition, and bureaucratic structure become the variable for implementing literacy in school. However, indirectly, the variable might also become the objective of the school and sooner or later become the problems students and teachers must face. Because of the pandemic, online learning is the biggest obstacle they must overcome. Furthermore, the passive students were also one of several obstacles teachers must face and find solutions to the problem. The teachers' responsibility to keep teaching while preparing for the LION program also made them need extra energy to manage their time wisely. The last hardship teachers need to beat is their limited understanding of literacy.

Even though the positive results teachers got from the LION program, they admit overwhelmed with preparing for the LION program. The deadline to upload the article was too short, or many other activities happened together that made them put the LION program aside. The preparation starting from finding a suitable article link, verifying, and uploading the

article to the LION program, took too much time. Moreover, this responsibility must be taken alone. Those conditions devastated teachers in running the LION program.

A passive student is a common problem in school. It also happened in implementing the LION program in JHS 1 Muntilan. Students habitually ignore the link provided in the LION program, and teachers need to push and force students to do the reading. This problem also happened in Atmojo and Nugroho's study (2020). The pandemic has become a significant problem, including the learning should go in online learning. This problem occurred not only in one or two schools but in many schools in Indonesia. Implementing various applications and platforms, from learning management systems to additional resources, is needed to overcome the problem.

Last but not the slightest problem faced by the teachers is their limited knowledge of literacy. Three of four teachers said they felt their literacy capacity was too low to cope with the program. They feel incapable of understanding the LION program's primary purpose and the essence of literacy. They tend just to do what they are commanded. For example, they are told to find an article, so they did it without scrutinizing it. In the end, many complained, and the quality article was gotten. As mentioned by Risko and Reid (2019), the solution was that teachers should admit that their literacy capacity was low and therefore need a mentor to help them increase their high-quality literacy. This dream can be achieved by applying teacher preparation programs for ineffective literacy instruction. Teachers may hold a workshop and teacher training for a literacy program and share with peer teachers and room teachers to upgrade their high-quality literacy.

## CONCLUSION

The online literacy program (LION) at State JHS 1 Muntilan has overall positive responses from teachers at State JHS 1 Muntilan to a dimension of the perception of online literacy in reading. The teachers also responded positively to the

measurement of teachers' affections or emotions, such as enjoyment, anxiety, and comfort. They reported that teachers were very passionate about the LION program and felt pressure if they were not ready to teach or had no preparation for the LION program. Positive and average responses of teachers at State JHS 1 Muntilan to the dimension of teachers' reading habits were shown among the teachers. Most teachers like reading. However, they only read for at least less than one hour a day. The third finding was to discover teachers' reading behaviors.

Further discoveries were purposed to understand better teachers' perspectives and challenges in running the LION program. The implementation of LION gives teachers' a spark of hope and excitement toward the learning autonomy in choosing the reading material and sources. Teachers seem to understand that reading habit is essential to master, and it would be great if students could obtain and do this gradually during their study time. The teachers emphasized the importance of reading literature every day. They confessed to demanding the students read the article teachers provided by clicking on the LION Program website. The happiness from implementing the LION program cannot fetch away from teachers' impression when they see the students are succeeded in National Assessment.

Meanwhile, teachers also face many challenges when implementing the LION program. They admit to being overwhelmed in preparing for the LION program. Furthermore, a passive student also makes the teachers confused and needs to find other ways to deal with it. What the teacher feels the most is limited knowledge of literacy. Therefore, future study about literacy programs needs to be done to find the best way for teachers to run literacy programs.

## REFERENCES

- Adawiyah, L. R., & Gunansyah, G. (2018). Persepsi guru terhadap pelaksanaan gerakan literasi di sekolah dasar negeri terakreditasi A kota

- Surabaya. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 6(4), 608–617.
- Ahmadi, A., & Yulianto, B. (2017). Descriptive-analytical studies of literacy movement in Indonesia. *International Journal of Humanities and Cultural Studies*, 4(3), 16–24. <https://www.ijhcs.com/index.php/ijhcs/article/view/3141/2949>
- Anandari, C. L., & Iswandari, Y. A. (2019). Extensive Reading in Indonesian Schools: A Successful Story. *Teflin Journal*, 30(2), 137–152. <https://doi.org/10.15639/teflinjournal.v30i2/137-152>
- Atmazaki, Ali, N. B. V., Muldian, W., Miftahussururi, Hanifah, N., Nento, Meyda Noorthertya, Q. S., & Akbari. (2017). *Panduan Gerakan Literasi Nasional*. Kementerian Pendidikan dan Kebudayaan.
- Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online! Teaching activities and challenges during COVID-19 pandemic in Indonesia. *Register Journal*, 13(1), 49–76. <https://doi.org/10.18326/rgt.v13i1.49-76>
- Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R&D. *Journal of Language Teaching and Research*, 9(1), 197. <https://doi.org/10.17507/jltr.0901.25>
- Balan, S., Katenga, J. E., & Simon, A. (2019). Reading habits and their influence on academic achievement among students at Asia pacific international university. *Abstract Proceedings International Scholars Conference*, 7(1), 1469–1495. <https://doi.org/10.35974/isc.v7i1.928>
- Baron, R. A., & Byrne, D. E. (1994). *Social psychology: Understanding human interaction*. Boston: Allyn and Bacon Inc.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed). SAGE Publications. [libgen.li/file.php?md5=83062cff3138f575f40184fc3ff7c2da](https://libgen.li/file.php?md5=83062cff3138f575f40184fc3ff7c2da)
- Dewi, R. (2016). *Studi analisis kebijakan* (1st ed). Bandung: Pustaka Setia.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139150484>
- Hobbs, R., & Tuzel, S. (2017). Teacher motivations for digital and media literacy: An examination of Turkish educators. *British Journal of Educational Technology*, 48(1), 7–22. <https://doi.org/10.1111/bjet.12326>
- Huang, Y. C. (2015). Why don't they do it? A study on the implementation of extensive reading in Taiwan. *Cogent Education*, 2(1), 1–13. <https://doi.org/10.1080/2331186X.2015.1099187>
- Iman, N., Usman, N., & Bahrin. (2021). Implementasi kebijakan sekolah dasar dalam menghadapi asesmen kompetensi minimum. *Jurnal Pendidikan*, 6(2), 250–260. <https://doi.org/10.17977/jptpp.v6i2.14464>
- Kim, H., Sefcik, J., & Bradway, C. (2017). Characteristics of qualitative descriptive studies: A systematic review. *Research in Nursing & Health*, 40(1), 23–43. <https://doi.org/10.1002/nur.21768>

- Ledger, S., & Merga, M. K. (2018). Reading aloud: Children's attitudes toward being read to at home and at school. *Australian Journal of Teacher Education*, 43(3), 124–139. <https://doi.org/10.14221/ajte.2018v43n3.8>
- Merga, M. K., & Roni, S. M. (2017). The influence of access to readers, computers and mobile phones on children's book reading frequency. *Computers & Education*, 109, 187–196. <https://doi.org/10.1016/j.compedu.2017.02.016>
- Mesanan, N. (2019). Teachers' perception of literacy strategies applied in educational activities. *Journal Plus Education*, 23(SI), 6–10. <https://doi.org/10.24250/jpe/si/2019/nm>
- Miles, M. B., Saldaña, J., & Huberman, A. M. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed). SAGE Publications.
- Neuman, W. L. (2018). *Metodologi penelitian sosial: pendekatan kualitatif dan kuantitatif* (7th ed). Jakarta: PT Indeks.
- Peimani, N., & Kamalipour, H. (2021). Online education in the post covid-19 era: Students' perception and learning experience. *Education Sciences*, 11(10), 1–14. <https://doi.org/10.3390/educsci11100633>
- Perdana, N. S. (2021). Analysis of student readiness in facing Minimum Competency Assessment. *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial*, 5(1), 15–20. <https://jurnal.uisu.ac.id/index.php/mkd/article/view/3406/2412>
- Qiong, O. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15(4), 18–28. <https://doi.org/10.3968/10055>
- Risko, V. J., & Reid, L. (2019). What really matters for literacy teacher preparation? *The Reading Teacher*, 72(4), 423–429. <https://doi.org/10.1002/trtr.1769>
- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed). Boston: Pearson.
- Sani, R. A. (2021). *Pembelajaran Berorientasi AKM: Asesmen Kompetensi Minimum* (1st ed.). Jakarta: Bumi Aksara.
- Sari, D. Y. (2017). Peran guru dalam menumbuhkan literasi melalui bermain pada anak usia dini. *Golden Age: Jurnal Pendidikan Anak Usia Dini*, 1(2), 69–76. <https://doi.org/10.29313/ga.v1i2.3316>
- Schleicher, A. (2018). *PISA 2018: Insight and interpretations*. OECD Programme. <https://www.oecd.org/pisa/publications/pisa-2018-results.htm>
- Subarsono, A. (2015). *Analisis kebijakan publik: Konsep, teori, dan aplikasi*. Jakarta: Pustaka Pelajar.
- Suntoro, R., & Widoro, H. (2020). Internalisasi nilai merdeka belajar dalam pembelajaran PAI di masa Pandemi Covid-19. *Mudarrisuna*, 10(2), 143–165. <https://jurnal.ar-raniry.ac.id/index.php/mudarrisuna/article/view/7343/4657>
- Susanto, F., & Rifai, I. (2018). Teachers' perception of literacy program: Its implication to their attitudes and actions. *Jet Adi Buana*, 3(1), 89–100. <https://doi.org/10.36456/jet.v3.n1.2018.1546>
- Sutisna, I. P. G. (2020). Gerakan literasi digital pada masa pandemi Covid-19. *STILISTIKA: Jurnal Pendidikan Bahasa Dan Seni*, 8(2), 268–283. <https://doi.org/10.5281/zenodo.3884420>
- Tanjung, F. Z., Ridwan, R., & Gultom, U. A. (2017). Reading habits in digital era: A research on the students in Borneo university. *LLT Journal: A Journal on Language and Language Teaching*, 20(2), 147–157. <https://doi.org/10.24071/llt.v20i2.742>
- Thoha, M. (2003). *Kepemimpinan dalam manajemen*. Jakarta: PT Raja Grafindo.

Wagiran. (2019). *Metode penelitian pendidikan: Teori dan implementasinya*. Yogyakarta: Deepublish.

Wildová, R. (2014). Initial reading literacy development in current primary school practice. *Procedia - Social and Behavioral Sciences*, 159, 334–339. <https://doi.org/10.1016/j.sbspro.2014.12.383>

Yamtinah, S., Utami, B., Masykuri, M., Mulyani, B., Ulfa, M., & Shidiq, A. S. (2022). Secondary school science teacher response to Minimum

Competency Assessment: Challenges and opportunities. *Jurnal Penelitian Pendidikan IPA*, 8(1), 124–131. <https://doi.org/10.29303/jppipa.v8i1.1075>

Yayeh, F. A. (2021). Focus group discussion as a data collection tool in Economics. *Daagu International Journal of Basic & Applied Research- DIJBAR*, 3(1), 52–61. [https://www.researchgate.net/publication/352817078\\_Focus\\_Group\\_Discussion\\_as\\_a\\_data\\_collection\\_tool\\_in\\_Economics](https://www.researchgate.net/publication/352817078_Focus_Group_Discussion_as_a_data_collection_tool_in_Economics)