THE OBSTACLE OF GERAKAN LITERASI SEKOLAH IN ELEMENTARY SCHOOL: A PHENOMENOLOGY STUDY

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ABSTRACT

This study discusses the phenomenological obstacles to implementing the Gerakan Literasi Sekolah (GLS) in Elementary Schools. Problems in this research stem from the lack of focus on promoting literacy and fostering a love for reading and writing, especially for children at the school base. The purpose of the phenomenological studies on constraints in the implementation of the Gerakan Literasi Sekolah (GLS) is to analyze the experiences of those involved in teaching literacy, revealing the specific challenges and obstacles they face in implementing the *Gerakan Literasi Sekolah* (GLS). This study uses a phenomenological approach and uses in-depth interviews and observations. The results of the research are: 1) the existence of obstacles in general terms mentioned by teachers or educators, including a lack of training for teachers, 2) the implementation of GLS, primarily in Elementary Schools, has not yet been achieved to the maximum because of various factors that become inhibitors in it. 3) One of them lacks training in integrating technology into teaching, as well as limited access to important sources of power, such as software and devices, and doubts about the utility of learning-based games in increasing academic achievement.

Keywords: GLS, literacy, reading and writing, teaching.

INTRODUCTION

Gerakan Literasi Sekolah (GLS) in elementary schools has become a revolutionary effort focused on raising reading levels among students, notably in Indonesia. Field observations revealed that, from its inception, GLS has worked relentlessly to provide materials, training, and support to instructors and students to help them acquire basic reading skills. Through relationships with local schools, GLS has been able to reach a varied spectrum of children, including those in rural and underdeveloped areas. Field observations have indicated demonstrable impacts of GLS, including improvements in kids' reading and writing ability, as well as overall educational achievements in participating schools.

The data acquired revealed that teachers and students, in particular, must collaborate in the GLS because the objective is to foster literacy and cultivate a love of reading and writing. By providing educators with the materials and knowledge needed to teach literacy effectively, GLS has empowered teachers to make a lasting influence on their students' academic success. Based on the data already acquired, supported by the study (Mahendrartha et al., 2020) This demonstrates that with the support and tools provided by GLS, students have been helped to establish confidence in their talents and accomplish academic milestones they previously deemed impossible. As GLS continues to expand its reach and impact, the future looks brighter for children across the country who are acquiring the reading skills they need to succeed.

Through collaboration with schools and communities, GLS can solve literacy gaps and provide tailored support to those who need it most. By incorporating educators, parents, and students (Syafira & Tresnawat, 2025). GLS is establishing a culture of literacy that extends beyond the classroom and into everyday life. Through an emphasis on individualized learning and unique teaching approaches, GLS is paving the path for a brighter future where all students have the opportunity to thrive academically and beyond. One key component of the GLS approach to literacy education is the acknowledgment of the role of literacy in overall academic and personal development. (Nugrahanta et al., 2022).

Literacy skills are not only crucial for academic success but also for navigating the complexities of the modern world. In today's information era, the ability to read, write, and analyze information is essential for individuals to engage in society and achieve their goals fully. GLS thinks that literacy is a key competence that opens doors to many options and helps individuals realize their full potential. Emphasising literacy teaching, GLS attempts to equip individuals with the tools they need to succeed in all aspects of their lives. Whether in school, career, or personal relationships, basic literacy skills are vital. GLS recognises that by creating a strong foundation in reading, individuals can gain self-confidence, critical thinking skills, and the ability to communicate their thoughts and viewpoints successfully (Harahap et al., 2022). Ultimately, GLS believes that investing in literacy education is investing in the future success and well-being of people and society as a whole.

Providing resources and support to individuals of all ages and backgrounds, GLS is committed to developing a more literate and empowered educational system. (Sartika, 2022). Based on the researchers' results, one viable method is through workshops, mentoring programs, and community events. GLS aspires to make literacy instruction accessible and fun for everyone by establishing a culture of lifelong learning and sustainable progress. GLS is committed to helping individuals attain their full potential and thrive in an increasingly complex and interconnected society. By doing so, GLS not only improves lives but also fosters a brighter and more prosperous future for all.

The need to research the phenomenological study of implementing GLS is to analyze the life experiences of elementary school students who participate in literacy instruction and to uncover the specific challenges and obstacles they face, particularly in implementing GLS. Moreover, to analyze and delve into the subjective perspectives of educators, administrators, and students, this study seeks to discover common themes and patterns that may impede the implementation of GLS. Through this research, the goal is to develop specific strategies and treatments to address these hurdles and improve the overall success of the literacy education

program.

By directly addressing these obstacles and working together to discover innovative solutions, we can ensure that GLS is exploited to its maximum potential in increasing literacy skills. By placing the needs and viewpoints of educators and learners at the forefront, we can create a more supportive and enriching environment for everyone engaged. By committing to sustainable development and emphasizing teamwork, we can pave the road for a brighter future in literacy education.

LITERATURE REVIEW

Studies on literacy movements have proved the benefits of culturally relevant and context-specific literacy teaching methods. Educators must emphasize the need to adopt a comprehensive and inclusive strategy that considers the diverse needs and backgrounds of learners when implementing the GLS program. (Sianipar et al., 2024). Evaluating the accomplishments and obstacles of prior literacy programs, this study intends to improve on current evidence and offer critical approaches for effectively applying GLS in varied educational systems. Additionally, the literature study will examine the possible impact of technology on literacy education, as well as the necessity of community engagement and cooperation in fostering a culture of lifelong learning.

Through this in-depth analysis, we can give important insights for educators, policymakers, and stakeholders who wish to enhance literacy outcomes for all learners. By embracing multiple perspectives and acknowledging the distinctive situations of local groups, we can design more specialized and successful literacy education techniques. Ultimately, by adopting a holistic and inclusive approach, we can create a fairer and more robust educational environment for children from all backgrounds and abilities.

Research by Dafit & Ramadan (2020). One of the variables contributing to the successful implementation of literacy programs is strong leadership and support from school administrators, dedicated and well-trained instructors, sufficient resources and budgets, and regular assessment and evaluation of program efficacy. Additionally, engaging with parents, community members, and other stakeholders can help ensure that literacy activities are adapted to the needs and aspirations of the local community. Building partnerships with libraries, literacy organisations, and other community agencies can also provide crucial assistance and resources for educators and learners. By using a holistic and collaborative approach to delivering literacy programs, we may optimise the impact and effectiveness of these efforts and assist all learners in attaining their full potential. (Sari, 2022).

Ultimately, the success of literacy projects depends on the joint work and dedication of all parties involved. (Suyitno, 2024). When educators, parents, community members, and other stakeholders work together towards a single objective, the outcomes can be genuinely transformative. By developing strong connections and communication channels, we can develop a support network that empowers children and equips them with the skills they need to succeed in school and beyond. Through a unified and collaborative approach, we can make a lasting influence on literacy levels and ensure that every individual has the opportunity to grow and fulfil their aspirations.

Together as educators, we can decrease obstacles and develop a more inclusive and fair education system. By integrating resources, we can address the specific needs of each learner and give them the essential support to attain their full potential. Through this combined effort, we can make a difference in the lives of students and help them establish a brighter future for themselves. Let us continue to work together, striving towards our shared aim of developing a love of learning and supporting every individual in accomplishing their dreams.

Other issues educators face in increasing literacy include the need for proper financing, training, and resources to encourage successful teaching methodologies. (Setyanta, 2020). Additionally, addressing accessibility and inclusion issues for students from varied backgrounds is vital to guarantee that all learners have the opportunity to enhance their reading abilities. Collaboration between educators, policymakers, and community stakeholders is vital in tackling this issue and establishing a more literate society. Through collaboration, we can discover new solutions and use evidence-based approaches to promote literacy and enhance educational results for all students.

One of the main components in promoting literacy is creating professional development opportunities for teachers to improve their skills. This includes training on best practices in literacy education, utilizing technology in the classroom, and customizing teaching to meet the needs of various learners. By investing in the professional development of educators, we can guarantee they are equipped with the information and tools needed to teach reading effectively to all students. Continuous assistance and coaching for teachers can help them stay up-to-date with research and trends in literacy education, thereby benefiting their pupils.

Providing educators with the materials and support they need to enhance their teaching practices consistently can lead to greater student performance and achievement. By developing a culture of collaboration and learning among educators, we can create a strong community of practice dedicated to enhancing literacy education. Ultimately, investing in teacher professional

development is an investment in the future of our children and the overall effectiveness of our education system.

METHODOLOGY

Research Methods: This will employ a qualitative approach, with data gathering and analysis through interviews and observations, to provide a qualitative standpoint. (Creswell, 2017). This Study's phenomenological technique will be used to analyze the experiences of teachers who participated in the education-focused professional development program. Literacy is essential. The respondents in the survey are elementary school teachers in Lampung province, specifically in the regency of Pringsewu. Researchers use in-depth and observational interviews to uncover variables that contribute to producing competent professionals and to identify best practices that support teachers in their growth and development.

The election participants will be chosen using a directed sampling technique, ensuring that they are representative of diverse types of educators. The approach to data collection will cover record interviews and research. This will provide significant insights and recommendations for educators, policymakers, and researchers aiming to promote adequate literacy teaching in schools using a qualitative method. Because it allows for a deeper understanding of phenomena through textual and contextual research from relevant sources (Nadirah et al., 2022).

RESULTS AND DISCUSSION

The results of this study suggest common impediments identified by instructors or educators, such as a lack of training for teachers. The deployment of GLS in schools has not been maximized due to numerous obstacles. Researchers determined that one way to circumvent these hurdles is to integrate multiple methodologies into the implementation of GLS. One method to do this is to integrate technology and games into their teaching techniques, address limited access to important resources such as devices and software, and address issues regarding the efficacy of game-based learning in increasing academic attainment. (Kamsina, 2020). Additionally, many teachers reported uncertainty about how to adequately assess student progress and provide relevant feedback in a game-based learning setting. (Sabrina et al., 2024). These findings underline the need for specific professional development opportunities and continuing assistance for educators as they navigate the complexity of implementing GLS in their classrooms.

One of the highlights of the research findings is that teachers here must be provided sufficient training and tools to correctly apply game-based learning techniques into their curriculum (Kurniawan & Hidayah, 2021). By addressing problems and providing ongoing

assistance, educators can feel more secure in their capacity to integrate technology into the classroom effectively. With the correct tools and direction, teachers can harness the potential of game-based learning to boost student engagement and academic success (Khairiyah, 2024).

Supported by Sindi et al. (2023), which states that concerns connected to barriers in applying GLS reveal that many instructors find it challenging to incorporate these strategies owing to a lack of technical abilities or awareness of how to use game platforms properly. Additionally, research by Dafit & Ramadan (2020) confirms that concerns about the time and effort required to incorporate GLS into lesson plans can also deter teachers from fully adopting this creative technique. By partnering with specialists in educational technology and partaking in professional development opportunities, teachers can overcome these barriers and create dynamic and engaging learning environments for their students (A'yun, 2021).

Additionally, researchers also uncovered field evidence demonstrating that when teachers successfully incorporate games and simulations into their classrooms, children demonstrate greater levels of engagement, motivation, and achievement. This means that the benefits of GLS greatly surpass the present hurdles, making it a viable tool for increasing student learning. (Aryani & Purnomo, 2023).To fully realise the promise of GLS, educators must be willing to step outside their comfort zones and explore new approaches to teaching and learning. (Fastmadhi et al., 2024), thereby creating more engaging and immersive educational experiences that cater to the diverse needs and interests of today's learners,

Some research reveals that ultimately, integrating games and simulations into education can produce a more dynamic and effective learning environment. This allows students to take an active role in their own learning and gives a more individualized and engaging experience. (Ikhlas & Suyanta, 2024). As technology continues to advance, educators need to adapt and adopt new teaching methodologies to prepare students for success in the 21st century. Adopting games and simulations in the classroom is a step towards building a more student-centered and participative learning environment. (Saulina & Untari, 2024).

Discussion on the Obstacles to Implementing the *Gerakan Literasi Sekolah* (GLS) in Elementary School

Literacy programs in elementary schools show that integrating games and simulations into teaching has been proven to boost student engagement and enthusiasm (Priasti & Suyatno, 2021). This concept not only complements standard teaching methods but also gives a more individualized and participatory learning experience. By incorporating gaming components into the curriculum, educators can adapt to varied learning styles and provide students with opportunities for real-world problem-solving (Astuti & Thohir, 2025). Additionally, research by

KURNIAWAN (2023) supports the use of games and simulations in education, indicating that they aid in strengthening critical thinking abilities and increasing collaboration among students. Overall, integrating games and simulations into the classroom can produce a more dynamic and effective learning environment that is better prepared to solve 21st-century concerns (Agustini, 2020).

In addition to boosting critical thinking abilities and encouraging teamwork, using games and simulations in education can also increase student engagement and motivation (Rahayu et al., 2022). When students can interact with knowledge in a fun and dynamic way, they are more likely to be actively engaged in their learning. This can lead to a greater grasp of the issue and increased knowledge retention. Additionally, Rahayu et al. (2022) indicate that games and simulations can help students gain vital skills such as problem-solving, decision-making, and flexibility, which are crucial for success in today's fast-changing world. Supported by research, Johnson (2019), Click or tap here to enter text. Employing this creative teaching technique, educators can create a more dynamic and effective learning environment that helps students thrive in the 21st century.

Additionally, research by Sitanaya et al. (2021) Demonstrates that incorporating games and simulations into the classroom can significantly boost student engagement and motivation. When students are enthused about the content and ready to participate in interactive activities, they are more likely to stay focused and remember information in the long run. Supported by research, Hidayat et al. (2020) State that active learning can help foster a sense of teamwork and cooperation among students as they work together to solve challenges and achieve common goals (Ritonga & Napitupulu, 2024). Additionally, by integrating games and simulations into education, educators can ultimately assist in preparing children for future success in an ever-evolving and competitive world. (Sit & Rakhmawati, 2022).

The research by Mei et al., (2020) Argues that one significant finding for educators is the need to incorporate games and simulations into their teaching methodologies to boost student engagement and motivation, as well as to use these interactive tools. Additionally, Setiyawati et al., (2025) Teachers can build a more dynamic and engaging learning environment that responds to varied student needs and interests. Additionally, authorities may need to assess the integration of games and simulations into the education curriculum to guarantee that students are well-prepared for the needs of the 21st-century workforce. This trend towards a more interactive and technology-based educational approach can have a wide-ranging impact on the future of learning and student achievement. (Karim, 2021).

In keeping with the rapid technological improvements of our century, educators must alter their teaching methods to satisfy the demands of today's students. (Indriani et al., 2022). By integrating games and simulations into the curriculum, students can more engagingly develop critical thinking, problem-solving, and collaborative skills. (Agustini, 2020). As the workforce continues to evolve, students need to be prepared with the right skills to flourish in a competitive employment market. Cholik's (2023) Research argues that ultimately, the use of interactive tools in education has the potential to alter the way students learn and prepare themselves for their future employment.

One of the main barriers in incorporating games and simulations into education is the reticence of traditional educators who may be apprehensive about accepting new technology. (Sawitri et al., 2019). However, with sufficient training and support, teachers can successfully integrate these tools into their teaching practices. Additionally, there may be limitations in terms of access to technology and resources, especially in poor schools. (Asdarina & Fauzi, 2023). Collaborating with community partners and obtaining financing can help remove these barriers and guarantee that all students have the opportunity to benefit from GLS. Additionally, it is vital to periodically monitor the efficacy of these tools and make modifications as needed to maximise their influence on student learning.

By establishing a culture of innovation and professional development, educators can stay up-to-date with the latest breakthroughs in game-based learning and change their teaching strategies as needed. (Sindi et al., 2023). By sharing experiences and cooperating with others, instructors can establish a support network to integrate GLS into the classroom. (Priasti & Suyatno, 2021). Ultimately, by overcoming these limitations and consistently refining their technique, teachers may create interesting and beneficial learning experiences for all students.

Understanding the influence of game-based learning on literacy results can offer new perspectives on how to address the issues faced by educators in underdeveloped nations properly. By researching this topic, researchers have the opportunity to develop innovative techniques that address the different learning demands of kids in this context. Ultimately, by continually assessing and changing literacy programs based on research findings, policymakers and educators may try to construct more inclusive and sustainable solutions that help learners from diverse backgrounds.

CONCLUSION

This research underlines the necessity to include information about the influence of digital learning on literacy outcomes in developing countries, particularly in primary schools. By

taking a holistic approach to education and understanding the particular needs of children in varied contexts, educators and policymakers may build more effective and lasting solutions. The ongoing examination and customization of literacy programs based on research findings are vital for enhancing educational outcomes and promoting inclusivity. Moving forward, stakeholders need to promote evidence-based methodologies and collaborate on creative initiatives to address the challenges educators face in developing nations, particularly in primary schools. By sharing best practices and resources, educators may learn from each other and use approaches that have proven successful in similar situations. Through constant research, review, and adaptation, we may seek to provide more equal and accessible educational opportunities for all children, regardless of their area of residence.

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