

Implementation of Strengthening Governance of Cultural and Citizenship Literacy in Gunungpati State Kindergarten, Semarang City

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ABSTRACT

This research is motivated by the importance of cultural and citizenship literacy (LBK) in PAUD institutions in Ulya's research (2023) especially in the dimensions of strengthening governance. This study aims to determine the implementation of LBK in PAUD Institutions in Gunungpati District and to determine the implementation of strengthening governance in Gunungpati State Kindergarten (TK N) Semarang City. This research uses a qualitative approach with secondary data study methods and case studies. The subjects in this research were educators at TK Negeri Gunungpati. Data collection techniques use observation, interviews, documents and triangulation. The data analysis technique uses analysis before, during using the Miles and Huberman model, and after in the field. The results showed that PAUD institutions in Gunungpati District had implemented LBK well with a percentage of 77% and TK Negeri Gunungpati had also implemented LBK from the dimension of time allocation or schedule; budget allocation; forming a school literacy team; school policy making; and strengthening the role of the school committee. Even though supervisors have not been involved in the school literacy team and the school committee has not collaborated with outside parties to support activities related to LBK. The limitations of this research are that this research is only limited to the implementation of the dimensions of strengthening cultural and citizenship literacy governance which is only carried out in Gunungpati N Kindergarten using participating educators. It is better if further research can look at the implementation of LBK governance from the school principal,

supervisors, school committees, as well as students and within the scope of other schools, families and communities.

Keywords: Implementation; Strengthening Governance; Cultural and Citizenship Literacy; Kindergarten

INTRODUCTION

Yingxuan and Damaianti (2019) revealed that literacy can encourage the progress of a nation. Literacy skills can foster communicative, collaborative, creative, critical thinking abilities (Gultom et al., 2022), and personal skills to think rationally (Yusuf et al., 2019). In the digital era, literacy is very essential for forming good citizens and fulfilling 21st century skills (Rahmawati et al., 2022). According to Yuki (2020), only the world of education is a wise choice in teaching and instilling literacy in students. Literacy abilities among students are still low due to a lack of encouragement to read, the incessant technology, and educational facilities in schools, families and students' environments (Lestari et al., 2022). Literacy is important because Indonesia's diversity must become the character of its society (Maimun et al., 2019). Saadati and Sadli (2019) said that literacy activities in schools can shape students' international perspective and insight. Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Development of Characteristics launched the School Literacy Movement (GLS) which aims to create a

reading culture, shape morals and character revolution for Indonesian society so as to create lifelong learning (Kurniawati et al., 2022). GLN by the Ministry of Education and Culture (2020) was carried out in the context of instilling the values of patriotism and nationalism in society (Arga & Wulandari, 2021; Larasati, 2021). In 2015, the World Economic Forum (WEF) published a working paper entitled "New Vision for Education: Unlocking the Potential of Technology" which revealed that the sixteen skills that every individual must have are divided into three groups, namely Foundational Literacies (Basic Literacies), Competencies, and Character Qualities (Budiawan, 2022; Hikmawati, 2021). These basic literacies are digital literacy, financial literacy, cultural and civic literacy, reading and writing literacy, numerical literacy, and scientific literacy (Wantoro et al., 2019; Nudiati & Sudiapermana, 2020; Wati & Dewi, 2021; Kurniawati et al., 2022).

Cultural literacy is a very important component in the development process of human civilization. According to Nasution and Siregar (2013), cultural literacy is one of the six categories of literacy abilities reported by UNESCO (Gultom et al., 2022). In the 21st century, cultivating cultural literacy is carried out to deal with developments in science, technology and arts (IPTEKS), as well as the influence of globalization in the form of the influx of various foreign cultures that conflict with local culture (Wati & Dewi, 2021). Cultural literacy is really needed in order to have the ability to explore information contained in various cultural elements (Saepudin et al., 2018). Every individual must have basic information about citizenship (Richardson & Milovidov, 2019). Aini (2018) said that the school literacy movement influences the four aspects of civic intelligence, namely intellectual intelligence, emotional intelligence, spiritual intelligence and moral intelligence. In the 21st century, civic literacy refers to the process of forming citizens who can think about solutions to the nation's problems in national and state life, which is a continuous

effort to overcome the nation's problems, especially students or youth who are easily influenced by foreign cultures. to build and strengthen insight or knowledge about citizenship so that it becomes an important skill because students must know the rights and obligations of citizens at the local, regional and national scope; skills and disposition to participate in society, developing motivation; as well as understanding the impact of societal problems locally and globally (Maimun et al., 2019). Garcia and Mirra's (2021) research on civic literacy can support youth involvement in digital policy contexts by articulating if there is a framework for applying civic literacy principles to be able to participate in education policy.

On the 'social' side (civic literacy), knowledge is important for Environmental Citizenship. It can be said that the concepts and theories developed are still within the scope of environmental sociology, environmental psychology and political science. environment (environmental political science) which has special value (Hadjichambis & Paraskev-Hadjichambi, 2020). Alfarisi (2020) said that within the scope of literacy, as part of a culture and nation, there are cultural and civic literacy skills that individuals and society have in their attitudes towards the social environment. his. The diversity of cultures, customs, social layers, tribes, languages and beliefs that Indonesia has is the reason why it is important to instill cultural literacy and citizenship for students (Ainumila & Oktiningrum, 2021). Yuki (2020) revealed that the introduction, application and improvement of cultural and civic literacy skills need to be carried out on an ongoing basis by involving all schools, families and communities, whose implementation is adapted to the needs and socio-cultural conditions of local communities through discussions or workshops, establishing communities. culture, Pasanggih or competitions, cultural literacy classes, and book making. In the 21st century, developing literacy regarding cultural and civic issues in

Indonesia is very important and is needed especially for children as potential leaders and successors of the nation in entering the era of the Industrial Revolution 4.0 which consists of various social statuses, beliefs or religions, languages and ethnic groups. to develop and save local national culture and build the identity of the Indonesian people (Inderasari et al., 2022). In the industrial era 4.0, cultural and civic literacy is very important for the millennial generation who are less interested in tradition and culture due to a lack of memory, knowledge and understanding of culture and citizenship (Rustanty, 2022). According to Ningsih (2022), cultural and civic literacy is an important reference for students to preserve the culture of each region, especially Indonesia with its multicultural cultural diversity.

The lack of understanding of Indonesian culture and the rights and responsibilities as citizens makes Indonesia's young generation indifferent to local and national culture who tend to idolize foreign culture (Maimun et al., 2020). Aini (2018) explains that cultivating cultural and civic literacy aims to shape character and manners, and can increase civic intelligence. Miller (in Hamid et al., 2019) revealed that the concept of culture-based citizenship is a representation of cultural diversity. Cultural and civic literacy is very important to help children understand culture and appreciate differences in society (Yusuf et al., 2020). The process of implementing cultural and civic literacy in schools can be categorized into two scopes, namely the school scope and the classroom scope (Maimun et al., 2020). Implementation and strengthening of students' literacy-based cultural and civic literacy in schools can be done through reading habitual activities for 15 minutes every day before learning begins to increase students' understanding (Sari & Supriyadi, 2021; Safitri & Ramadan, 2022; Rustanty, 2022). Ulya's research results (2023) state that PAUD institutions in Gunungpati District, Semarang City have implemented cultural and civic literacy with a percentage of 77%. This shows that the

implementation of cultural and civic literacy in the PAUD Institution, Gunungpati District, Semarang City is categorized as good. The population in this research was 150 educators with a research sample of 109 educators. The research was carried out in 67 PAUD institutions consisting of 1 Daycare (TPA), 22 PAUD Posts, 20 Play Groups (KB), and 33 Kindergartens (TK). The data collection technique in this research used a questionnaire/questionnaire with item scores of never (1), rarely (2), sometimes (3), often (4), and always (5) with a total of 33 statement items. If there is a PAUD institution that has the highest total score of 165 obtained from 5×33 , then it can be said that the PAUD institution has implemented cultural and civic literacy with a percentage of 100%.

From the results of the Ulya research questionnaire (2023) which was filled out by educators at the Gunungpati District PAUD Institute, Semarang City, it was obtained that the institution with the highest average total score was the Gunungpati State Kindergarten which had a total score of 163 with a percentage of 98.79%. In the questionnaire, the highest total score was in the aspect of strengthening governance. However, from the results of the questionnaire, researchers feel that there is still something lacking because the implementation of strengthening cultural and civic literacy governance in PAUD institutions needs to be seen from school principals, supervisors, educators and parents of students. Departing from this background, researchers will conduct research with the title "Implementation of Strengthening Governance of Cultural and Civic Literacy in the Gunungpati State Kindergarten (TK) Semarang City". This research aims to determine the implementation of LBK in the Gunungpati District PAUD Institute and to determine the implementation of strengthening governance in the Gunungpati State Kindergarten (TK N) Semarang City.

MATERIALS & METHODS

This research uses descriptive research, namely research that aims to collect information regarding the status of a symptom that existed at the time the research was conducted (Zellatifanny & Mudjiyanto, 2018). Meanwhile, the research approach used in this research is a qualitative approach. The design used in this qualitative research is a case study. The subjects of this research are educators at the Gunungpati State Kindergarten (TK). The selection of locations in this research was based on previous research (Ulya, 2023), namely PAUD institutions that had the highest average total score. The data sources in this research are the results of observations, interviews and documents. Meanwhile, secondary data sources use documents and photographs.

Determining informants as data sources uses purposive techniques. There are three techniques used to collect data in this research, namely direct or covert observation, structured interviews, documents, and triangulation techniques (Sugiyono, 2017). The data analysis technique uses analysis before being in the field, analysis while in the field using the Miles and Huberman model which consists of data reduction, data presentation, drawing conclusions or verification.

RESULT AND DISCUSSION

From analysis questionnaire that has been filled by educators at the District PAUD Institute Gunungpati, Semarang City in research conducted by Ulya in 2023, was discovered that Gunungpati State Kindergarten own highest average score. Successful total score achieved by the Gunungpati State Kindergarten is 163, which means percentage 98.79%. Research results the show that Gunungpati State Kindergarten Already implement literacy culture and citizenship. In the questionnaire the total score highest in aspect strengthening governance. However, from results questionnaire the taste researchers still something is missing Because

implementation strengthening governance literacy culture and citizenship in PAUD institutions is necessary seen in a way more deep. Following is results study about profile implementation strengthening governance literacy culture and citizenship at the Gunungpati State Kindergarten, Semarang City:

For answer question this, researcher do studies deepening qualitative with approach studies case at the Gunungpati State Kindergarten (TK). As has touched on in chapter 3, TK chosen based on research previously (Ulya, 2023) which has an average total score highest. Focus deepening in study This that is about strengthening governance literacy culture and citizenship in Gunungpati State Kindergarten with use article journal Inawati (2022) that is allocation time or timetable special For do various activity literacy culture and citizenship in schools, allocation budget For support literacy culture and citizenship in schools (Inawati, 2022), formation team literacy school, manufacturing policy school, and strengthening role committee school (Ministry of Education and Culture, 2017) includes:

A. Time Allocation or Special Schedule For Do Various Activity Literacy Culture and Citizenship in Schools

Allocation time or timetable special For do various activity literacy culture and citizenship in schools is very important factor in implementation of the Literacy Movement in the environment school. Institution education need allocate time or timetable particularly significant For various activity learning literacy (Nadiroh, 2022 ; Indragiri, 2019) in aspect culture and citizenship (Teguh, 2017; Inawati, 2022; Riswakhyuningsih, 2018). In aspect strengthening governance literacy culture and citizenship in study Ulya (2023), not yet There is allocation time or timetable special For do various activity literacy culture and citizenship in schools. Therefore that, on research this, researcher analyze the data that has been taken about allocation time or

timetable special For do various activity literacy culture and citizenship (Inawati, 2022) at Gunungpati State Kindergarten. Based on from the data that has been taken at Gunungpati State Kindergarten, allocation time about 15-20 minutes For activity literacy school entered to in the RPP (Plan Implementation Activity Learning) with accompaniment from guardian each class. Before commencement activity lessons, activities literacy in Gunungpati State Kindergarten held for 15 minutes. Published in 2015, there are Ministerial Regulation Number 23 which seeks repair behavior and integrating the Literacy Movement School (GLS).

GLS obliges participant educate For set aside 15 minutes daily before Study started To use operate activity literacy, incl literacy culture and citizenship (Kurnia, 2017; Rahmawati et al., 2022; Restuningsih, 2023). Implementation activity literacy in Gunungpati State Kindergarten accompanied by educators. Participant educate sing songs national and regional, memorize Pancasila, get to know president and vice president, national symbol, state motto, and so on when activity Apple morning. On the day Thursday, Gunungpati State Kindergarten do habituation routine related with literacy culture and citizenship form use Language area that is Language Java *hang out* and *be polite* as well as play various type game traditional. Allocation time or timetable special the done For arrange for activities to be carried out can organized with good. The activities allocated time and schedule that is activity learning in accordance with lesson plans, carnival independence, *nyadran*, arts performances end years, and various activity literacy culture and citizenship others specified based on discussion between head schools, educators, and parents. Apart from that, in the environment school, okay educators, participants educate, or staff, expected utilise time For participate in activity physique like game traditional, gymnastics, sports, or Work service at least once a week (Asir et al., 2023). Various activity the carried out in the environment

school or outside school, usually done in the month customized August with topic learning ' My Country and My City Semarang'. Apart from activities Morning in a way routine, activities related learning with literacy culture and citizenship on the topic the enter in activity opening and core. Topic the enter to in the lesson plans and teaching modules created every the week before activity done.

B. Allocation Budget For Do Various Activity Literacy Culture and Citizenship in Schools

In research Ulya (2023), no there is allocation budget For do various activity literacy culture and citizenship in schools on strengthening governance literacy culture and citizenship . Because that, on research this, researcher discuss about allocation budget For do various activity literacy culture and citizenship (Inawati, 2022) at Gunungpati State Kindergarten . To support the literacy movement culture and citizenship (LBK), Gunungpati State Kindergarten do allocation budget For do various related activities with LBK, among other competitions in frame commemorate day independence, *Nyadran* or alms land, art performances, carnivals and so on. Although has adopt various strategies for integrate literacy in the environment school, if No There is support in governance arrangements activities, business the Possible No will reach optimal results. One aspect important in governance is allocation budget For support initiative literacy in schools (Inawati, 2022). Implementation process policy started with identify desired goal achieved through policy that. For reach objective the policy need inputs policy (input policy), one of them including allocation budget (Aisah et al., 2021). A sign of the success of the Literacy Movement can observed through regular allocation of funds For support activity literacy. Apart from that, the government regions also allocate budget special For carry out Literacy Movement with a systemic approach, so support implementation of the

literacy movement with effective (Koesoema et al., 2017). Apart from school through BOP PAUD funds (Assistance Funds Operational Implementation of Regular Early Childhood Education), budget funds for do various activity literacy culture and citizenship at the Gunungpati State Kindergarten also originate from parents. School own ability For arrange activity literacy culture and citizenship with using funds from help operational school or through collaboration with parents participant educate (Rokmana et al., 2023) . Aspect source Power strengthened through contribution finance from parents' participant educate (donate literacy) and interpersonal interactions such as donation tool displays, books, and so on. Institution education must allocate special budget For stage supportive activities literacy (Indragiri, 2019) . Allocated activities the budget the implemented in the environment school or outside school. Support financial from school must show transparency, effectiveness, efficiency and high accountability in implementation of the Literacy Movement School (GLS). For increase all over aspect in support finance, school must own ability manage incoming and outgoing flow of money with steps start from planning, organization, implementation, supervision, etc bait back. Fund management begins with preparation budget (*budgeting*). *Budgeting* is the process of elaborating plan become shaped budget allocation of funds for every part from activity (Fattah, 2004). Allocation budget at Gunungpati State Kindergarten done before activity held through discussion with parents. Create a management strategy finances are possible secure income and expenditure of funds for fund the program with effective and efficient way so that can create accountability quality financial (Hasanah & Silitonga, 2020). Therefore that, at the Gunungpati State Kindergarten funds collected through parents who become treasurer from each group. Then the funds are handed over to appointed committee become treasurer general. These funds managed with well by the treasurer For do various activity

literacy culture and citizenship. Allocation budget need carried out in order to carry out related activities with literacy culture and citizenship in schools can walk with effective and efficient. About allocation budget, parties school stage meeting with parents For discuss various related activities with literacy culture and citizenship in schools. This thing carried out so that activities are carried out can walk smoothly, aside extraordinary parental enthusiasm normal in every maintenance activity.

C. Formation of a Literacy Team School

To carry out the Literacy Movement program School especially activity literacy culture and citizenship, school need form a Literacy Team School (TLS) or group similar to those initiated by the head school (Soleha & Rubiati, 2022; Rochmah & Bakar, 2021). Literacy team school consists from head schools, supervisors, educators, as well parent representatives participant working students together in task supervise implementation activity literacy in the environment school (Ministry of Education and Culture, 2017; Iman, 2022). Literacy team at the District PAUD Institute Gunungpati Semarang City frequently create, implement, monitor and evaluate activity literacy culture and citizenship in schools (Ulya, 2023). One of the PAUD institutions that implements it literacy culture and citizenship is the Gunungpati State Kindergarten . There is team literacy school at the Gunungpati State Kindergarten which consists of from head schools, educators, and parents. Whereas supervisor Not yet Once involved in various activity literacy culture and citizenship in Gunungpati State Kindergarten. Implementation teaching literacy in Gunungpati State Kindergarten supervised by the head school and done through formation team specifically responsible answer to implementation learning literacy. Literacy team This formed through collaboration of educators. Application learning literacy started with instruction from government center, then executed by the party school. Literacy team

formed For supervise implementation and arrangement a variety of diverse activity programs in context learning literacy (Lailiyah, 2020).

In plan strategic implementation culture literacy school there is stage planning. At stage this, a number activity carried out at school. First, there is formation team literacy school. Head school, based input from the staff, designing team literacy school. For matter This is a letter decisions and letters task should made related with tasks related, accompanied with explanation tasks that. However, at the Gunungpati State Kindergarten Not yet There is letter decisions and letters task about team literacy school in a way official. Second, there is implementation coordination team development culture literacy. On stage initial, coordination carried out by the team development literacy For compile plan beginning of a literacy program. The program plan Then discussed For sharpen it more continue. Third, it's done preparation of programs by the team executor. The team starts Work with draw up programs and determine budget program implementation. Finally, it's done program outreach. Head school operate socialization about literacy along with method its implementation to all over member team literacy (Setyanta, 2019). Efforts made team literacy school at Gunungpati State Kindergarten that is with involve participant educate in various related activities with literacy culture and citizenship. In the implementation process activity literacy culture and citizenship, team literacy school at Gunungpati State Kindergarten involve all over inhabitant school, incl administrative employees and officers cleanliness To use support success implementation literacy culture and citizenship in schools. Edward III (Hasbullah, 2015) serve four points the main thing is important For ensure success implementation covers communications, sources power, disposition, and structure bureaucracy. As supporting factors implementation of the Literacy Movement School, used group *WhatsApp* For facilitate

connection with parents participant educate. Although duration This limited, necessary considered How form, frequency, and duration its implementation. Adjustment the must customized with situation at school. With Thus, activities literacy can executed with fun way without burdensome participant educate (Maryati, 2023). Entire member community literacy school Work The same in the Literacy Team School (TLS) which is coordinated by the head school. Literacy Team Duties School (TLS) is designing plan, execute, and evaluate programs. This team own role important in ensure creation environment conducive academic, capable awaken Spirit Study from all over member community school (M et al., 2022). Formation team literacy school at Gunungpati State Kindergarten No done in a way official, but they operate task in accordance with not quite enough each answered.

Additionally, team literacy school at Gunungpati State Kindergarten each other help One each other, especially when activity literacy culture and citizenship done. Literacy team school at Gunungpati State Kindergarten often do gathering or community For succeed every activity literacy culture and citizenship carried out. Activity related literacy culture and citizenship reflect pattern growth literacy in the environment school, where literacy held through a series of related programs with aspect culture and citizenship, guided by the team literacy (Mahfudh & Imron, 2020). Literacy team school at Gunungpati State Kindergarten become committee in related activities with literacy culture and citizenship. Literacy team need do coordination both internally and external For formulate structure activities to be executed (Indriani et al., 2022). The disposition was also upheld through coordination team literacy in planning, implementation and evaluation of programs, as well as commitment implementer politics. Educators and parties school in a way active do supervision Good in environment school during class hours or outside class hours

(Bahij et al., 2019). Literacy team school at Gunungpati State Kindergarten formed To use For makes it easier coordination between member team literacy school especially activities involving parents. Strategy implemented team literacy school at Gunungpati State Kindergarten For implement literacy culture and citizenship in children age early that is through fun learning with various possible activities done inside nor outside school in accordance plan implementation activity learning (RPP) that has been made.

D. Making Policy School

PAUD Institutions in the District Gunungpati Semarang City makes related policies with literacy culture and citizenship (Ulya, 2023). Gunungpati State Kindergarten including PAUD institutions that create them policy school related with various activity literacy culture and citizenship in schools. One policy the that is determination day must language area every day Thursday. Apart from that, on the day the participant students are also invited For play various game traditional. Recommendation originating policy from policy makers no ensure that policy the will success applied at the implementation level. Many influencing factors success application policy , fine That from facet individual, group, or institution (Aisah et al., 2021) Maker policy about literacy culture and citizenship in Gunungpati State Kindergarten that is head school. Policy the made at school with request considerations of educators. Head school discuss policy the moment *briefing* the weekend before activity implemented. Policy about literacy culture and citizenship made in accordance with time or each other's schedule. Policy objectives about literacy culture and citizenship This made at the Gunungpati State Kindergarten so that participants educate can Study know, do, and preserve owned and known culture about his identity as Indonesian citizens in particular as residents of Semarang City. Policy confirmed school mark important literacy culture and citizenship will impact on success implementation literacy culture

and citizenship applied in the environment school (Faith, 2022). Implementation related policies with literacy culture and citizenship done at the time learning with participant educate or involving parents. Implementation process policy started with identify desired goal achieved through policy that. For reach objective the policy need inputs policy, one of them including allocation budget (Aisah et al., 2021).

E. Strengthening the Role of Committees School

PAUD Institutions in the District Gunungpati Semarang City frequently stage strengthening role committee school in support application literacy culture and citizenship in children age early (Ulya, 2023). Gunungpati State Kindergarten own committee school from outside school . Required governance steps in apply literacy in the environment school is increase role committee school For build connection cooperation and commitment in operate activity literacy (Inawati, 2022). Committee role school at Gunungpati State Kindergarten that is give inputs to school. For strengthen collaboration and determination in activity literacy, committee school own potency For expand connection with party external To use support involvement society. Implementation diverse activity related literacy culture and citizenship need involve role committee school (Ministry of Education and Culture, 2017). Committee school at Gunungpati Kindergarten chosen by the head school. However, the committee school at Gunungpati State Kindergarten Not yet Once involved in activity literacy culture and citizenship organized by the school. In business build collaboration and seriousness in activity literacy, committee school can expand network cooperation with external in effort involve public in a way more diverse (Faith, 2022). Committee school Not yet Once intertwine cooperation with parties outside For support activity literacy culture and citizenship in Gunungpati State Kindergarten.

School only involving parents in every related activities with literacy culture and citizenship. Support from Minister of Education and Culture Regulation (Permendikbud) Number 75 of 2016 concerning the Role of Committees School in look after preparation facility learning (eg procurement books, equipment art, tools demonstrators, etc.) necessary through effort cooperation with participation public (Budhiman, 2017). Committee school at Gunungpati State Kindergarten need intertwine cooperation with party outside To use support implementation related activities with literacy culture and citizenship. Strategy implemented committee school in support implementation strengthening governance literacy culture and citizenship in Gunungpati State Kindergarten that is with held meeting with head school. In meetings the committee school discuss about activities about literacy culture and citizenship in Gunungpati State Kindergarten. Participation active from committee school can support its success implementation literacy culture and citizenship in the environment school. Participation committee school can role in facilitate its success implementation literacy culture and citizenship in the environment school.

CONCLUSION

Based on the focus and objectives of the research, the research findings can be concluded that the implementation profile of strengthening cultural and civic literacy governance in the Gunungpati State Kindergarten is seen from the aspect of time allocation or special schedules contained in the lesson plans, teaching modules and concept maps, especially in the topic 'My Country and Semarang Kotaku'; budget allocation for carrying out various cultural and civic literacy activities in schools is obtained from school funds and parent contributions; formation of a school literacy team consisting of school principals, educators and parents; making school policies related to cultural literacy and citizenship activities made by the school

principal; and in strengthening the role of school committees that have not been involved in implementing cultural and civic literacy activities in schools.

Declaration by Authors

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