

LITERACY OF LOWER CLASSES STUDENTS PRIMARY SCHOOL IN THE 2013 CURRICULUM DURING THE PANDEMIC COVID-19

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ABSTRACT

This study aims to describe the application of reading literacy in the 2013 Curriculum for the COVID-19 pandemic era. This study uses a descriptive content analysis study and literature studies. The findings showed that educators carried out various activities to implement students' reading literacy through blended learning activities, both at school and home. In conclusion, teachers monitor the increase in reading literacy through assignments performed by students in learning from home. Then, teachers and student guardians work together in online learning to improve students' reading literacy.

Keywords: COVID-19, Curriculum 2013, Literacy, Lower Class, Primary School

INTRODUCTION

Currently, the world is facing the COVID-19 (Corona Virus Disease) pandemic, which was discovered in December 2019 (Lee, 2020). This pandemic hit almost all countries globally, including Indonesia, so that it affected all sectors of life. Education is one of the sectors affected by the pandemic. The policy taken by the Indonesian government in the education sector to reduce the rate of spread of the virus is to close all schools temporarily. However, in the even semester of the 2020/2021 academic year, the government issued a new policy of face-to-face learning with several requirements that must meet following the decisions of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs of the Republic of Indonesia. One of the requirements

for face-to-face learning is to limit class content to a maximum of 18 students per class to apply a minimum distance of 1.5 meters (Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan & Menteri Dalam Negeri, 2020). By limiting class content, students will come to school in turns according to the policies of their respective schools. Schools implement a blended learning policy to make learning more effective because of the reduction in face-to-face learning hours in schools so that the reduced learning hours will be replaced with online learning hours.

During the pandemic, online learning has been carried out almost worldwide (Goldschmidt, 2020). This system triggers educational transformation and forces every teacher to be more technologically literate and more creative in implementing blended learning. The Covid-19 epidemic has changed the world of education, starting from the learning process. Learning that was previously done face-to-face in class has turned into mixed learning that can be done at home. This situation adds to each teacher's homework to be able to apply the right curriculum for students.

The curriculum in Indonesia that is still in effect today is the 2013 Curriculum which is oriented towards building student character. The 2013 curriculum tries to answer the challenges of society's needs. In addition, the 2013 Curriculum emphasizes aspects of soft skills and hard skills that students need. The Ministry of Education and Culture issued Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2015 concerning the Growth of Character, especially in terms of policies contained in point "F" (Kemendikbud, 2015). There are seven Character Development Movement Activities in Schools through Habituation, one of which is activity number VI, namely "developing students' full potential." Compulsory activities as student habituation in the class contained in point F Number VI include 15 minutes before the learning day to read books other than subject books (every day). This activity is part of the National Literacy Movement, promoted in 2016 by the Indonesian Ministry of Education and Culture (Kemendikbud, 2016).

Habituation reading literacy can improve basic literacy (numeracy, science, digital, finance, culture, and citizenship). Duckworth & Brzeski (2015) states that literacy activities in the classroom are an effective strategy for meaningful teaching and learning, building and expanding the knowledge and experiences of previous learners to form and build new knowledge. Reading literacy can help students to be able to improve higher-order thinking skills, be innovative and creative in solving problems. By looking at measuring Indonesian students' literacy which is still low, special attention needs to be paid to the development of students' reading literacy.

Therefore, the National Literacy Movement program must be maintained so that a culture of literacy is applied by students and can be applied throughout life by the people of Indonesia. Reading literacy culture can be instilled in students since the low grade of elementary school. The reason is that the culture of reading literacy from an early age will have a significant impact on encouraging students to compete globally. Oghenekohwo & Frank-Oputu (2017) states that the prerequisite for the emergence of knowledge is the development of a literate society.

The COVID-19 pandemic does not make teachers forget to pay attention to students' reading literacy. Literacy practices that must carry out are under the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2015. This rule will challenge teachers to apply it in blended learning activities (Kemendikbud, 2015). Therefore researchers need to review how reading literacy was implemented during the pandemic in low-grade elementary school students. In previous research, we looked at implementing the school literacy movement carried out by Halim (2020). Halim's research has shown the basis for implementing the school literacy movement to foster a reading character for elementary students. But here, the author wants to describe how reading literacy is applied in the 2013 Curriculum in the COVID-19 pandemic era. There has been a change in the learning system carried out by teachers during the COVID-19 pandemic.

LITERATURE REVIEW

Currently, we are entering a new chapter in the pandemic era, namely the "new normal." New Normal is a behavior change to continue carrying out everyday activities and implementing health protocols to prevent transmission of COVID-19. In this new normal state, learning activities have changed. Learning that is usually done face-to-face has now shifted to blended learning. This learning change process will affect the existing subsystems in the learning to be studied. Online learning is one solution in overcoming learning during the COVID-19 pandemic. In online learning, students' independent learning attitude is needed because it indicates the level of success in the online learning process. For low-grade elementary school students, parental guidance at home is needed to carry out online learning, especially reading literacy.

According to the Ministry of Education and Culture (Kemendikbud, 2016), literacy can access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and speaking. Literacy is synonymous with comprehensive language skills that consist of listening, listening, speaking, reading, and writing. Literacy is a fundamental human right to improve one's life to achieve personal, social, work, educational

goals, open social opportunities, and economic and political integration (Rahanu et al., 2016). Reading should not be a passive activity in which the reader follows the lead of the author. Pedagogy of the Oppressed proposes the concept of critical literacy to encourage students to 'read the world' and become more socially aware through criticism of various forms of injustice.

The school literacy movement is a participatory business or activity involving all school members (teachers, students, principals, education personnel, school supervisors, school committees, parents or guardians of students), academics, publishers, mass media, the community, and stakeholders. Interests. School literacy activities are carried out to foster students' reading interest and culture. With this school literacy activity, students will be given reading material containing ethical values in the form of local, national, and global wisdom conveyed according to the stage of student development.

According to the Directorate General of Primary and Secondary Education (Kemendikbud, 2016), the stages in the implementation of the School Literacy Movement are as follows. First, the activity of growing interest in reading through 15 minutes of reading activities. Students are directed to carry out reading activities every day following Permendikbud No. 23 of 2015. The habit of pleasant reading activities in school students can develop students' literacy skills. The second stage is to improve literacy skills through responding to enrichment books. Literacy activities aim to develop the ability to understand reading and relate it to personal experience, critical thinking and cultivate creative communication skills through reading response activities. The third stage is improving literacy skills in all subjects by using enrichment books and reading strategies. At this stage, there are academic bills (related to the topic) so that students must think critically in response to textbooks.

Literacy is the basis for the formation of a multi-educated personality. The national curriculum places school functions as a general education goal and a general requirement to develop students' literacy competencies (Tavdgiridze, 2016). Reading literacy is one of the six basic literacies that need to be the axis of education to excel in participation and work in globalization and regionalism in the 21st century. Reading literacy can be called the ancestor of all types of literacy because it has a very long history. Reading literacy can be said to be the initial meaning of literacy, although later reading literacy has developed from time to time. At first, reading literacy was often understood as literacy because it is not illiterate. Then literacy is understood as an understanding of the information contained in written media. Furthermore, reading literacy is understood as the ability to communicate socially in society.

Kusmana (2017) states that learning related to reading skills needs to be improved because our students are always at the bottom of the measured countries. Measurement of reading literacy is oriented towards the following abilities: 1) reading comprehension; 2) using a reading; 3) reflect in written form. According to Hubbard (2021), reading literacy is when we ask a student to read a text, then we want students not only to recognize the words in the reading. However, we want the students to be able to understand the contents of the reading. Literacy as the basis for developing effective and productive learning enables students to read a lot. It is skilled at finding and processing information, and students' abilities in reading and writing also develop. In addition, proficient students can connect between lesson materials, design ideas, understand and solve problems and ultimately master better learning competencies. There are eight principles that underlie literacy as the basis for developing effective and productive learning in schools, namely the principle of building access to a variety of reading materials, conditions for the emergence of various student views on the subject matter being studied, creating a nursery for literacy behavior, and building a service place for students to be a critical, creative, fast, and effective reader-writer. In addition, reading literacy can function to create a learning community that encourages literacy behavior and builds intensive interaction between students and students with learning resources.

According to Surangga (2017), Indonesia's literacy education and culture will grow better than countries that have been sensitive and apply this literacy as a habit and a necessity in life. The high interest in reading someone's book affects one's insight, mental, and behavior. Therefore, the importance of literacy is for the progress of the Indonesian nation. The quality of life can be better with the ability to read. Without good reading literacy, our lives will be limited, even faced with many obstacles. Reading literacy must continue to be introduced, instilled, and familiarized with the Indonesian people, especially by education stakeholders.

RESEARCH METHOD

The researchers examine reading literacy in the 2013 curriculum for the COVID-19 pandemic era in low-grade elementary school students. The method used in this research is a descriptive content analysis study and literature study, an analysis that aims to describe the main content based on the collection of information obtained. The author collects and analyzes various scientific articles related to reading literacy in the 2013 curriculum for the COVID-19 pandemic era in low-grade elementary school students.

FINDING

In this study, the authors analyzed reading literacy learning for lower-class students offline and online during the COVID-19 epidemic. In reading literacy learning, each student with reading difficulties will show different reading characteristics and abilities. Therefore we need to know a good curriculum and teaching for reading literacy learning. Below is a table of elementary school curriculum programs that teachers can use for offline learning.

Table 1.The Primary School Program in the 2013 Curriculum

Primary School Curriculum Program	
Provision of supporting facilities for the Teaching and Learning Process.	Procurement of curriculum (Annual Program, Semester Program, Content Standards, Syllabus, Learning Implementation Plan). Academic Calendar. Doubling the curriculum structure, the criteria for class promotion, the criteria for minimum completeness. Procurement of rules and regulations for teachers/ employees, Standard Operating Procedures for Learning.
Teaching and Learning Evaluation Process and teacher quality control.	Supervision of Teaching and Learning Process. Development of new students. Evaluate teacher and student references. Evaluation of the assessment process (repetition). Evaluation and Revision of the school curriculum.
Establishment of a Teacher Working Group (Teacher Working Group).	Establishment of an Internal Consultant Team (Core Competencies). Determination of the Teacher Working Group Schedule. Evaluating the results of the Teacher Working Group. Involving teachers in Subject Teacher Conference activities at the cluster or city level.
Human Resource Development for Teachers and Employees.	Involving teachers and employees in training, seminars, comparative studies. Creative event for teachers and employees.
Improving the quality of elementary school graduates.	Tutoring Breakfast (Giving of Pre Test Questions). Try out. Peer Tutors.
Cultivate good habits related to academics.	The loving Reading Movement. Selection of Reading Ambassador.

The table above shows the Primary School Curriculum Program, starting from supporting facilities for the learning process, evaluation, forming teacher working groups, developing resources, improving graduates' quality, and cultivating good habits related to academics. Before the literacy learning process begins, what the teacher does is prepare an annual program, a semester program,

and a lesson plan. From this program, we can see that to foster students' reading literacy by doing movements like reading and selecting reading ambassadors.

Online learning is currently primarily implemented using the WhatsApp application because most teachers, students, and parents have this application. Teachers use this application to facilitate communication between teachers, students, and parents in monitoring online student teacher can provide documentary evidence while students are studying at their respective homes.

DISCUSSION

The emergence of the COVID-19 pandemic has reduced the hours of learning activities in schools. In the new normal era, COVID-19 affects the content of curriculum and learning and the application of learning. During this period, schools can be opened following applicable regulations. Based on the ministerial decree, schools must limit the number of students attending each class. Therefore the school chose to implement blended learning to complement the student's lack of learning hours. Offline learning is done by limiting the number of students in each class to apply health protocols and maintain distance. In the new normal era, the teacher advised students to have a healthy body and must also pay attention to the psychological effects of online learning. For this reason, according to Hasan & Bao (2020), teachers must have an adequate teaching and learning plan and build teacher professionalism that can adapt learning to current conditions.

Online learning is carried out using digital technology such as Google Classrooms, learning houses, Zoom, video conversion, telephone, WhatsApp messages, etc. Each teacher gives assignments monitored via group WhatsApp. For low classes, the WhatsApp group contains the student's guardian number so that teachers work with parents to monitor student learning progress. Therefore, student guardians have an essential role in online learning for low-grade elementary school students.

Offline Reading Literacy Learning for Low-Grade Students during the COVID-19 Pandemic

The school literacy movement is a program that has been launched by the Indonesian government which has been promoted since 2016. Planning for reading literacy learning is carried out using the 2013 Curriculum document reference and the national literacy movement document. After conducting observations, interviews, and documentation, it is known that the curriculum in primary schools is compiled by a drafting team consisting of school elements and committee elements under the guidance of educational and learning expert resource persons from tertiary institutions. The primary school curriculum is

structured to provide full service precisely and contextually by involving all school stakeholders in its improvement.

The School Literacy Movement developed by the Ministry of Education and Culture involves all stakeholders in the education sector, starting from the central, provincial, district/city levels to education units. The School Literacy Movement is an effort to make schools a learning organization whose citizens are literate throughout life through public involvement. The first stages of implementing the School Literacy Movement are the growth of reading interest, increasing literacy skills through activities to respond to enrichment books, and increasing literacy skills in all subjects: using enrichment books and reading strategies in all topics. This literacy ability is closely related to the demands of students' reading skills, leading to their ability to understand information analytically, critically, and reflectively. Reading literacy cannot be separated from literacy in numeracy, science, finance, digital, and culture, and citizenship.

The teacher integrates reading literacy learning into each learning theme. The teacher uses a variety of learning methods in each class. Teachers often use the question and answer form, lectures, demonstrations, assignments, discussions, observing, etc. As stated in the Regulation of the Minister of Education and Culture No. 23 of 2015, one reading literacy activity is carried out for 15 minutes before starting the lesson (Kemendikbud, 2015). The existence of the COVID-19 pandemic causes less offline learning time than usual so that students carry out this 15-minute reading activity in their respective homes with the guidance of their parents. The teacher does not eliminate reading literacy learning in schools, but reading literacy is integrated with every subject taught offline in school. In addition, the teacher also encourages students to dare to appear to tell stories in front of the class to improve their reading literacy skills. This reading literacy can also use to invite students to make posters to stick on school wallboards. The teacher can also ask students to make literacy trees. This literacy tree is a summary of student readings, poetry, rhymes, and various student works.

One of the things schools do to improve students' reading literacy is by creating a "reading corner" in each class. Each class has a reading corner as a means for students to be fond and diligent in reading. This reading corner is a mini-library in the corner of each type. The reading corner contains storybooks and knowledge that can improve students' reading literacy. So every class, students have the responsibility of maintaining the reading corner and must read the books in the reading corner. The library located in the classroom that contains many books will invite students' interest to read around the reading corner of the class. The interactions that children often do during playtime are to read books in the library located in the classroom that can familiarize students with reading. In addition, literacy activities planned by the teacher can increase students' interest in

books. Wolfersberger et al., (2004) conducted a study to measure the feasibility of class literacy by compiling a CLEP (Class Literacy Environment Profile). CLEP contains four dimensions of the classroom environment, namely (a) providing classrooms with reading and writing rooms, (b) classrooms and reading-writing tools, (c) attracting students' interest in literacy events, and (d) supervising student interactions with reading and writing tools. A good teacher must be able to carry out the classroom environment to carry out literacy activities. Dynia et al., (2018) stated the importance of a literacy environment in children's classrooms. In addition, it is crucial to see the diversity of collections of books and other reading materials to increase student literacy in the classroom.

Learning Reading Literacy for Low-Grade Students Online during the COVID-19 Pandemic

Online learning during the COVID-19 pandemic is an example of accelerating the implementation of education in the Industrial Revolution 4.0 era. Not only teachers but also students and parents are required to understand the use of digital technology. It is necessary to adapt to online learning during a pandemic. For low-grade elementary school students, parents are highly required to guide students' online learning at home. One of the challenges for teachers and parents is to familiarize students with reading literacy at home. Bao et al., (2020) stated that reading books for children at home would increase their literacy skills. This method is effective during the COVID-19 pandemic. His research comparing parents who usually read books to their children will produce higher literacy of children than parents who do not read books to their children.

Therefore the role of parents in online learning at home is crucial to guide children to study at home. In addition, Boerma et al. (2017) stated that students' literacy skills are also influenced by the children's home literacy environment and reading behavior at home. Creating a literacy environment at home also requires reading materials that are readily available at home. Children's home literacy environment has a relationship with children's language development and reading (Puglisi et al., 2017). These efforts need to be made to improve children's reading literacy skills.

In online learning, the teacher will monitor students' reading progress through several tasks to be collected, namely by collecting student reading videos, student videos retelling what they have read, or other assignments that can measure students' reading ability. The reading ability of these students can also be seen from the writing they write. By giving summary assignments to students, the teacher can assess the reading literacy and the writing literacy of low-grade students. Students are also given the task of making poetry, short stories, and others. As guardians of students who accompany students studying online at

home, guardians of students must guide students in learning.

During the COVID-19 pandemic, online learning is one reason why students are not ready and qualified in the future because there is no readiness to implement online education for learning at home (Hariyadi et al., 2019). Meanwhile, Brinkley-Etzkorn (2018) states that online learning is about technical disturbances such as inadequate internet or hardware used and non-technical disturbances such as appropriate learning materials and student learning attitudes. Therefore, we need to look for strategies that can help teachers and students learn online effectively and increase student learning motivation.

Usually, what becomes an obstacle in instilling a literacy culture in students is the reading material for students who are still small. If students are facilitated with a reading corner in offline learning, then in online education, students can read reading books in the structured assignment book given by the teacher. In addition, students can also read literature available on the internet. The teacher can also provide reading material in the form of soft files to students to read at home. For this reason, the teacher should also be able to find reading materials that can be downloaded by students or be read by students online so that students' reading materials are more varied. Parents or guardians at home are also vital to filter appropriate reading material for low-grade students. Therefore, parents or guardians of students are required to be able to work together with teachers. Teachers are also required to have thorough preparation in carrying out blended learning. Selection of applications and preparation of lesson content must be prepared by the teacher carefully.

The impact of online learning is very felt for parents of students who have to become teachers for their children at home and monitor children's learning and development at home. Online learning is effective if there is cooperation and responsibility from teachers and parents. Teachers and parents must understand the current conditions by giving their best performance and building good communication between parents and teachers.

CONCLUSION

The period of the COVID-19 pandemic has changed the learning system that has been done before. Schools carry out blended learning following a Government Decree. Therefore, teachers must prepare offline and online learning. Teachers and parents need to build good communication in this blended learning.

Offline reading literacy learning is carried out according to the provisions in the 2013 curriculum and also in the Minister of Education Regulation. During the pandemic, teachers do not invite students to read 15 minutes before learning due to time constraints during offline learning so that reading literacy is integrated with other learning. Reading books other than textbooks can be replaced with

online learning. Teachers can give homework to students to improve reading literacy.

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