LITERATION EDUCATION OF COVID-19 IN THE COMMUNITY

Hendratno*, Wiryanto, and Fajar Nur Yasin
Department of Primary Education, State University of Surabaya, Indonesia
*corresponding author
DOI: http://dx.doi.org/10.37500/IJESSR.2021.4114

ABSTRACT
The world at the beginning of 2020 was shocked by the outbreak of the Corona Virus (Covid-19) which attacked almost all regions of the world. The Corona outbreak has attacked almost all circles of society (politicians, doctors, businessmen and all professions) without exception. Until now (April 2020) the spread of the virus has continued, although in certain areas it has started to decrease. This study seeks to identify the impacts that occur in rural communities, especially for their economic and social life. This identification is needed in order to grow awareness among rural communities about the need to live healthily through the Covid-19 literacy education process. The purpose of this research is to describe the condition of rural communities that are affected by the economy and educate rural communities through awareness of Covid-19 literacy in order to provide knowledge about the importance of living a healthy and safe life from Covid-19. In addition, it is also to prepare rural communities to face the new normal, a condition of society that requires a new order that seeks to escape the physical and psychological pressures caused by Covid-19 by using simple language that is easily understood by rural communities. Rural communities also do not need to drag on in sadness and must provide new motivation to rise

KEYWORDS: awareness of literacy, rural communities, education

INTRODUCTION
The outbreak of the Corona Virus (COVID-19) since January 2020 in Indonesia has disrupted the joints of the world economy. The massive spread of the virus in Indonesia based on data dated April 2 has reached 1790 people who have tested positive for the virus. 170 of them died, and 112 people were declared cured. The percentage of deaths due to contracting the virus which is more than 8% indicates that Indonesia is quantitatively higher than the global percentage. That number continues to increase significantly and is very worrying about the health condition of the people in Indonesia. This must be a serious concern if you do not want more victims to fall without any maximum efforts to overcome it.

Crucial issues like this are not only the responsibility of the government alone, but also the responsibility of all Indonesian people. All components of society in cities and villages must be aware of their role in preventing the spread of the virus. Economic problems are an important issue currently being faced by the government. The impact is also felt by rural communities, most of whose livelihoods are in the non-formal sector.

Although no official figures have been obtained regarding the inflation experienced by rural communities in Indonesia during the last three months, the decline in people's purchasing power is clearly felt in the trade and agriculture sectors. In a society that is still burdened by a high-cost economy due to the outbreak of Covid-19, education is needed to be carried out continuously and simultaneously so that the spirit of the community does not decline.

Various efforts made by the government in tackling the spread of Covid-19 will not be able to succeed optimally without being accompanied by the participation of the community as a whole. The community also has a big role in tackling the spread of Covid-19 through self-awareness in protecting the environment, maintaining cleanliness and security directly. One thing that can be done is to educate oneself to avoid Covid-19 by observing official guidelines issued by the government and other institutions. These guidelines will stimulate the spirit of the community to stay healthy in the midst of the outbreak of a virus which has no end and has yet to be predicted.

Pocket books are books that are small in size that can be put in a pocket and are easy to carry everywhere (Salim & Yenny, 2020). So, in general, pocket books are books that emphasize their small size that can be inserted into a pocket so that they are easy to carry everywhere and we can read at any time. Pocket books can be used as a learning resource and to make it easier for people to read and study the contents of the books in them. In addition, pocket books can also be used as a medium that conveys information about subject matter and others in one direction, so as to develop students' potential to become independent learners (Mustari & Sari, 2017)

The benefit of a pocket book is that it is a short medium that provides information about a particular subject and is easy to carry. The benefits of providing pocket books for rural communities as a health guide to prevent the spread of the Covid-19 pandemic and instill new behavior in accordance with health guidelines. In addition, the benefits of this covid-19 guide pocket book reminds something of information about health protocols in carrying out activities and ways to prevent Covid-19 transmission in the new normal era.

The objectives of this study were (1) To produce a valid covid-19 literacy education guide for economically affected rural communities, and (2) to produce a covid-19 literacy education guide for rural communities with a practical impact on the economy.

THEORETICAL FRAMEWORK
Pocket Book
Pocket books are small books that can be inserted into a pocket containing various information on a particular theme (Amir, 2010). The covid-19 guidebook is a pocket book which contains procedures or guidelines for carrying out various activities in this new normal era for rural communities.

The following will explain some of the functions of the pocket book, including: (a) Attention function, the pocket book media is printed in small packages and full color so that it can attract students' attention to concentrate on the content of the material written in it. (b) Affective function, writing formulas on pocket book media and there are pictures on the material descriptions so as to increase student enjoyment in learning. (c) Cognitive functions, writing formulas and pictures can clarify the material contained in the pocket book so that it can facilitate the achievement of learning objectives. (d) The compensatory function, writing material in a brief and clear pocket book can help students who are weak reading to understand the material in the text and remember it again. (e) Psychomotor functions, writing short and clear pocket book materials can make it easier for students to memorize them. (f) Evaluation function, the assessment of students' abilities in understanding the material can be done by working on evaluation questions contained in a pocket book

In addition, according to Sulistyani (2013) pocket books have benefits, the following describes some of the benefits of pocket books, including:

a. Delivery of material using pocket books can be uniform.
b. The learning process using a pocket book is clearer, fun and attractive because of the attractive design and printed in full color.
c. Efficient in time and energy, small printed pocket books can make it easier for students to carry and use them anytime and anywhere.
d. Writing short and clear material and formulas in pocket books can improve the quality of student learning outcomes.
e. An attractive and full color pocket book design can foster positive attitudes towards students' learning materials and processes.

LITERACY CULTURE

Corbet (2017) states literacy as an expression of cultural identity that considers different ways of textual practice, marking and managing a group and its relationship with other groups. Many definitions of literacy have been presented throughout the years. These various definitions have resulted from the evolution of literacy-based learning amid changing conditions and different needs.

Naibaho (2008), views that literacy can be defined as the ability to read and write. Literacy is also known as literacy or literacy. This meaning is the narrow meaning of literacy. Currently, the broad meaning of literacy is known, namely, technological literacy, information literacy, critical thinking, sensitivity to the environment and politics. This meaning appears as the types of literacy are divided into several types, such as computer literacy, media literacy, technology literacy, economic literacy, information literacy to moral literacy.

The above opinion refers to the results of the Prague Conference in 2003. The Prague Conference in 2003 renewed the notion of literacy. The meaning of literacy, which was initially limited to reading

and writing skills, is interpreted as including how a person communicates in society. Literacy also means practices and social relationships related to knowledge, language and culture (UNESCO, 2003). This new meaning of literacy is known as information literacy.

Literacy, which in English literacy comes from the Latin littera (letter), which means that it involves mastering the writing systems of the conventions that accompany it. UNESCO explains that literacy skills are the right of everyone and are the basis for life. Literacy activities are reading and writing activities related to reading and writing knowledge related to knowledge, language and culture (Rahayu, 2016: 179).

Literacy plays an important role in the life of the learning community who lives in the current age of knowledge (Nurchaili, 2016). Literacy skills can empower and improve the quality of individuals, families and communities. Literacy skills make individuals literate (able to read and write) and able to understand all other forms of communication, because in general literacy includes not only reading and writing but also speaking.

According to Utama et al (2016: 2) the definition of literacy in the context of GLS is the ability to access, understand and use something intelligently through various activities, including reading, seeing, listening, writing, and / or speaking. The literacy ability of students is closely related to the demands of reading skills which lead to the ability to understand information. This will develop the character of students through the culture of the school literacy ecosystem to become lifelong learners (Wiedarti et al, 2016: 7).

From this understanding, it can be concluded that literacy is the ability to read and write which of course also leads to seeing, listening and speaking. This literacy ability makes individuals literate (able to read and write) which in turn will affect their knowledge. Every school really needs to provide literacy education to students so that students can improve their abilities in literacy.

Researchers interpret literacy as an activity that is not just reading and writing, but also includes thinking skills using existing knowledge sources, both in print, visual, digital and auditory forms. Literacy skills are obtained through various activities such as reading, viewing, writing, listening, and / or speaking. Someone is said to be literate, if someone can understand something because of the right information and can do something from the information he gets. There are two main elements in literacy skills, namely how a person obtains the information needed from the right source and how someone uses that information.

Reading is a central theme of literacy competence, but reading ability cannot be measured in the reading activity itself. According to Zees (2018) to be able to measure reading ability, we need to combine reading skills and other reading and writing skills. In interpreting activities, reading activities are involved and in creating activities, there are responses that must be presented through texts which

do not have to be in written form. Text is a unit of meaning that has no connotation of measure. Text, which can be of any size, shows the relationship between reader, writer, text, culture, form and meaning; reading and writing; as well as oral and written communication. Thus the unit of meaning is not always presented in written form as a behavioral response but can also be a verbal response or a mental response.

In simple terms, literacy culture can be defined as a culture of reading and writing. More broadly, literacy culture can also be interpreted as a community culture in obtaining information from various sources and making use of that information. This literacy culture will be greatly influenced by reading habits. Reading habits are an important factor in developing a literacy culture. Reading habit becomes the embryo of writing habit. Without reading, one cannot write. This also shows how important reading habits are in realizing writing habits. These two habits are important elements of literacy culture.

In order to have learning outcomes, students must experience sufficient input. Not all knowledge involved in literacy output is learned in the current learning process. Knowledge of language and social aspects that make literacy products can be obtained in the previous learning process. Not all writing systems, vocabulary, syntax, genres, and even stories found in literacy texts are produced in the current learning process in higher education institutions. For example, a complete stop or coma can be had in the learning process in elementary schools. Therefore, understanding the tangible and intangible resources that students have as input in producing output is important.

Later they will assist in planning, focusing, delimiting, and saving time and resources of learning operations. Literacy products as learning outcomes must be evaluated whether they have met the accuracy of the original literacy used. How to evaluate literacy writing skills which includes four appropriateness components. Task suitability measures how well the writing achieves its goals. Rhetorical accuracy measures how well the writing organization takes into account its intended audience. Language accuracy measures how well language is used in accordance with the context of communication. Formal precision measures how well writing meets genre norms relevant to formatting, spelling, and neatness.

Learning outcomes are indicators that goals or objectives are achieved. Although learning outcomes reveal knowledge, concepts, skills, and actions that students should know, understand, improve, and do after completing the learning process, there are not many details about teaching and learning. The definition of learning outcomes can explain only a small number of variables to consider in teaching. Teaching is much more complex than curriculum makers would believe (Akdeniz, 2018). Learning outcomes are important but making use of them depends on the teachers.

There are teacher competencies that educators see as compromised and indispensable. One of them is the interpretation and understanding of learning outcomes in the curriculum and teacher penetration into the philosophy, vision, and mission of the curriculum. In this context, an important competency

that teachers must have is to understand and interpret learning outcomes to obtain them for students. This competency is called learning outcome literacy.

Reading literacy in the 2006 PIRLS is defined as the ability to understand and use those written language forms required by society and / or valued by the individual. Young reader can construct meaning from a variety of texts. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment. Literacy is understood as a set of abilities to process information, far above the ability, to decipher and understand school reading material (Pakistianingsih, 2014: 14).

According to Rod Welford, the Australian minister of education and culture literacy is at the core or at the heart of a student's ability to learn and succeed in school and beyond, so even though students have different backgrounds the government must strive to ensure that all of them get a literacy level adequate to face challenges. Without adequate literacy skills, students will not be able to face challenges. The point is that literacy skills are the main capital for the younger generation to win challenges.

The school literacy movement which was launched by the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia 2014, Anies Baswedan, in August 2015. The School Literacy Movement is regulated in the Regulation of the Minister of Education and Culture (PERMENDIKBUD) Number 21 of 2015. This movement aims to cultivate habits. and students' motivation to read so that they are able to grow their character through reading books. It is not enough just to read, students are also accustomed to writing by summarizing, retelling and developing stories that will hone their creativity.

According to Mursyid (2016: 3) states that the term literacy generally refers to reading and writing skills, meaning that a literate is a person who has mastered reading and writing skills in a language, however, generally speaking someone's reading skills mastery is better than his writing ability. even the ability or other language skills that precede the two skills from the point of their ease and mastery is the ability to listen and speak. Literacy is not interpreted in a narrow context, namely reading with a book only, but all forms of activities that aim to foster a habit of fondness for reading and provide students with an understanding of the importance of reading (Ma'mur, 2010: 111).

In literacy culture, all activities are carried out in a pleasant atmosphere so that during the activities students do not feel bored when the literacy culture is carried out. In addition, it is also useful to grow the main set that reading activities are not boring and even fun. Literacy culture is a breakthrough launched by the Education Office with the aim that children, especially in Indonesia, have a culture of reading, writing and thinking from an early age.

This Literacy Program is an application of reading activities that must be carried out by students and teachers within a certain time, namely taking at least one hour of lessons every week (35 minutes).

This activity is a tool in the learning process and is very useful for increasing students' insight, vocabulary, practicing writing, and growing interest in reading from an early age (Dharma, 2016: 182). Literacy culture is implemented so that students always visit the library, especially during class hours. So regularly all students get a schedule of visits to the library. So that all groups (one class) can be scheduled effectively, a compulsory visit schedule to the library is compiled to carry out Compulsory Reading Program activities.

Principles of Literasi Education

Lum (2018) states that literacy education is related to academic literacy learned in formal schools. Academic literacy in its broadest sense is not strictly a cognitive activity but also includes the interpretation and production of various texts that are often in important social contexts. The level of academic literacy required of students is unique to the individual program. It involves, "special registers and genres of language used in the learning of academic subjects in a formal school context." Each field of study consists of specific terminology, text types, discourse features, and speech styles that students should learn. Success in a university education program is based on students demonstrating an advanced literacy rate covering a wide range of language skills including reading, speaking, According to Kern (2000: 23) there are seven principles of literacy education, namely:

(a)   Literacy involves interpretation
(b)   Literacy involves collaboration
(c)   Literacy involves convention
(d)   Literacy involves cultural knowledge
(e)   Literacy involves solving problems
(f)   Literacy involves reflection and self-reflection
(g)   Literacy involves the use of language

This is reinforced by the opinion presented by Beers (2009: 31) about good practice in emphasizing the principles of GLS, namely:

(a)   Literacy development goes according to predictable stages of development
(b)   a good literacy program is balanced
(c)   literacy program integrated with the curriculum
(d)   reading and writing activities are carried out anytime
(e)   literacy activities develop oral culture
(f)   literacy activities develop awareness of diversity.

From these explanations, it can be concluded that literacy education involves interpretation, collaboration, conversion, cultural knowledge, problem solving, self-reflection, and involving language users. Therefore, in carrying out literacy education, it must involve these literacy principles. Literacy education is very important for every student to have. There are various ways to teach literacy education to students, one of which is through the School Literacy Movement (GLS).

METHOD

This research is a research development (Research and Development) in the field of education. This research is referred to as development research because it develops a pocket book to educate public literacy about Covid-19. The development carried out in this research will produce a product in the form of a covid-19 educational guide. The development procedure in this study used the ADDIE (Analysis, Design, Development, Implementation, Evalution) model development and research design developed by Robert Maribe Branch. The ADDIE model development steps can be seen as follows:
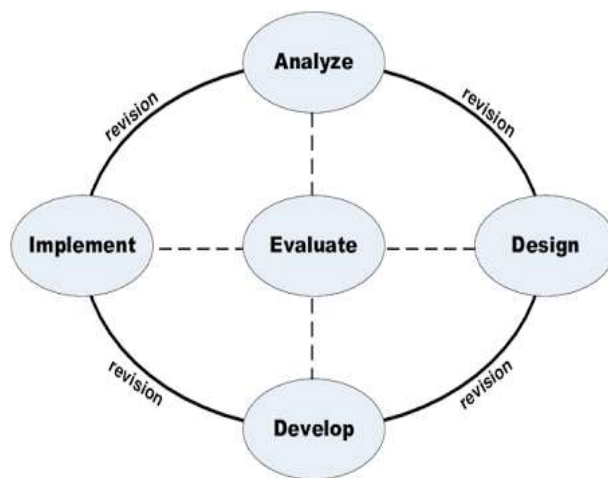

Figure 1. The ADDIE Development Model Concept
(Branch, 2009: 2)

The stages of research carried out in developing the Covid-19 literacy education guide are as follows:
  (1) The analysis stage (analysis), the analysis stage is a process in analyzing the needs of the affected community which can be used as a reason for conducting research.
  (2) The planning stage (design), the design stage is a process in designing the concept of the Covid-19 Literacy Education Guide based on content and form suitable for the general public, the suitability of the form and definition according to the needs of the rural community.
  (3) The development stage, the development stage is a process in making and testing the product being developed, including the preparation of socialization steps, workshops, or the distribution of initial information about the product to be developed (prototype form).
  (4) The implementation phase, the implementation stage is a process carried out to test products that have been developed and validated by expert lecturers. This stage is used to measure the level of practicality through the implementation of the Covid-19 literacy education guide.
  (5) The evaluation stage, the evaluation stage is the last process in developing the ADDIE model. This stage can be done after the implementation stage is complete through data collection during community trials.

There are two types of data analysis used in this development research, namely quantitative data and qualitative data. Quantitative data obtained from the validation results of expert lecturers in measuring the level of validity / feasibility of the guidelines used. Meanwhile, qualitative data was generated from input and suggestions by expert lecturers when validating the guidelines. This study uses validation as a data collection technique to obtain data based on the instruments that have been made.

In this study, the instrument used was a validation sheet to measure the validity of the Covid-19 literacy education guide. This validation is in the form of a closed questionnaire that uses a Likert scale reference based on the assessment carried out by means of a checklist and scoring 1-4 by material experts and media experts. The validation results will be analyzed using the following calculations:

$$P = \frac{f}{n} \times 100\%$$

(Source: Riduwan, 2014: 43)

Information:

P = percentage of average value

F = total score obtained

N = maximum number of scores

In drawing conclusions, the results of the data analysis obtained need to be interpreted in the percentage table of validity criteria as follows:

Table 1. Validation Assessment Criteria

Percentage	Criteria	Information
0% - 20%	Very invalid	Needs to be totally revised
21% - 40%	Less valid	Needs to be totally revised
41% - 60%	Quite valid	Needs revision
61% - 80%	Valid	Needs a little revision
81% - 100%	Very valid	No need for revision

(Source: Riduwan, 2014)

It can be seen from the table above that the Covid-19 literacy guide can be declared valid or suitable for use if all validation components meet the percentage score $\geq$ 61%.

RESULT

This chapter describes the results of the development of the COVID-19 handbook, which contains several guidelines, including (a) hand washing guidelines; (b) guidance on wearing masks; (c) guidance of worship in places of worship; (d) guidance for activities outside the home; (e) home entry guidance after traveling; (f) eating guidelines in restaurants / food stalls; (g) guidance on using public transportation; (h) guidance for visiting relatives / relatives, tourist attractions and trips out of town /

country; (i) outdoor play guide for children. The subjects at the implementation stage of this study were the people of Kemlagi Village, Mojokerto Regency. The validation table for the COVID-19 guidebook is presented as follows.

Table 2. Validation Assessment Criteria

Percentage	Criteria	Information
0% - 20%	Very invalid	Needs to be totally revised
21% - 40%	Less valid	Needs to be totally revised
41% - 60%	Quite valid	Needs revision
61% - 80%	Valid	Needs a little revision
81% - 100%	Very valid	No need for revision

(Source: Riduwan, 2014)

It can be seen from the table above that the Covid-19 literacy guide can be declared valid or suitable for use if all validation components meet the percentage score $\geq 61\%$.

The covid guidebook developed in this study as a guide or procedure for carrying out various activities in this new normal era. This product is produced in the form of an A5 size book that is practical and easy to carry anywhere. In addition, this pocket book is accompanied by an interesting animated illustration for the reader. The graphic expert who tested the covid-19 handbook is a validator who has expertise in graphics and book design. The following results from media validation by experts are presented in the table below.

Table 3. Results of Graphic Validation by Experts

No.	Observed aspects	Score		Average	Information
		V1	V2		
1.	Book cover design	4	4	4	Very valid
2.	Book content layout design	4	4	4	Very valid
3.	Writing rules	4	4	4	Very valid
4.	Language eligibility	4	4	4	Very valid
5.	Serving eligibility	4	4	4	Very valid

Source: data processed by the author, 2020

Table 3 shows that the percentage results of each assessment indicator from media experts indicate that the covid-19 guidebook developed is very good or very feasible. The acquisition of the eligibility percentage indicates that the book is very suitable for use without any revision.

Material experts who test the covid-19 handbook are validators who have expertise in the material and content of a book. The presentation of quantitative data from the results of the material expert trial is as follows.

Table 4. Result of Material Content Results by Experts

No.	Observed aspects	Score		Average	Information
		V1	V2		
1.	Material truth	4	4	4	Very valid
2.	Conformity with community needs	4	4	4	Very valid
3.	Benefits for adding insight	4	4	4	Very valid
4.	Clarity of purpose	4	4	4	Very valid
5.	Completeness of information	4	4	4	Very valid
6.	The communicative nature of the language used	4	4	4	Very valid
7.	The developed pocket book makes it easy for readers of all ages	4	4	4	Very valid

Source: data processed by the author, 2020

Table 4 shows the results of validation by material experts who state that the covid-19 handbook is very feasible. These results are seen from the acquisition of a percentage of the feasibility assessment by material experts as a whole of 100%. The acquisition of the percentage of feasibility shows that the textbook is very suitable for use with a few revisions according to the advice of material experts

Furthermore, researchers conducted individual trials after obtaining input from material expert trials and media experts. The test subjects at this stage were 15 people from Kemlagi Village, Sidoarjo Regency. The results of the individual trials by the Kemlagi village community were:

Table 5. Individual Trial Results

No.	Indicator	Percentage of Eligibility (%)	Information	Conclusion
1.	Convenience	81.3	Very Valid	Very Worth it
2.	Attractiveness	83.3	Very Valid	Very Worth it
3.	Understanding	83.4	Very Valid	Very Worth it
4.	Updates	89.3	Very Valid	Very Worth it
		91.73	Very Valid	Very valid and feasible with a few revisions

Source: data processed by the author, 2020

Table 4 shows that the percentage results of each assessment indicator from the village community of Kemlagi, Mojokerto Regency, show that the covid-19 guidebook developed is very feasible and valid. The results of the overall assessment by the Kemlagi village community through individual trials obtained a percentage of 91.73%. The percentage acquisition indicates that the book is very suitable for use with a few revisions accordingly.

This evaluation stage is the stage to assess the results of the implementation of the Covid-19 guidebook. This stage is required for revision purposes. The revision aims to produce products that are

suitable for use by students. Revisions were made based on criticism, suggestions, and comments from material experts, media experts, and individual tests conducted by the community of Kemlagi village, Mojokerto Regency

DISCUSSION

The results of the material expert validation as a whole were obtained at 100%. These results indicate that in terms of the textbook material is very feasible to use. The results obtained cannot be separated from the contents of the pocket book which contains material contextually and is accompanied by visual images. According to Safitri (2014), teaching materials equipped with pictures can support learning and can also stimulate students to analyze and process information. In line with Safitri's opinion, Rotter (2006) states that the images contained in teaching materials have a positive effect on the ease with which students read and improve understanding.

The results of the validation of the media expert as a whole obtained an assessment of 92.63%. These results indicate that from a graphic point of view the textbook is very feasible to use. Rotter (2006) describes four aspects that must be considered in designing an attractive book, namely contrast, layout, typeface, and image design. These four aspects will determine the process of delivering messages to the public. According to Supriadi (2000), aspects that need to be considered in a book from a physical or graphic perspective are typology, layout, covers, and illustrations. This aspect is very influential on people's interest in reading and studying the books being developed. Overall individual test results were obtained at 91.73%. These results indicate that in terms of attractiveness, understanding, convenience, and renewability is very suitable for use by the community. Based on the public's response, the public admitted that they were interested in reading pocket books and were motivated to learn more. This is in line with the opinion of Adalikwu and Iorkpilgh (2013) which states that books act as facilitators aimed at readers and develop the motivation of the people who read them.

Research-based textbook development is based on the advantages possessed by textbooks developed based on research results. The advantages of the research-based covid-19 guidebook according to Primiani (2014) is that the textbooks developed from the research results are arranged systematically, are easy to use by lecturers and students because empirical data are obtained, the results of research presented in pocketbooks are examples. contextual and applicable, concepts are easy to understand because they are obtained directly from research activities. Research-based textbooks that are developed can be a bridge between research and learning.

After the covid-19 pandemic was determined by the government regarding the rules of Work From Home (WFH) and Study From Home (SFH), inevitably there have been major changes to the lifestyle of the community including the various daily activities carried out by the community must be in accordance with the health protocol established by the Government (Soenarto, 2020: 2).Various efforts made by the government in tackling the spread of Covid-19 will not be able to succeed optimally without being accompanied by the participation of the community as a whole. The community also

has a big role in tackling the spread of Covid-19 through self-awareness in protecting the environment, maintaining cleanliness and security directly. One thing that can be done is to educate oneself to avoid Covid-19 by observing official guidelines issued by the government and other institutions. These guidelines will stimulate the enthusiasm of the community to stay healthy in the midst of the outbreak of a virus which has no end and has yet to be predicted.

CONCLUSIONS

The purpose of this research is to describe the condition of rural communities that are affected by the economy and educate rural communities through awareness of Covid-19 literacy in order to provide knowledge about the importance of living a healthy and safe life from Covid-19. In addition, it is also to prepare rural communities to face the new normal, a condition of society that requires a new order that seeks to escape the physical and psychological pressures caused by Covid-19 by using simple language that is easily understood by rural communities. Rural communities also do not need to drag on in grief and must provide new motivation to rise. It is hoped that the existence of the covid-19 pocket book can help the community in preventing the transmission of covid-19 and changing healthy living behaviors based on literacy behavior.

REFERENCES

Akdeniz, D. G., & Argün, Z. (2018). Learning Outcome Literacy: The Case of Five Elementary Mathematics Teachers. *Australian Journal of Teacher Education, 43*(11), 51-70.

Akturk, O. A., Izci, K., Caliskan, G., & Sahin, I. (2015). Analyzing preservice teachers' attitudes towards technology. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering, 9*(12), 4279-4282.

Amir, Taufik. (2010). *Inovasi Pendidikan Melalui Problema Based Learning: Bagaimana Pendidik Memberdayakan Pembelajar di Era Pengetahuan*. Jakarta: Kencana.

Beers, C. S., Beers, J. W., & Smith, J. O. (2009). *A Principal's Guide to Literacy Instruction*. New York: Guilford Press.

Bishop, E. (2014). Critical Literacy Bringing Theory to Praxis. *Journal of Curriculum Theorizing, 30* (1), 51-63.

Çam, E., & Mübin, K. (2017). Perceptions of Prospective Teachers on Digital Literacy. *Malaysian Online Journal of Educational Technology, 5*(4), 29-44

Corbett, M., & Donehower, K. (2017). Rural literacies: Toward social cartography. Pennsylvania. *Journal of Research in Rural Education, 32*(5), 1-13.

Creer, Adele. (2018). Digital Literacy Practices' into the Classroom: An Analysis of Multi-layered Media, Modes and their Affordances. *Journal of New Approaches in Educational Research, 7*(2), 131–139

Dharma, Satria. (2016). *Transformasi Surabaya sebagai Kota Literasi*. Surabaya: Unesa University Press

Faizah, Dewi Utama. (2016). *Panduan Gerakan Literasi Sekolah di Sekolah Dasar*. Jakarta: Dirjen Dikdasmen Kemendikbud RI.

Fleming, Jennifer. (2015). What Do Facts Have to Do with It? Exploring Instructional Emphasis in Stony Brook News Literacy Curriculum. *The National Association for Media Literacy Education's Journal of Media Literacy Education, 7*(3), 73-92, 2015

Herliani, Y., Isnaini, H., & Puspitasari, P. (2020. Penyuluhan Pentingnya Literasi Di Masa Pandemik Pada Siswa SMK Profita Bandung Tahun Ajaran 2020/2021. *Community Development Journal, 1*(3), 277-283

Jan, Salma. (2018). Investigating The Relationship Between Students Digital Literacy And Their Attitude Towards Using ICT. *International Journal of Educational Technology,* 5(2), 26-34

Kern, Richard. (2000). *Literacy & Language Teaching*. Oxford: Oxford University Press.

Lum, L., Alqazli, M., & Englander, K. (2018). Academic Literacy Requirements of Health Professions Programs: Challenges for ESL Students. *Tesl Canada Journal / Revue Tesl Du Canada, 35*(1), 1–28

Ma'mur, Lizamudin. (2010). *Membangun Budaya Literasi*. Jakarta: Diadit Media

Mustari, M., & Sari, Y. (2017). Pengembangan Media Gambar Berupa Buku Saku Fisika Smp Pokok Bahasan Suhu Dan Kalor. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni, 06*(1), 113-123

Nurohmah, R., Aini, N., Kholik, A., & Maryati, N. (2020). Literasi Media Digital Keluarga di Tengah Pandemi COVID-19. *Educivilia: Jurnal Pengabdian pada Masyarakat, 1*(2), 159-168

Salim, Peter & Yenny Salim. (2002). *Kamus Bahasa Indonesia Kontemporer*. Jakarta: Modern English Press.

Sulistyani, N. H. D., Jamzuri, & Rahardjo, D. T. (2013). Perbedaan Hasil Belajar Siswa antara Menggunakan Media Pocket Book dan Tanpa Pocket Book pada Materi Kinematika Gerak Melingkar Kelas X. *Jurnal Pendidikan Fisika, 1*(1), pp.167.

Sumarto. (2020). Pengabdian Masyarakat pada Masa Pandemi Pembuatan Buku Dan Karikatur Sekolah Covid – 19 Dalam Memberikan Panduan Belajar Online Selama Pandemi Dan Membantu Ekonomi Masyarakat Melalui Penjualan Buku Serta Karikatur. *Jurnal Literasiologi, 4*(1), 94-110