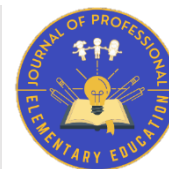




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INDONESIAN GOVERNMENT POLICY: LEARNING LITERACY AT TEACHER COLLEGE COLUMBIA UNIVERSITY

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Abstract

The purpose of this research is to present a comprehensive overview of the Microcredential program TCRWP in an effort to improve teacher literacy competence in Indonesia. The research method used descriptive qualitative with 53 teachers as subjects from PAUD (Pendidikan Anak Usia Dini/Preschool) and SD (Sekolah Dasar/Elementary School) levels from 14 provinces in Indonesia. The results of the study show the government's success in increasing teachers' literacy competence through implementation of the TCRWP microcredential program with an indicator of test scores > 80. The rationalization for the success of this program consists of (1) An increase in teachers' understanding of the continuum literacy principle conceptually as a representative polarization of literacy learning in the context of Indonesian education; (2) Capacity building in choosing and developing decodable books and their levels; (3) An increase in ability to formulate reading workshop strategy as an innovative strategy in developing more contextual literacy learning.

Keywords: Literacy, Microcredential, Teachers College

INTRODUCTION

Literacy is believed to be an important concept that is needed in improving Human Resources (HR) in Indonesia. literacy is a major component in developing life skills that cover all aspects of human life (Sari, 2021). Literacy is also considered an indicator of a country is said to be advanced. Therefore, enhancing the literacy of Indonesian citizens is an important aspect in order to align the Indonesian nation with other developed countries. Serious efforts are needed in increasing literacy to support the achievement of collective intelligence and the construction of a more literate Indonesian society (Ansori, 2020; McGrath & Fischetti, 2019; Nopilda & Kristiawan, 2018; Taufina & Zikri, 2020).

Education is expected to be able to produce students with skill profiles that are in line with global needs. This profile includes the ability to think critically and

creatively, communicate effectively, and work collaboratively. Hence, education that strengthens literacy skills becomes crucial. In the digital information era, education that strengthens literacy skills improves students' critical and creative thinking abilities through various multimodal texts and increases their ability to communicate effectively so that they are able to contribute as world citizens. Therefore, literacy needs to be taught from an early age, especially at the *PAUD* (*Pendidikan Anak Usia Dini*/Preschool) and *SD* (*Sekolah Dasar*/Elementary School) level.

Teachers are one of the keys to success and are at the forefront of creating a more literate Indonesian society (Setyawan & Gusdian, 2020). However, there are still many teachers who have inaccurate perspectives and understandings in interpreting literacy resulting in various kinds of misconceptions (Saadati & Sadli, 2019; Setyawan & Gusdian, 2020).

The most common misconception is the teacher's understanding of literacy skills which are interpreted as part of Indonesian Language Subjects and identical to linguistic abilities alone (Arif & Handayani, 2020; Fadhli, 2021; Nahdi & Jatisunda, 2020). Whereas, according to the *International Literacy Association* (2016) states that literacy is the ability to recognize, understand, interpret, create, compute, and communicate using visual, auditory, and digital symbols on interdisciplinary and scientific topics (Wen & Shih, 2008).

Therefore, in anticipating misconceptions about understanding teacher literacy and various literacy problems that might occur, the Directorate General of Teachers and Education Personnel Ministry of Education, Culture, Research and Technology (DGTEP) (Indonesian Term: Direktorat Guru dan Tenaga Kependidikan (GTK) Kementerian Pendidikan, Kebudayaan Riset dan Teknologi (Kemendikbudristek)) (MoECRT) of the Republic of Indonesia issued *Perdirjen* (*Peraturan Direktoral Jendral*/Regulation of the Directorate General) Number 0340/B/HK.01.03/2022 concerning the Framework of Literacy and Numeracy Competency executed through the implementation of a scholarship *microcredential* program at Teachers College Reading and Writing Project (TCRWP) Columbia University for *PAUD* and *SD* teachers in Indonesia. TCRWP was founded by Professor Lucy Calkins in 1981 referring to empirical studies in the field of literacy and is considered by many experts as a mentoring program that has successfully integrated various streams of literacy theory (including phonics, whole language, and sociocultural).

The first TCRWP program in Indonesia was carried out in 2021 and is considered successful in increasing the literacy skills of teachers at the *PAUD*, *SD*, and *SLB* (*Sekolah Luar Biasa*/ Special Needs School) levels. This is proven through the results of research conducted by Meliyanti & Aryanto (2022) regarding the analysis of *microcredential* program implementation at TCRWP Columbia University, it is known that the *microcredential* program provided new perspectives to teachers in developing teacher creations and innovations in teaching literacy in schools. In addition, most teachers stated that they had a more comprehensive understanding of the context of literacy, considering that the TCRWP is one of the literacy reference institutions in the world. Unfortunately, some teachers stated that the material provided in the TCRWP program was reviewed more in the contextualization of literacy learning patterns in America, so each teacher needed to reduce the material obtained in order to adjust the context of literacy learning in Indonesia.

DGTEP MoCRT and The Indonesia Endowment Funds for Education (Lembaga Pengelola Dana Pendidikan/ LPDP) have opened a *microcredential* scholarship program at TCRWP Columbia University for the second batch which was attended by 53 selected teachers from 14 Provinces in Indonesia. The material provided is more contextual and strengthens Regulation of the DGTEP MoCRT number 0340/B/HK.01.03/2022 concerning the Framework of Literacy and Numeracy Competency which encourages teachers to improve their literacy competence through explicit strategies. In addition, teachers get reinforcement about the importance of managing a learning environment that fosters students' motivation to love reading and writing that is more contextual to the Indonesian culture.

Therefore, to determine the effectiveness of program development *microcredential* program, then researchers will examine explicitly in regard to the effectiveness of the *microcredential* program on the literacy skills of *PAUD* and *SD* teachers based on the aspects in Regulation of the Directorate General of Teachers and Education Kemdikbudristek Number 0340/B/HK.01.03/2022 concerning the Framework of Literacy and Numeracy Competency, which covers five main aspects, including (1) Knowledge/Understanding Related to Literacy Strategies; (2) Literacy Learning and Assessment; (3) Mapping the Diversity of Students' Reading and Writing Abilities; (4) Literacy-Rich Learning Environment Management; and (5) Development of Self-Literacy Skills which are interpreted through two categories, consisting: the K2 category for an overview of literacy development in TK (*Taman Kanak-Kanak*/Kindergarten) and categories 3-5 for a description of literacy development in Elementary Schools (*SD*).

This study uses descriptive qualitative research which provides a comprehensive description of teacher activities in participating in the *microcredential* program at TCRWP Columbia University, containing the process of pre-implementation of the program, the process of program implementation and program evaluation in improving teacher literacy competencies.

The results of this study are expected to have implications for improving literate teachers who are able to provide impact to students, teachers, parents, school ecosystems, and society based on the Regulation of DGTEP number 0340/B/HK.01.03/2022 concerning the Framework of Literacy and Numeracy Competency)

METHOD

This study used a descriptive qualitative approach involving 53 research subjects from *PAUD* and *SD* levels with details: 2 teachers from Bali, 7 teachers from Banten, 1 teacher from Yogyakarta, 5 teachers from DKI Jakarta, 10 teachers from West Java, 8 teachers from Central Java, 12 teachers from East Java, 1 teacher from West Kalimantan, 1 teacher from North Kalimantan, 1 teacher from Maluku, 1 teacher from North Maluku, 2 teachers from North Sumatra, 1 teacher from West Sumatra, and 1 teacher from South Sumatra. This research method is expected to be able to provide a comprehensive picture of strengthening literacy through the *Microcredential* program at Teachers College Columbia University as an effort to improve the literacy competence of *PAUD* and *SD* teachers in accordance with the

indicators in the Regulation of the Directorate General of Teachers and Education Kemdikbudristek Number 0340/B/HK.01.03/2022.

Data collection was carried out through participatory observation, documentation studies, questionnaires, and the provision of literacy skills tests with research procedures covering four stages including (1) data collection; (2) processing survey data results; (3) data analysis (data reduction and inventory); and (4) summarizing the survey results (Cresswell, 2014). Therefore, the results of this study describe three research findings, consisting of (1) a description of the pre-implementation of the program; (2) a description of program implementation; (3) an evaluation of program implementation. These three findings are expected to provide an overview of the effectiveness of *Microcredential* program at TCRWP in an effort to improve the literacy skills of *PAUD* and *SD* teachers in Indonesia.

RESULT AND DISCUSSION

The results of this study are a strategic effort to improve teachers' literacy competence in Indonesia. One of the concrete attempts made by the government is the issuance of the Regulation of DGTEP MoECRT number 0340/B/HK.01.03/2022 concerning the Framework of Literacy and Numeracy Competency. This regulation formed the basis for developing teachers' literacy competencies in Indonesia which cover five aspects: (1) Knowledge/Understanding Related to literacy Strategies; (2) Literacy Learning and Assessment; (3) Mapping the Diversity of Students' Reading and Writing Abilities; (4) Literacy-Rich Learning Environment Management; and (5) Development of Self-Literacy Skills.

In support of the Regulation of the DGTEP MoCART number 0340/B/HK.01.03/2022 the government developed a *microcredential* program at TCRWP Columbia University in an effort to improve the literacy skills of *PAUD* and *SD* teachers in Indonesia. Therefore, the results of this study provide a comprehensive illustration of teacher's activities in participating in the *microcredential* program at TCRWP Columbia University, including the process of pre-implementation of the program, program implementation, and program evaluation in improving teachers' literacy competence.

1. Pre-Implementation of the TCRWP Microcredential Program

Pre-implementation of the program is carried out to prepare teachers to participate in the microcredential program at TCRWP Columbia University through various conceptual and practical matriculations. Some of the pre-training activities can be seen in **Figure 1**.

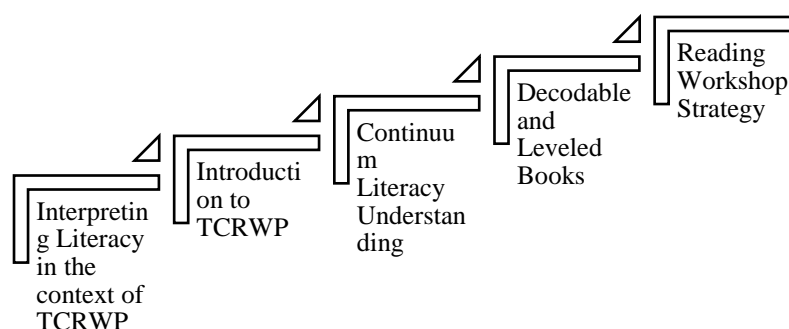


Figure 1. Program Pre-Implementation Chart

Program pre-implementation activities are carried out in parallel by inviting literacy experts in Indonesia who are expected to be able to encourage teachers to reflect and think critically in interpreting literacy. Each teacher is also expected to be able to reduce various information obtained while participating in the program by considering the cultural context in Indonesia.

In the pre-implementation activities of the program in the first session, each teacher received information about the true meaning of literacy. Each teacher's initial ability in literacy was identified in the hope to prevent any misconceptions about literacy as a reading activity that is identical to Indonesian Subjects, despite the fact that *International Literacy Association* (2016) identified literacy as the ability to think, understand, analyze, various texts to improve thinking skills to meet life's needs. Literacy involves a continuum of learning that is measured at different levels of proficiency (Cleovoulou & Beach, 2019; Wen & Shih, 2008). One of the important things to interpret literacy in the TCRWP context is continuum literacy, a concept that explains that literacy can be taught at all levels of education and does not make the chronological age factor the basis of literacy.

In the second session, each teacher received an overview of the TCRWP Columbia University program. The TCRWP program was founded by Lucy Calkins in 1981. The idea for the TCRWP came from her mentor, Donald Graves (progressive educator). The TCRWP philosophy is to assist children to be able to construct reading and writing literacy processes which are manifested in TCRWP programs: (1) Minilesson; (2) Independent Reading; (3) Conferences dan small group; (4) Mid-workshop Teaching Point; (5) Independent Reading; (6) Teaching Share; (7) Partner Share; and (8) Reading Club. The TCRWP program which is participated in by PAUD and SD teachers in this program is focused on two categories based on educational level: the K2 category for an overview of literacy development in Kindergarten (TK) and the 3-5 category for an overview of literacy development in Elementary Schools (SD).

In the third session, each teacher received an explicit picture of continuum literacy as an important content in interpreting literacy that is not based on chronological age and educational level, so this session becomes a new paradigm for every teacher regarding the importance of teaching literacy as early as possible. Continuum literacy can be interpreted in two ways: Learn to read and Read to learn.

Continuum literacy emphasized more on the literate understanding that is not based on categorical things (Wen & Shih, 2008; Yunianika, 2019). In order that literacy skills can be taught at all degrees with more varied levels. The literacy continuum states three paradigms in literacy, namely (1) reading does not start from the early grades when children begin to be able to read; (2) reading begins as early as possible when the child understands the interaction with the text (Goodman; 1986); (3) it is not a flaw when a new child can only say two or three words, there are so many combinations of meanings in these words. Therefore, literacy learning should build students' skills through learn to read, which is marked by fluency in reading and skills in literacy through read to learn.

In the fourth session, each teacher received an overview of the selection and development of decodable books and leveled books. In order to pair books and target readers, it is necessary to pay attention to the fulfillment of two supporting book characteristics, namely 'decodable book' and 'leveled book'. The book should be available in Indonesia to support literacy-strengthening programs, especially for students. By definition, decodable books are books with the characteristics of containing text/image material that is easily digested by Early Readers and Beginner Readers, while leveled books are books that contain text/picture material that gradually increases the complexity of the language as a reading challenge. Every teacher is expected to be able to understand these two types of books because one of the TCRWP goals is to assist children to be able to construct reading and writing literacy processes based on decodable books and leveled books.

In the fifth session, the teacher gets an overview of literacy learning strategies in class through reading workshops.

Table 1. Reading Workshop

No.	Stages	Aspect
1	(Connecting) Connecting with things students already know or have learned.	Connect with students' prior knowledge
		The language used is clear, simple, and easy to understand
		Engage students in interactions
2	(Teaching point) Asserting learning objectives in language students can easily understand	State the subject matter explicitly
		Grow interests in the material
3	(Teaching) Explicitly teach/model strategy	Use relevant reading sources
		The language used is clear and easy to understand
		Modeling thought processes
		The strategy has a clear focus
		The strategy has easy steps to follow
4	(Active Engagement) Guiding students to implement the strategy	Give students the opportunity to choose the relevant reading
		Provide detailed input and appreciation
		Provide clear suggestions for improvement
		Appreciate the student's thought process
5	(Link)	Use simple and easy-to-understand language
		Convey the conclusion clearly
		Engage/involve students

These five sessions are assets for every teacher in following the *microcredential* program at TCRWP Columbia University, in which every teacher is expected to be more active and critical while participating in the program.

2. Implementation of the TCRWP Microcredential Program

There are two categories of microcredential programs at TCRWP Columbia University which are based on educational level, namely K2 for TK and Grade 1 and 2 SD teachers, also 3-5 category for SD teachers.

A. K2 Category

The K2 category focuses on developing literacy at the TK level with the Rebecca Cronin as the main spokesperson which is carried out in four sessions over four days.

In the first session, each teacher was directed to think more reflectively and understand the importance of balanced literacy. Each teacher is directed to reflect on the literacy learning activities that have been carried out and make students the main reason for developing literacy programs in schools. Each teacher is given an overview of TED (Talk about learning and performance) which motivates each teacher not to feel satisfied with teaching literacy that has been done and every teacher must get out of their comfort zone.

Every teacher must know each student better, build good connections with students, and know their characteristics, where they come from, family, culture, hobbies, dislikes, etc.



Figure 2. Student Identity

When talking about the context of teaching reading, the connection that is built is providing information about students' previous knowledge or background knowledge about what is focused on when teaching reading or about books that will be read according to students' situations and conditions by considering the reading component.

Some components of reading are interpreted in *balanced literacy*.



Figure 3. Components of Balanced Literacy

To build a good reading habit teachers need to activate the power in the students that they are amazing readers, choose a book as their favorite, focus on different things (difficult words, reading - re-read, reading with intonation or pay attention with the punctuation) and done in consistency and routine.

1) Reading process

Reading independent, partnership. Conferring/small group discussion. The teacher move around the class, observes each group or reading activity, and gives feedback to each of them

2) Share

Shared what students have read to the class

In the second session, each teacher received two main explanations regarding the importance of providing effective feedback and read aloud. Effective feedback means: (1) specific, timely, and goal-oriented; (2) leads to deliberate practice or more intentional; (3) involves the learner (the learner is ready to receive feedback); (4) presented with care.

Three types of feedback are (1) Appreciative (to motivate and encourage); (2) coaching (that helps to improve); (3) evaluative (that helps learners understand how they are doing). Effective feedback should focus on the readers and some ways to do that is we can confer around.

- 1) Reader's identity (what genre, motive, modality)
- 2) Habit (volume, text choice, reading goals, writing about reading)
- 3) Reading skills
- 4) Collaboration & discussion technique

Furthermore, each teacher gets an overview regarding reading aloud as the right way to teach reading at the kindergarten level. Several things to consider Read aloud: the power of shared stories and studies, the book talks to deepen comprehension, plan it with purpose, re-read for different purposes, explore the author's craft, and how to teach vocabulary.

Element of Read-Aloud:

- 1) Before Reading: sneak-peak, predictions, title author & illustrator.
- 2) During Reading: scaffold, stop and think/jot/ sketch, think-aloud, listen for.
- 3) After Reading: whole class conversation, summary, author's message, practice vocabs, text evidence.

In the third session, each teacher received an overview regarding the management of the library or reading corner at school. Marie Kondo's approach to tidying up focuses on what we love and need to live the life we envision for ourselves. It applied to library management. We can manage the library just like in a bookstore. It is well organized. We also have to pay attention to details. Such as: (1) Use bins that are easily accessible and neatly labeled (labeling on books is important to help students decide); (2) Library layout; (3) Categorized the books (by topic, level); (4) The basket book (do not too full which consist of heavy books)

Five laws of library science (S. R. Ranganathan, 1931):

- 1) Books are for use: All efforts should be made to ensure that all the books kept in the library are used because it is created for use. This means that books in libraries are not meant to be shut away from their users.
- 2) Every reader his book: The "books are for use by all" or "books for all." It stressed that every reader has the equal right to get the book of his / her interest.
- 3) Every book its reader: Every book in a library must find its reader.
- 4) Save the time of the reader: Students should be able to easily locate the material they desire quickly and efficiently. (Choose-pick-read)
- 5) The library is a growing organism: It means that a library should be a dynamic institution that is never static in its outlook.

In order to sort the book, we can ask for student help to decide which book is to stay and pull out. We can sort the book using MUSTIE (Misleading, Ugly, Supersede, Trivial, Irrelevant, and Elsewhere).

In the fourth session, each teacher received an explanation regarding shared reading. The purposes of shared reading are (1) to bring joy, and build community; (2) to practice comprehension work; (3) to grow vocabulary and build fluency; (4) to develop reading habits before, during, and after; (5) explicit transfer of Phonics, decoding.

Steps you can use during the shared reading:

- 1) Rally and Activate: Inform students the prior language they have had or strategy they have learned.
- 2) Try it
 - a. Read the text together. Teacher may lead and students follow it. Read it again, this time you may use a lighter voice to listen to them more involve in reading and teacher can talk the specific word comes out from the book and talk about the meaning. After that, read with expression and gesture.
 - b. Do Phonics warm up
 - c. Blending and Segmenting
 - d. Vocabulary building
 - e. Comprehension support of the story or things read in the book
- 3) Link: Students will try the strategy supervised by the students.
- 4) Conferring in Shared Reading: (1) Give complements and (2)What do teachers want to teach them so they would reading in better way.

B. 3-5 Category

The 3-5 category is intended for *SD* teachers from grades 3-6, thus the microcredential program for the 3-5 category examines more knowledge and practical tips for developing literacy learning in grades 3-6 elementary schools. There were 4 sessions for 4 days delivered by the TCRWP spokesperson who is an expert in the field of literacy, Alexis Ceterko.

At the beginning of the session, each teacher received a perspective regarding the learning zone and performance zone.

Table 2. Learning Zone and Performance Zone

Learning Zone	Perfomance Zone
1. the goal is to learn and concentrate on the skills that have not yet been mastered. 2. Mistakes are to be expected in this zone. 3. Learning is all about focusing on growth to improve future performance. 4. where mistakes are expected 5. failure is part of the learning process 6. designed for improvement.	1. the goal is on execution with a concentration on the skills already mastered 2. failure is costly 3. achieve our best results

Furthermore, after the teacher had understood the learning zone and performance zone, each teacher is directed to better understand reading identity.

Reading identities are associated with how capable a student believes they are at comprehending texts and the value they place on reading. What teacher can do to help student to build their positive reading identity: (1) start with your own reading identity; (2) reinforce that your reasons for reading matter; dan (3) use stems to continue talking about reading identities.

Reading identities can be very powerful and influence how your students do or do not improve as readers.

Table 3. Reading identities

Students with positive reading identity	Student with negative reading identity
1. Raising their hands to talk	1. Not raising their hands to talk
2. Offering ideas	2. Not offering ideas
3. Asking questions	3. Not asking questions
4. Helping their classmates	4. Not helping their classmates
5. They are going to be more engage	5. They are not going to be more engage

Some important things that need to be considered by the teacher

- 1) Students need long stretches of time to read. Use the principles of deliberate practice to guide your students before and during reading, to work independently with a text and then reflect on what they've read.
- 2) Students need opportunities to read books that are accessible to high interests. When you allow students to choose high-interest reading material, they read more and experience greater comprehension as a result.
- 3) Students need explicit instruction. Explicit instruction is a method of teaching in which the teacher breaks a specific skill down into manageable steps, clearly models those steps, and then engages the learner in guided practice, followed by independent practice.
- 4) Students need to talk and write in responds to the text. This activity hones the student's critical thinking skills as well as their ability to express their thoughts in writing. It gives students an opportunity to engage in reading as an active exercise.

Afterward, teachers obtained knowledge regarding the importance of balanced literacy. Components of balanced literacy are: (1) Reading workshop; (2) Shared reading; (3) Phonological awareness; (4) Phonics; (5) Read aloud; (6) Interactive writing; (7) Writing workshop; and (8) Shared writing.

In the next session, each teacher gained an understanding of the importance of giving feedback. There are some notes in regard to feedback: the feedback we give is not focused on the text read by our students but more on the reader itself and the feedback we receive give it can be in the form of appreciation that gives motivation or encouragement, or coaching that aims to help better or in the form of an evaluation that serves to help children do better in the future.

The feedback we give to students can cover 4 areas including,

- 1) Student habits, namely students' habits in reading.

- 2) Reading skill in the form of students' ability to read.
- 3) Identity in the form of the genre of what is read by students, the student's motivation is in the choice
- 4) Collaborative and discussion in the form of feedback given by the teacher regarding how students collaborate and discuss in their reading activities.

Following that, each teacher received a reading conference discussion. Reading conference can help student establish and build upon their reading habits, teacher can discuss: (1) volume/stamina; (2) text choice; (3) writing about reading; and (4) goals.

Reading conference is a conversation between the teacher and students that allow students to share their thoughts about their reading and determine future reading strategies and goals. It is time for students to reflect on their reading and can also be used by the teacher to provide guidance and input for students. The thing to remember is that in this conversation, the teacher must ensure that the conversation is not an interrogation but a discussion. Conversation must walk casually and naturally, and as far as possible students are not in a nervous state.

In the final session, each teacher gained material about exploring our identities. There are several things that must be considered in exploring identities:

- 1) Identity webs
- 2) Areas of specialty
- 3) Passion
- 4) Talk Circle
- 5) Speed Dating Books

You can find out students' identity first

- 1) Making students identity web - to deepen students' understanding of themselves, Sharing their own identity charts with peers can help students build relationships.
- 2) Class-list Passion - Things they good at
- 3) Talk circles - used as the talking piece and passed to facilitate and share speaking time in the circle'. They discuss and share thoughts and interest.
- 4) Speed dating books - Students spend 3-5 minutes with a book of their choosing and rate the books they 'date' on their attractiveness, personality, and comprehension/compatibility / talking about his/her favorite's books.

C. Evaluation of the TCRWP Microcredential Program

The 2022 TCRWP microcredential program is one of the concrete efforts in realizing the aspects and scope of teacher's literacy competencies contained in the Regulation of the DGTEP Directorate number 0340/B/HK.01.03/2022.

Table 4. Teacher's literacy Competence

Aspect	Scope
Knowledge/Understanding of Literacy Strategy Techniques	The concept of research-based reading learning from a cognitive, linguistic, sociocultural, and affective perspective. The concept of research-based writing learning from a cognitive, linguistic, sociocultural, and affective perspective. Learning plan procedures and assessments of reading and writing according to the characteristics

	and students' needs. Knowledge of language to communicate effectively through verbal, writing, and multimedia
Literacy Learning and Assessment	Skills in designing lessons and assessments that focus on improving students' literacy skills with student-centered methods
Mapping the diversity of students' reading and writing abilities	Skills to identify and map students' reading and writing abilities.
Management of a literacy-rich learning environment	Arranging and managing the physical and social-affective environment in order that the classroom becomes a fun, meaningful place for learning, also fosters interest in reading and writing
Development of Self Literacy Skills	Improving self-professional competency in a sustainable manner through reading, writing, conducting research both independently and collaboratively

The following are the scores obtained by teachers based on important aspects in the Regulation of DGTEP number 0340/B/HK.01.03/2022 with an average score of 82.12 with a range of 53-95.

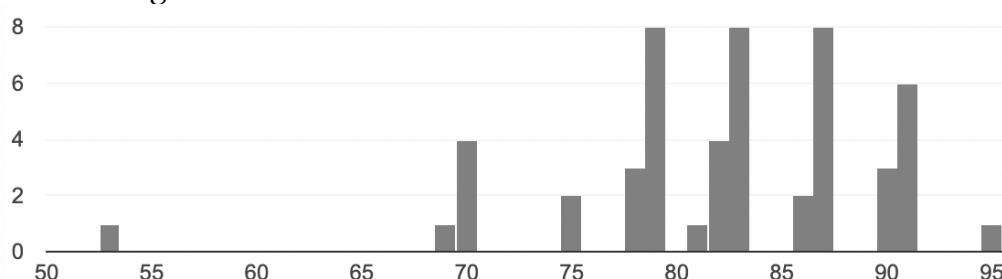


Figure 4. The Teacher Score

Evaluation of the TCRWP microcredential program in the context of this study is aimed to determine the effectiveness of the program that has been implemented through a reflective picture which is manifested in the form of a SWOT analysis.

Table 5. SWOT analysis

SWOT Analysis	Analysis Results
Strengths	<ol style="list-style-type: none"> 1. The TCRWP microcredential program has novelty value for every teacher, especially the development of American literacy learning practices that can be carried out in Indonesia, one of them is the <i>reading workshop</i> strategy which has not been conducted in Indonesia 2. Teachers get various knowledge, approaches, methods, strategies, and literacy learning techniques developed at TCRWP. 3. Teacher's literacy competence increases with test score indicators >80. 4. The 2022 TCRWP microcredential program is much more adaptive than the 2021 TCRWP microcredential program due to its relevance towards the Indonesian context. 5. The TCRWP program receives financial support from LPDP RI
Weaknesses	There are some materials that are considered not contextual with linguistic aspects in Indonesian because most of the examples are linked to the context of using English.
Opportunities	<ol style="list-style-type: none"> 1. The teacher's perspective in understanding literacy becomes much more comprehensive as TCRWP is one of the world's literacy reference institutions

	2. The TCRWP program is in accordance with the aspects and scope of the DGTEP Director Regulation number 0340/B/HK.01.03/2022
Threats	<ol style="list-style-type: none"> 1. Teachers have to be smarter in adapting each material obtained in the TCRWP microcredential program, considering some of the material presented is more orientated in the American cultural context. 2. The commitment of teachers in providing feedback to students, other teachers, the school, and other school ecosystems.

Based on the results of the analysis of the results that have been carried out, it can be seen that the 2022 TCRWP microcredential program has been declared successful in increasing the competence of *SD* and *PAUD* teachers.

CONCLUSION

Government policy through the implementation of the TCRWP microcredential program is considered successful in increasing the teachers' literacy competence in Indonesia with an indicator of test scores > 80. This program is considered to have novelty value in developing literacy learning practices in Indonesia. Each teacher received various knowledge, approaches, methods, strategies, and literacy learning techniques developed at the TCRWP which have implications for increasing teacher literacy competencies in accordance with the Regulation of the DGTEP number 0340/B/HK.01.03/2022 concerning the Framework of Literacy and Numeracy Competency for Elementary School Teachers. Government policy implications through the TCRWP microcredential program include: (1) Increasing teachers' understanding in regards to the concept of continuum literacy principles as a polarization of literacy learning that is representative towards the context of Indonesian education; (2) Capacity building in choosing and developing decodable books and their levels; (3) Increased ability to formulate *reading workshop* strategy as an innovative strategy in developing more contextual literacy learning. The results of this study show the success of the government policy in increasing the success of teacher literacy competency improvement programs which are expected to be continued in the development of other programs that are more adaptive to the context of literacy needs in Indonesia.

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