

IMPLEMENTATION OF SCHOOL LITERACY MOVEMENT TO ENHANCE READING INTEREST OF STUDENTS IN SOUTH SUMATRA

Amir Hamzah¹, Wilda Tasya², Amir Rusdi³, Krisetyaningsih⁴, Tastin⁵

UIN Raden Fatah Palembang, Indonesia^{1,2,3,4,5}

E-mail: amirhamzah_uin@radenfatah.ac.id¹, wildatasya14@gmail.com²,
amirrusdi_uin@radenfatah.ac.id³, krisetyaningsih_uin@radenfatah.ac.id⁴
tastin_uin@radenfatah.ac.id⁵

DOI: 10.14421/al-bidayah/v15i1.1031

ABSTRACT

This research aimed to evaluate the implementation of the School Literacy Movement (SLM) program, identifying the supporting and hindering factors to enhance the reading interest of students in some Elementary Schools (ES) such as ES of Yayasan IBA in Palembang, Elementary Schools of 01 Indralaya in Ogan Ilir Regency, and Elementary Schools of 3 Kayu Agung in Ogan Komering Ilir Regency. The analysis used a qualitative method with a descriptive and multi-site approach using interview guidelines, questionnaires, and observation sheets as instruments. The results showed that the implementation of the SLM program in ES of 01 Indralaya and ES of 3 Kayu Agung, effectively fostered the reading interest of fourth-grade students according to the indicators published by the Ministry of Education and Culture, including the stages of habituation, development, and learning. The supporting factors of the program that were identified included Libraries, Reading Corners, Bulletin Boards, Reading Gardens and School Literacy Carts, Identity Boards Literacy Trees, Media Utilization, School Gardens, Public Engagement, SLM Team, School Gardens, Training and Study Tours, Reading Materials, and Reading Campaign Posters. Furthermore, the hindering factors were reluctance to study, a lack of reading habits, inability to read proficiently, and insufficient support for library management by qualified librarians.

Keywords: implementation; reading interest; school literacy movement

INTRODUCTION

In this era of globalization, the need for literacy is evident in the responsibility to provide and facilitate an education system and services, as mandated by the 1945 Constitution, Article 31, Paragraph 3.¹ The school literacy movement is a cultural improvement program, especially reading, for students organized by the Indonesian government.² The paragraph emphasizes that literacy programs are an effort by the government to develop the potential of humanity, which consists of intellectual, emotional, linguistic, aesthetic, social, and spiritual intelligence, with the ability to adapt to the advances in technology and information.³

¹ UU Sisdiknas, "Sistem Pendidikan Nasional," 2003.

² K. Komariah, "The Implementation of Post-Covid-19 Pandemic School Literacy in Senior High Schools," *International Journal of Instruction* 16, no. 3 (2023): 377–94, <https://doi.org/10.29333/iji.2023.16321a>.

³ A.R.M. Fikri, *Sejarah Media: Transformasi, Pemanfaatan, Dan Tantangan*, ed. TIM UB Press, I (Malang: UB Press, 2018).



Reading is an essential skill required by all students to acquire knowledge and information⁴ (Purba, 2023). However, the ability to comprehend and use reading-materials in Indonesia is ranked low. Supporting the "right" reading practices has always been politically important. In some countries in Europe, "book learning" started to become important in the 16th century. Eventually, standardized curricula, teacher guides, uniform exams, and certification systems were created. Slowly, the state and not the parents were given the responsibility of educating children.⁵ This is evident in the results of the Programme for International Student Assessment (PISA) 2018 study, released on Tuesday, December 3, 2019, which placed Indonesia at 74th out of 79 countries (OECD, 2019). The impact of digital devices and the Internet has resulted in various changes at the social, political and economic levels, the impact of which is a major challenge characterized by the ever-changing and globalized nature of today's society. This demands the development of new skills and new learning models in relation to information and communication technologies⁶. Based on this ranking, the performance of the country appears to have declined compared to the PISA 2015 report.⁷ Activities of school literacy movement designed by the Ministry of Education and Culture are divided into three continuous stages. The three stages are familiarization, development, and learning.⁸

The data indicate the low competency of Indonesian students, particularly in comprehending reading materials. To address this issue, the Ministry of Education and Culture (Kemendikbud) has initiated measures to foster reading interest and literacy through the implementation of the National Literacy Movement program (GLN), which includes the School Literacy Movement program (SLM). Teachers in this era, who teach a group of students immersed in technology, inevitably have to find methods to increase their interest in reading. As educators in the digital age, it is imperative to discover the

⁴ direktorat Pembinaan Sekolah Dasar, *Panduan Gerakan Literasi Sekolah Di Sekolah Sekolah Dasar*, Direktorat Pembinaan Sekolah Dasar, 2016.

⁵ Å. Hedemark, "Constructing the Literate Child: An Analysis of Swedish Literature Policy," *Library and Information History* 36, no. 2 (2020): 73–88, <https://doi.org/10.3366/lih.2020.0018>.

⁶ N. Gutiérrez-Ángel, "Digital Literacy in the University Setting: A Literature Review of Empirical Studies between 2010 and 2021," *Frontiers in Psychology* 13, no. Query date: 2024-03-25 04:54:59 (2022), <https://doi.org/10.3389/fpsyg.2022.896800>.

⁷ OECD, *PISA 2018 Assessment and Analytical Framework*, OECD Publishing, 2019.

⁸ H.N. Sopiany, "Implementation of the School Literacy Movement Development Stage in Fostering Secondary School Students' Mathematical Literacy Skills," *Journal of Physics: Conference Series* 2279, no. 1 (2022), <https://doi.org/10.1088/1742-6596/2279/1/012001>.

possible benefits of literacy-enhanced learning and instruction.⁹ The SLM program encourages students to develop good character and a culture of literacy in schools. Understanding the value that children place on literacy movements can help to better appreciate their level of engagement in physical activity through its relationship to motivation.¹⁰ For example, literacy conditions among students in South Sumatra are still relatively low, as indicated by their low reading and comprehension abilities. Based on the Reading Literacy Activity Index, South Sumatra received a score of 36.06, falling in the low category within the score range of 20-40.¹¹ According to data from the South Sumatra Provincial Government, the literacy rate in South Sumatra is 12.36%, which is lower than the national standard of 12.93%.¹²

Based on the information above, previous investigations have explored the SLM program. These include the research by Sri Marmoah, Jenny Indrastoti, Siti Poerwati, and Suharno, titled "*Literacy Culture Management of Elementary School in Indonesia*," which aimed to analyze the implementation of literacy culture management in Indonesian elementary schools. A mixed-methods sequential explanatory approach was used, with interviews, questionnaires, and document analysis. The results indicated that, the planning of school literacy culture had been optimally implemented; The organization of literacy culture was effectively carried out by forming a school literacy team; The management of literacy culture, including habituation, development, and teaching, had been successfully implemented; Control measures, including regular supervision and academic evaluation were well-executed.¹³

The second research was conducted by Cody Ding, titled "Examining the Context of Better Science Literacy Outcomes among U.S. Schools Using Visual Analytics: A Machine Learning Approach." In this research, visual analytics was used to examine whether U.S. schools can excel in science literacy. The results indicated that school

⁹ A. Liman Kaban, "Children's Reading Comprehension and Motivation on Screen Versus on Paper," *SAGE Open* 11, no. 1 (2021), <https://doi.org/10.1177/2158244020988849>.

¹⁰ E. Bremer, "A Cross-Sectional Study of Canadian Children's Valuation of Literacies across Social Contexts," *Frontiers in Sports and Active Living* 5, no. Query date: 2024-03-24 05:19:12 (2023), <https://doi.org/10.3389/fspor.2023.1125072>.

¹¹ Indah Novirina Solihin, Lukman, Utama, Bakti, Pratiwi, "Indeks Aktivitas Literasi Membaca 34 Provinsi" (Jakarta, 2019), 124.

¹² forum Anak Kota Palembang, "Festival Literasi Sumatera Selatan," <https://Forumanak.Id/>, May 2021.

¹³ Sri Marmoah and Jenny Indrastoeti Siti Poerwanti, Suharno, "Literacy Culture Management of Elementary School in Indonesia," *Heliyon* 8, no. 4 (2022): e09315, <https://doi.org/10.1016/j.heliyon.2022.e09315>.

contexts leading to better science literacy outcomes included high-quality science curricula and dispositions of students that supported science learning.¹⁴

The third research was conducted by Sitti Roskina Mas, Noval K. Putra Daud, and Novianty Djari, titled "*Evaluation of the Implementation of the School Literacy Movement Program in Elementary Schools.*" The research was carried out to determine, the context; the output; the process; and the products of the SLM program implementation in Public Elementary Schools in the Paguat Sub-district. The data were collected using several techniques, including questionnaires and interviews. The results indicated that all the variables evaluated, including the context; the output; the process; and the product, were categorized as good. This will emphasize the reform that scientific knowledge should be considered public knowledge and should be communicated to the general public and not only within the scientific community through the literacy movement. Both the public and researchers have increasingly developed innovative and inclusive tools used for literacy for the lay public.¹⁵

Based on the descriptions provided above, this research aimed to adopt a different focus and methodology to further contribute to the implementation of the SLM in elementary schools in South Sumatra. Specifically, the analysis considers the activities in primary education at ES of Yayasan IBA Palembang, ES of 01 Indralaya in Ogan Ilir Regency, and ES of 3 Kayu Agung, where the SLM program has been ongoing since 2015.

RESEARCH METHODS

The qualitative and descriptive method was selected due to its focus on natural phenomena or events, leading to the adoption of the phenomenological approach. This research was designed as a multi-site analysis, incorporating more than one location, as explained by Robert C. Bogdan and Sari Knopp Biklen in Icromsyah's work, "*multi-site*

¹⁴ Cody Ding, "Examining the Context of Better Science Literacy Outcomes among U.S. Schools Using Visual Analytics: A Machine Learning Approach," *International Journal of Educational Research Open* 3, no. July (2022): 100191, <https://doi.org/10.1016/j.ijedro.2022.100191>.

¹⁵ N. Buslón, "The Scientific Self-Literacy of Ordinary People: Scientific Dialogic Gatherings," *Qualitative Inquiry* 26, no. 8 (2020): 977–82, <https://doi.org/10.1177/1077800420938725>.

*study oriented more toward developing theory and often require many sites or subjects rather than two or three*¹⁶. The research stages are as follows:

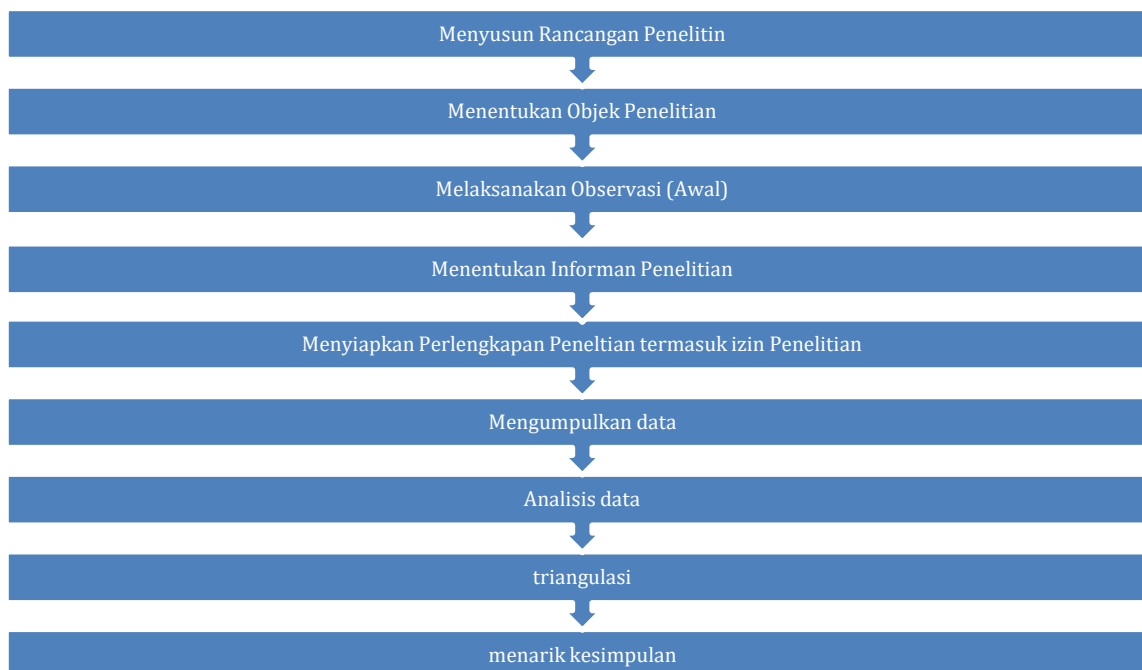


Figure 1
Research framework

Source :¹⁷

The data were collected through observation, interviews, and documentation¹⁸. In conducting interviews, two types of questions were used, including prepared questions as a guide and unstructured interviews. The population included school principals, teachers, library staff, and fourth-grade students at ES of Yayasan IBA Palembang, ES of 01 Indralaya, and ES of 3 Kayu Agung. Subsequently, direct observations were conducted at the research sites in these schools using the non-participant observation method. The sample consisted of 18 individuals, including 3 school principals, class teachers, library heads, and 3 student representatives from each school. In non-participant observation, only an independent observer was used and the documentation was carried out by taking pictures or collecting data related to the SLM implementation. Other documents were obtained at ES of Yayasan IBA Palembang, ES of 01 Indralaya, and ES of 3 Kayu Agung.

¹⁶ Icromsyah Arrachman, “Pengembangan Komitmen Kerja Guru Di Sekolah: Studi Multisitus Di SMA Negeri 01 Dan MA Negeri Kota Batu” (UIN Maulana Malik Ibrahim Malang, 2016).

¹⁷ Sugiyono, *Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D* (Bandung: Alfabeta, 2015)

¹⁸ Sugiyono, *Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D* (Bandung: Alfabeta, 2015).

Table 1
Interview Instrument with Head Master

No.	Questions
1	Since when has SLM been implemented?
2	What is the condition of students' interest in reading?
3	Is the SLM program a solution to increase interest in reading?
4	What is the school policy related to SLM?
5	What are the preparation steps for SLM implementation?
6	How and what are the processes of SLM implementation activities?
7	What are the factors that support the SLM implementation process?
8	Who are the parties involved in the process of SLM activities?
9	What is the role of the school in the implementation of SLM?
10	What is the vision/mission of the school related to SLM?
11	What is the purpose of SLM implementation?
12	Is there a SLM team?
13	Does this SLM activity involve student guardians?
14	Is there a reading corner in each class?
15	Why should SLM be implemented in primary school?
16	Is there a personal journal for students to write down their literacy activities at school?
17	What are the inhibiting factors in the SLM process?
18	Since when has SLM been implemented?

Source : Personal Documents

Table 2
Teacher interview instruments

No.	Questions
1	Are SLM activities carried out every day or is there a schedule?
2	Usually SLM is carried out at the beginning, middle of learning or the end of learning?
3	What books are read by students?
4	Is there a reading corner or reading corner in the classroom?
5	What types of books are read by students?
6	During the process of SLM activities, what problems were found?
7	How is the process of implementing SLM activities?
8	How is the teacher's strategy in fostering students' interest in reading during the SLM activity process?

Source : Personal Documents

Table 3
Interview Instrument with Library Manager

No.	Questions
1	When was the library established?
2	Are the library facilities supportive in providing learning and reading materials for students?
3	Where do the book collections come from in the library?
4	What books are in the library?
5	How many book collections are there in the library?
6	Has the library supported the SLM program?
7	Has the library been used optimally in accordance with the SLM program?
8	What should be improved from the library to achieve the SLM program?
9	Do students often visit the library?

Source : Personal Documents

Table 4
Interview instrument with students

No.	Questions
1	Do you like to read?
2	What books do you like to read?
3	Have you been introduced to the School Literacy Movement?
4	Besides reading books what activities do you do before learning?
5	Have you ever been invited to read a book before the lesson starts?
6	Are you invited to write a summary of the reading after reading?
7	How many times a week do you visit the library?
8	Do you enjoy participating in reading activities at school?
9	During the 15 minutes before reading, are you encouraged to read aloud or silently?
10	Outside of the library shift, are you free to visit the library?
11	Have you ever been asked to bring a non-lesson reading book?

Source : Personal Documents

Table 5
Observation Guidelines for the Implementation of the School Literacy Movement

No.	Steps	Indicator	Not yet	Already
1	The Habituation Stage	There is a 15-minute reading activity: a. Reading aloud. b. Reading silently.		
		The 15-minute reading activity is carried out every day (at the beginning, middle or towards the end of the lesson).		

No.	Steps	Indicator	Not yet	Already
		Books read to or read by learners have their titles and authors' names recorded in a daily log.		
		Teachers, principals and other education personnel are involved in the 15-minute activity by reading books or reading silently.		
		There is a school library or special room to store non-lesson books.		
		There is a Classroom Reading Corner in each classroom with a collection of non-lesson books.		
		There are reading campaign posters in classrooms, corridors, and other areas of the school.		
		There are text work materials in each classroom.		
		The school garden, canteen and UKS are literacy-rich environments. There are posters on healthy living, cleanliness and beauty in the school garden, canteen and UKS. Food in the school canteen is prepared in a clean and healthy manner.		
		The school seeks to involve the public (parents, alumni and other community elements) to develop school literacy activities.		
2	The Development Stage	There is a 15-minute reading activity before lessons.		
		There is an activity to respond to enrichment books during literacy lessons or activity hours in the school library/class reading corner or relevant lesson hours.		
		There is a varied collection of enrichment books.		
		There are activities to respond to reading through reading aloud, interactive activities, guided reading, shared reading and independent reading.		
		There are activities to appreciate learners' literacy achievements.		
		There is a school literacy team		
3	The Learning Stage	There are enrichment books used in learning all subjects.		

No.	Steps	Indicator	Not yet	Already
		There are reading strategies used to improve learners' understanding of readings in all subjects.		
		There are activities to respond to readings in the form of oral, written, art, craft, etc activities, according to learners' literacy skills.		
		There are learning activities that take place in the school library, classroom reading corners, school reading areas, etc.		
		There are academic awards that consider learners' literacy skills.		
		There is a School Literacy Team, in collaboration with public elements, that organizes literacy activities in the school on a regular and routine basis.		

Source : Personal Documents

Table 6
Type Documents

No.	Types of Documentation
1	School Profile and Vision and Mission
2	Orgasation structure of SLM management
3	School supporting facilities and infrastructure related to SLM
4	Data of Principal, Teachers, Staff, Library Managers, and Students
5	Documents regarding School Literacy Movement activities

Source : Personal Documents

The instruments included semi-structured interview guidelines, questionnaires, and observation sheets. For data analysis, the procedures of Miles and Huberman were followed including data reduction, data presentation, and drawing conclusions or verification.¹⁹ To check and compare the data, two stages were followed, namely source triangulation, which was used to test the credibility of the data obtained from multiple sources,²⁰ as illustrated in the figure below:

¹⁹ Teja Insyaf Sukariyadi, Wikanso Wikanso, and Wahyuningsih Wahyuningsih, "Implementasi Gerakan Literasi Sekolah dalam Pengembangan Minat Membaca dan Menulis Siswa Kelas IV di SDN Ngawi Purba 2," *ELEMENTARY: Jurnal Inovasi Pendidikan Dasar* 3, no. 1 (February 26, 2023): 26–31, <https://doi.org/10.51878/elementary.v3i1.1966>.

²⁰ Namira Putri Utami, Heni Purwati, and Aurora Nur Aini, "Phenomenon : Jurnal Pendidikan MIPA Students ' Mathematical Literacy Ability in Comparative Material Viewed from Students ' Reasoning Ability Kemampuan Literasi Matematis Siswa Pada Materi Perbandingan Ditinjau Dari Kemampuan Penalaran Siswa" 12, no. 2 (2022): 188–205.

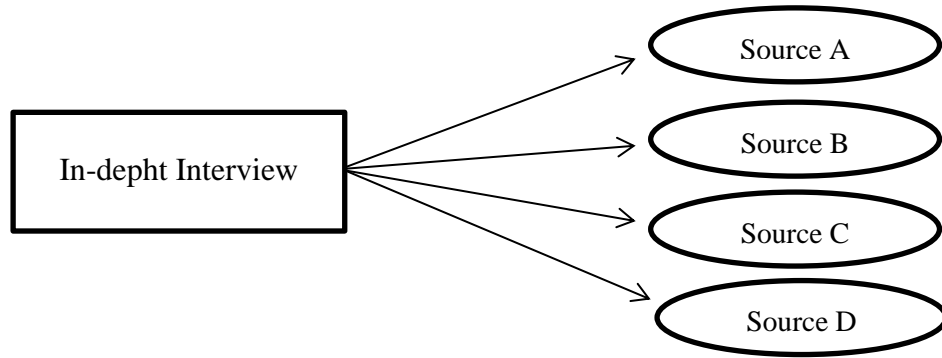


Figure 2
 Triangulation with Four Data Sources
 Source : ²¹

Where:

- Source A: School Principal
- Source B: Fourth-grade Class Teacher
- Source C: Library Staff
- Source D: Students

method triangulation, which was carried out using multiple methods to cross-check the credibility of the data or information obtained.

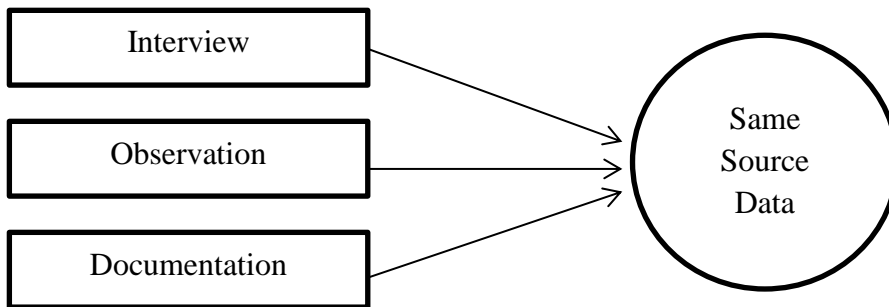


Figure 3
 Triangulation with Three Data Collection Techniques
 Source : ²²

RESULT AND DISCUSSION

Implementing the School Literacy Movement (SLM) program in the fourth-grade classes of ES of Yayasan IBA Palembang, ES of 01 Indralaya, and ES of 3 Kayu Agung is the the implementation of SLM was carried out in several stages, including habituation, development, and learning.²³ There are many initiatives from various organizations, such

²¹ Sugiyono, *Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D* (Bandung: Alfabeta, 2015)

²² Sugiyono, *Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D* (Bandung: Alfabeta, 2015)

²³ Febrina Dafit and Zaka Hadikusuma Ramadan, "Pelaksanaan Program Gerakan Literasi Sekolah (GLS) Di Sekolah Dasar," *Jurnal Basicedu* 4, no. 4 (2020): 1429–37, <https://doi.org/10.31004/basicedu.v4i4.585>.

as associations, schools, museums, and non-governmental organizations , to promote literacy towards science in various interesting ways. Many of these initiatives not only give people access to literacy knowledge, but also aim to empower them through learning in schools²⁴. The habituation stage served to familiarize students with developing a reading interest. The development stage was conducted to strengthen the reading interest that had been built. Meanwhile, the learning stage entailed the incorporation of SLM into the teaching process, indicating that the successful implementation of the program significantly affected the reading interests of students.²⁵ This corresponded with the research that emphasized the need for an approach to improve reading success among elementary school students, regarding the program and the learning process.²⁶

The purpose of habituation activities is to foster interest in reading among school members. An important aspect of literacy is learning to read, write, listen and speak in an integrated and meaningful way. Habituation activities are activities whose purpose is to improve the reading culture²⁷.

The habituation stage in the three schools under study can be summarized as follows:

Table 7
Result Habituation Stage

ES 01 Indralaya in Ogan Ilir Regency	ES Yayasan IBA Palembang	ES 03 Kayuagung In Ogan Komering Ilir Regency
Reading activity for 15 minutes before the lesson begins	Reading activity for 15 minutes before the lesson begins	Reading activity for 15 minutes before the lesson begins
Starting with reading Surah Al-Fatihah, Al-Falaq, and An-Naas.	Reading practice using non-textbook materials such as storybooks, comics, and poetry books	Students are directed to read books in front of their peers out loud, while others listen to readings from their classmates

²⁴ L.M.S.M. Medrano, “The Otomí Autonomous Educational Project: Supporting Children’s Literacy and Agency,” *Journal for Critical Education Policy Studies* 20, no. 1 (2022): 174–98.

²⁵ Ni Ketut et al., *Proceedings of the 3rd Annual Conference of Education and Social Sciences (ACCESS 2021)*, *Proceedings of the 3rd Annual Conference of Education and Social Sciences (ACCESS 2021)* (Atlantis Press SARL, 2023), <https://doi.org/10.2991/978-2-494069-21-3>.

²⁶ Robert E. Slavin et al., “Effective Reading Programs for the Elementary Grades: A Best-Evidence Synthesis,” *Review of Educational Research* 79, no. 4 (2009): 1391–1466, <https://doi.org/10.3102/0034654309341374>.

²⁷ Buslón, “The Scientific Self-Literacy of Ordinary People: Scientific Dialogic Gatherings.”

ES 01 Indralaya in Ogan Ilir Regency	ES Yayasan IBA Palembang	ES 03 Kayuagung In Ogan Komering Ilir Regency
Students independently select books from the reading corner based on their interests.	Students maintain their daily journal	The teacher points to another student to retell the story
The teacher asks students to report on their reading and write a summary of what has been read.	The daily journal of students includes the date, book title, summary of the content, and activities of the books	
Students write down their reading results on a sheet of paper, including name, date, class, title, and a summary of the content read.		

Source : Personal Documents

The 15-minute reading activity before the commencement of lessons is a common practice for fourth-grade students at ES of Yayasan IBA Palembang, ES of 01 Indralaya, and ES of 3 Kayu Agung. Based on the observation conducted on November 23, 2022, at ES of Yayasan IBA Palembang, it was discovered that at 07:15, the school bell had rung, and all students entered their respective classrooms, including the fourth-grade class, with no record of late arrival. The 15-minute reading activity began with a prayer led by the fourth-grade homeroom teacher. Subsequently, the teacher directed the students to read short verses, including reciting Surah Al-Fatihah, Al-Ikhlâs, Al-Falaq, and An-Naas. After completing these short verses, all students guided by the teacher, read fiction and non-fiction books silently. One of the students was also selected by the teacher to read a book aloud in front of their peers, while the others listened to the reading. After reading, the teacher pointed to another student to retell the content of the story that was read, based on the sentences summarized in their daily journal. This 15-minute reading activity before studying was carried out to teach students discipline, and religious values, and expand their knowledge as well as insights, thereby enhancing the culture of reading from an early age.²⁸

The field observations conducted on December 1st at ES of 01 Indralaya showed that at 07:15, the school carried out a morning literacy activity before the start of lessons.

²⁸ Uswatun Hasanah and Mirdat Silitonga, *Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar*. Jakarta : Pusat Penelitian Kebijakan, Badan Penelitian Dan Pengembangan Dan Perbukuan, Kementerian Pendidikan Dan Kebudayaan, WWW.Quipperblog.Com, 2020.

This activity was guided by the picket or the scheduled teacher on duty to provide guidance and organize the students, from first to fourth grade. Additionally, three student representatives were selected to assist in conducting the activities, which included fun clapping. These activities were led by assigned students, with others following their instructions. The clap included religious fun clapping, consisting of reciting short verses, such as Surah Al-Fatihah, Al-Falaq, and An-Naas, a pious child, and greetings clapping. Subsequently, the activity continued with a prayer led by the duty teacher, and the students were directed to enter their respective classrooms and participate in a greeting ritual before class began. This activity lasted for approximately 10 minutes to instill discipline, religious values, and good manners, at an early age²⁹.

The observation conducted on November 28, 2022, in the fourth-grade class at ES of 01 Indralaya showed that the teacher directed all students to enter the classroom and begin the 15-minute reading activity. In the field observation, it was discovered that students were accustomed to the morning reading routine, which had been consistently practiced for 15 minutes before starting their lessons. During the observation, students were found taking their books independently and freely from the reading corner based on the interests of individuals. The reading activity at ES of 01 Indralaya typically started with a prayer, followed by teacher guidance for 15 minutes, either aloud or silently. After reading, the teacher asked the students to report what was read and write a summary of the content. However, it was observed that students read for only 10 minutes instead of the intended 15 minutes. This indicated that the habituation stage was crucial for instilling reading habits and fostering the reading interest of students. Reading activities guided by teachers, including reading aloud in front of the class, would help students develop their reading skills and build confidence³⁰. This corresponded with the idea that the habituation stage was the initial step in cultivating reading habits.³¹³² Active teacher participation in

²⁹ Hedemark, "Constructing the Literate Child: An Analysis of Swedish Literature Policy."

³⁰ R. Bailey, "Active Learning: A Review of European Studies of Active Lessons," *Sustainability (Switzerland)* 15, no. 4 (2023), <https://doi.org/10.3390/su15043413>.

³¹ Naimah Zhahratun Nabilah, "Implementasi Program Literasi Dalam Meningkatkan Minat Baca Peserta Didik Di SDN Unggulan Bontomanai" 1, no. 1 (2023): 32–45; Hurin Nabila et al., "Implementasi Gerakan Literasi Sekolah Tahap Pembiasaan Dalam Meningkatkan Minat Baca Siswa Kelas 4A SDN Kaliasin VII Surabaya" 06, no. 01 (2023): 6303–13.

³² Nabilah, "Implementasi Program Literasi Dalam Meningkatkan Minat Baca Peserta Didik Di SDN Unggulan Bontomanai"; Nabila et al., "Implementasi Gerakan Literasi Sekolah Tahap Pembiasaan Dalam Meningkatkan Minat Baca Siswa Kelas 4A SDN Kaliasin VII Surabaya."

these activities would also have a positive impact on literacy progress³³. Consequently, teacher-directed learning activities at the primary school level would assist students in achieving their goal of forming reading habits³⁴.

The 15-minute reading practice at ES of Yayasan IBA Palembang incorporated the use of non-textbooks as reading materials stored in the book corner of the class. Based on field observations, it was discovered that all fourth-grade students read non-textbooks such as storybooks, comics, and poetry books. The reading activity before lessons also included maintaining a daily journal in the notebooks of students. This journal allowed teachers to monitor and assess literacy achievements, serving as an instrumental tool to observe daily activities³⁵. For fourth-grade students at ES of Yayasan IBA Palembang, the reading journal was recorded in a book that included the date, book title, content summary, and other daily activities. This approach corresponds with the concept of exploring various reading experiences by students, emphasizing independent reading, engaging with various books, and keeping a reading journal.³⁶

The definition of literacy has changed over time. Changes in literacy skills correspond to changes in social, economic and cultural conditions. Literacy definitions are adapted to the features of the prevailing language, educational, institutional and cultural contexts and are defined as social practices and relationships relating to knowledge, language and culture³⁷. This research showed that the reading activity in the initial habituation stage at ES of 01 Indralaya was not recorded in the daily reading journals of students. However, after reading, students were observed to record the results on a separate sheet of paper, including name, date, class, book title, and a summary of the content read. This practice signified that teachers lacked a proper control instrument to

³³ Karin Forsling et al., "Intentions and Flexibility : Navigating Complex Literacy Practices in Primary Education Practices In Primary Education," *Educational Research* 65, no. 3 (2023): 301–19, <https://doi.org/10.1080/00131881.2023.2209580>.

³⁴ E. Venegas, "Black Lives Still Matter: Freedom Schools as an Embodiment of Critical Literacy Through Reflection and Action," *Urban Education*, no. Query date: 2024-03-24 05:19:12 (2023), <https://doi.org/10.1177/00420859231175671>.

³⁵ L. Damsgaard, "Embodied Learning Activities Focusing on Letter-Sound Knowledge Increase Spelling Performance in 1st Grade Children with Low and High Reading Ability," *Educational Psychology Review* 35, no. 3 (2023), <https://doi.org/10.1007/s10648-023-09791-9>.

³⁶ Emily Oxley et al., "Reading for Pleasure Practices in School : Children's Perspectives and Experiences Perspectives and Experiences," *Educational Research* 65, no. 3 (2023): 375–91, <https://doi.org/10.1080/00131881.2023.2236123>.

³⁷ H. Schmitz, "The School on the Move for the Promotion of Reading Competence: A Theoretical Review," *Educacao e Pesquisa* 48, no. Query date: 2024-03-24 05:19:12 (2022), <https://doi.org/10.1590/S1678-4634202248242455POR>.

effectively monitor the reading activities, corresponding to the interview results, as mentioned by the headmaster.

The results from the observation conducted on December 14, 2022, at ES of 3 Kayu Agung showed that at 07:15, all the students had entered their respective classrooms, specifically those in fourth grade, with no record of late arrival. The 15-minute reading activity started with a prayer led by the class teacher of fourth grade. The teacher directed and guided the students to read short surahs, including Al-Fatihah, Al-Ikhlash, Al-Falaq, and An-Naas. Subsequently, one student was selected by the teacher to read a book in front of their classmates while the others listened to the reading. After completing the reading, the teacher selected another student to retell the story, emphasizing the importance of instilling a reading culture at an early age.³⁸

The results indicated that the schools have various facilities and resources such as libraries, reading corners, areas, and other amenities, including medical rooms (UKS), canteens, and gardens. This indicated that adequate supporting facilities, including relevant books, can stimulate the reading interest of students.³⁹ In the habituation stage at ES of Yayasan IBA Palembang, ES of 01 Indralaya, and ES of 3 Kayu Agung, it was discovered that the community played a significant role. Meanwhile, the participation of the public is achieved by engaging all teachers to guide and inform students about the methods as well as benefits of the SLM program implemented in the schools. Several longitudinal studies and meta-analyses show that high-quality student-teacher relationships can be an important foundation for student academic outcomes, including reading⁴⁰. Based on interviews, implementing the program in these schools has engaged

³⁸ Nugrahaeti Sismulyasih, "Menggunakan Strategi Bengkel Literasi Pada Siswa SD Nugraheti Sismulyasih Sb Jurusan Pendidikan Guru Sekolah Dasar Fakultas Ilmu Pendidikan Universitas Negeri Semarang PENDAHULUAN Literasi Adalah Kemampuan Berbahasa Seseorang (Menyimak , Berbicara , Menul," *Jurnal Primary Program Studi Pendidikan Guru Sekolah Dasar Fakultas Keguruan Dan Ilmu Pendidikan Universitas Ria* 7, no. April (2018): 68–74.

³⁹ Anggi Sulistiawati et al., "Program Literasi SDN Di Kabupaten Indragiri Hulu Dan Kota," *Jurnal Multidisiplin Indonesia* 2, no. 7 (2023): 1374–78.

⁴⁰ M. Zee, "A Cross-Lagged Study of Students' Motivation, Academic Achievement, and Relationships With Teachers From Kindergarten to 6th Grade," *Journal of Educational Psychology* 113, no. 6 (2021): 1208–26, <https://doi.org/10.1037/edu0000574>.

all teachers, students, and parents. Consequently, the habituation stage is considered one of the strategies in literacy activities,⁴¹ fostering a reading habit⁴² and culture in schools.⁴³

The implementation of the development stage of the SLM program in ES of Yayasan IBA Palembang, ES of 01 Indralaya, and ES of 3 Kayu Agung, was carried out to strengthen the reading interest that was initially built during the habituation. The implementation of the program in these schools was supported by the formation of the SLM Team. In this stage, reading activities and literacy practices focused more on enhancing the reading skills of students and understanding the content. The results obtained through interviews and observations showed that reading activities during the development stage were conducted similarly to the 15-minute reading practice before learning sessions. The fundamental difference was observed in the types of reading, including interactive, guided, shared, and independent⁴⁴.

The results showed that during the development stage, all schools appreciate and acknowledge the literacy achievements of students. The appreciation was expressed through compliments and applause when students answered reading-related questions correctly or presented information about the content of their reading. The school also provided rewards such as stationery, candy, water bottles, books, packed meals, and other items as a form of appreciation. The school-initiated appreciation was carried out to motivate students to study diligently and boost their enthusiasm for fostering reading interest.⁴⁵ When properly established, motivation can affect comprehension of reading and self-concept related to reading. Students who understand their reading materials often possess intrinsic motivation.^{46,47} In another report, the development of the SLM program

⁴¹ Aprilia Rahmi et al., "Strategi Meningkatkan Kemampuan Literasi Dengan GLS : Strategy Improving Literacy Ability With GLS : School Literacy" 3, no. 1 (2023): 37–41.

⁴² Heri Dermawan et al., "Gerakan Literasi Sekolah Sebagai Solusi Peningkatan Minat Baca Pada Anak Sekolah Dasar" 10, no. 1 (2023): 311–28.

⁴³ Wahyuni Dwi Aryani and Heru Purnomo, "Gerakan Literasi Sekolah (GLS) Dalam Meningkatkan Budaya Membaca Siswa Sekolah Dasar" 5, no. 2 (2023): 71–82.

⁴⁴ G. Hernández-Zamora, "Literacy and Decoloniality in Youth and Adult Education: Chronicle of an Encounter in Iztapalapa, Mexico," *Education Policy Analysis Archives* 31, no. Query date: 2024-03-24 05:19:12 (2023), <https://doi.org/10.14507/epaa.31.7739>.

⁴⁵ Abd Rahim Mansyur, "Memahami Karakteristik Berliterasi Peserta Didik Di Sekolah," *Education and Learning Journal* 1, no. 1 (2020), <https://doi.org/10.33096/eljour.v1i1.44>.

⁴⁶ Franziska Maria Locher et al., "Mechanisms Mediating The Relation Between Reading Self-Concept and Reading Comprehension," *European Journal of Psychology of Education* 36 (2021): 1–20.

⁴⁷ Pelusa Orellana et al., "The Relationship Between Motivation To Read And Reading Comprehension In Chilean Elementary Students," no. December (2020), <https://doi.org/10.1007/s11145-020-10051-3>.

was found to be associated with school activity to stimulate motivation. The program also included a participatory effort or activity, facilitated by all school community members and various stakeholders.⁴⁸ The impact of reading before lessons is to improve students' creative thinking skills with the highest order being originality, followed by fluency, elaboration, and finally flexibility. The obstacles faced are the limited amount of reading, limited time, lack of educational content, lack of student experience and low student comprehension.⁴⁹

The implementation of the SLM program at ES of Yayasan IBA Palembang, ES of 01 Indralaya, and ES of 3 Kayu Agung was observed to be carried out during the learning stage. The reading activities were designed to support the implementation of the *Merdeka* curriculum, which had been applied in all schools according to the characteristics of the students⁵⁰. The results were obtained based on information obtained through interviews, observations, and documentation.

The information obtained from the headmaster in ES of Yayasan IBA Palembang, ES of 01 Indralaya, and ES of 3 Kayu Agung showed that the cultivation of a literacy culture during the learning stage was applied in every subject, including Indonesian language. The teaching strategies also focused on the creativity and needs of teachers in instructing the students according to their needs⁵¹. For example, in the learning process at ES of Yayasan IBA Palembang, activities were carried out with teacher innovations and creativity through the creation of wall magazines related to the subject matter. Furthermore, it was observed that fourth-grade classroom notice boards were filled with displays covering all subjects, including Mathematics, Science, Arts and Culture, Indonesian language, English, Civics, and Religion. This literacy-based learning model was integrated into classroom learning activities, prioritizing content, various teaching materials, and integrating language skills, such as speaking, writing, listening, and

⁴⁸ Ika Fadilah Ratna Sari, "Konsep Dasar Gerakan Literasi Sekolah Tentang Penumbuhan Budi Pekerti," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 10, no. 1 (2018): 90–99.

⁴⁹ A. Sulistiyarini, "Pre-Lesson Reading Activities on Creative Thinking Skills: Implementation, Impact, and Constraints," *Pegem Egitim ve Ogretim Dergisi* 12, no. 4 (2022): 89–102, <https://doi.org/10.47750/pegegog.12.04.10>.

⁵⁰ I.A. Essiet, "Primary School Teachers' Perceptions of Physical Literacy Assessment: A Mixed-Methods Study," *Journal of Teaching in Physical Education* 42, no. 4 (2023): 609–20, <https://doi.org/10.1123/jtpe.2022-0091>.

⁵¹ M. Zubáková, "Rapid Automatized Naming as a Predictor of Reading Ability and a Diagnostic Marker of Dyslexia," *Ceskoslovenska Psychologie* 67, no. 6 (2023): 426–39, <https://doi.org/10.51561/cspych.67.6.423>.

reading.⁵² This method corresponded with the need for various strategies in implementing the SLM program, such as a high level of awareness and effective communication between the school and parents, to encourage students to develop a reading habit.⁵³ Additionally, other methods included creating a literacy-friendly physical environment, promoting social and affective situations as models of literacy communication and interaction, and establishing the school as an academic environment that promotes literacy.⁵⁴ The intensity of book reading was also identified as a factor affecting the reading literacy skills of students.⁵⁵

In ES of 01 Indralaya, teachers used laptops and projectors as learning aids to support the learning activities, facilitating the motivation and enthusiasm of students. Literacy activities during the learning stage included icebreakers such as the P5 project fun clapping, playing with word affixes, singing, practicing spelling, group discussions, summarizing readings, and using teaching media. The innovation and creativity of teachers were evident in their use of media and icebreakers to create an enjoyable and engaging learning atmosphere, stimulating the interest, enthusiasm, and engagement of students in developing their learning interests, particularly in terms of literacy. In this stage, literacy activities are included both inside and outside the classroom to introduce students to the school environment. The ability to read to solve problems in a variety of situations is recognized as a key skill that determines one's success in all areas of life (e.g., there is strong evidence of the relationship between academic achievement and students' reading competence⁵⁶).

In ES of 01 Indralaya Kabupaten Ogan Ilir, some hindering factors in the SLM program included students who cannot read and the lack of qualified librarians by the library management. The results indicated that the Head Librarian holds a civil servant status but lacks an educational background in library science. This showed that library

⁵² Siti Yulia Zusnita and Lailatul Badriyah, "Implementasi Pembelajaran Berbasis Literasi Dalam Menumbuhkan Minat Baca Peserta Di SD 4 Pecangaan," *Pendidikan* 3 (2021): 395–403.

⁵³ Ahmad Shofiyuddin Ihsan, "Gerakan Literasi Sekolah Di Sekolah Islam (Sebuah Analisis Implementasi GLS Di MI Muhammadiyah Gunung Kidul)," *Al-Bidayah* 10, no. 1 (2018): 69–88.

⁵⁴ Husni Mubarak et al., "Literation Skill to Improve Higher-Order Thinking Skills In Elementary School Students" 12, no. 1 (2020), <https://doi.org/10.14421/al-bidayah.v12i1.234>.

⁵⁵ Ika Nur Harini, "Tingkat Literasi Membaca Peserta Didik Kelas IV Di SD Muhammadiyah Bantul Kota," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 10, no. 1 (2018): 30–45.

⁵⁶ A.N. Puchkova, "The 'Digital Generation' Is Learning To Read: Linguistic Factors Of Eye Movement Parameters Of Russian Schoolchildren Of The 1st – 3rd Grades," *Vestnik Volgogradskogo Gosudarstvennogo Universiteta. Seriya 2. Yazykoznanie* 21, no. 3 (2022): 116–31, <https://doi.org/10.15688/jvolsu2.2022.3.10>.

management required support from personnel with adequate skills to manage a primary school library. The literature on libraries identifies the reasons why the literacy movement has become a culture in primary schools, including democracy, creativity and decentralization of circumstances⁵⁷.

According to Clay and Ferguson, library literacy is the understanding of the Dewey Decimal System for knowledge classification, using library catalogs and indexing, as well as the ability to comprehend information while working on a document, research, task, or problem-solving. In ES of 3 Kayu Agung, some students still need continuous practice to improve their reading skills to become fluent readers due to the importance of literacy skills. There are several models that describe the process of reading development. One of the most widely used is the word reading model with two routes⁵⁸. This corresponds with the research showing that literacy skills are an essential aspect of achieving good competitiveness,⁵⁹ in relation to academic success and the socio-emotional development of students.⁶⁰ In recent studies, researchers have responded to increasing educational demands to make literacy needs more professionally accountable by having a deeper impact on students at large and by establishing innovative links between science and technology⁶¹. Consequently, literacy should be implemented comprehensively and sustainably to transform schools into literate organizations that support the academic success of students.⁶² Without a comprehensive and sustainable approach, students who lack the motivation to read in the SLM program may struggle to

⁵⁷ C. Shammass, "The Extent and Duration of Primary Schooling in Eighteenth-Century America," *History of Education Quarterly* 63, no. 3 (2023): 313–35, <https://doi.org/10.1017/heq.2023.12>.

⁵⁸ U. Bodén, "The Construction of Interactive and Multimodal Reading in School—a Performative, Collaborative and Dynamic Reading," *Journal of Visual Literacy* 42, no. 1 (2023): 1–25, <https://doi.org/10.1080/1051144X.2023.2168395>.

⁵⁹ Siti Khofifah and Zaka Hadikusuma Ramadan, "Literacy Conditions of Reading, Writing and Calculating for Elementary School Students," *Journal of Educational Research and Evaluation* 5, no. 3 (2021): 342–49.

⁶⁰ Susan Main et al., "Improving The Reading Skills of Struggling Secondary Students in A Real-World Setting : Issues of Implementation and Sustainability," *Australian Journal of Learning Difficulties* 28, no. 1 (2023): 73–96, <https://doi.org/10.1080/19404158.2023.2210588>.

⁶¹ Schmitz, "The School on the Move for the Promotion of Reading Competence: A Theoretical Review."

⁶² Direktorat Pendidikan Dasar dan Menengah Kementrian Pendidikan dan Kebudayaan Menengah, *Buku Saku Gerakan Literasi Sekolah*, 2015.

develop a reading motivation outside of this program.⁶³ This indicates the importance of having well-implemented literacy initiatives to enhance the reading interest of students.⁶⁴

CONCLUSION

Based on the results of this discussion, the following conclusions were reached that the implementation of the School Literacy Movement (SLM) program at ES of Yayasan IBA Palembang, ES of 01 Indralaya, and ES of 3 Kayu Agung has been carried out in accordance with indicators of the guidelines for elementary schools published by the Ministry of Education and Culture. These indicators included the stages of habituation, development, and learning. The supporting factors in the implementation of the SLM program included the availability of library facilities, reading corners, gardens, SLM teams, reading materials, and public engagement. Meanwhile, the hindering factors included students' reluctance to read, a lack of reading habits, inability to read proficiently, and insufficient qualified librarians.

The SLM was found to be an important program for building the interest and reading skills of students. Consequently, similar programs were recommended to enhance reading interest and motivation, such as extracurricular activities, competitions, etc. The results showed that the habituation stage, the availability of facilities, and public participation in efforts to enhance reading literacy skills are important factors in achieving the goals of the SLM program.

ACKNOWLEDGMENT

-

DECLARATION OF CONFLICTING INTERESTS

The authors declare that there is no potential conflict of interest with the research, authorship, and/or publication of this article

⁶³ Larasati, Atiqa Nur Latifa Hanum, and Sisilya Saman Madeten, "Upaya Meningkatkan Minat Baca Dan Kunjung Perpustakaan Oleh Guru Dan Siswa SMP Negeri 16 Pontianak Melalui Program Literasi" 12 (2023): 2715–23, <https://doi.org/10.26418/jppk.v12i1.61484>.


⁶⁴ Vivin Nur Wijayanti, "Pembiasaan Terhadap Minat Membaca Peserta Didik Kelas V SD Sukorejo Wetan O2 , Kecamatan Rejotangan, Kabupaten Tulungagung," n.d.

FUNDING


-

ORCID ID

Amir Hamzah  <https://orcid.org/0000-0003-2043-9283>

Wilda Tasya  -

Amir Rusdi  -

Krisetyaningsih  -

Tastin  -

REFERENCES

- Abd Rahim Mansyur. “Memahami Karakteristik Berliterasi Peserta Didik Di Sekolah.” *Education and Learning Journal* 1, no. 1 (2020). <https://doi.org/10.33096/eljour.v1i1.44>.
- Aryani, Wahyuni Dwi, and Heru Purnomo. “Gerakan Literasi Sekolah (GLS) Dalam Meningkatkan Budaya Membaca Siswa Sekolah Dasar” 5, no. 2 (2023): 71–82.
- Bailey, R. “Active Learning: A Review of European Studies of Active Lessons.” *Sustainability (Switzerland)* 15, no. 4 (2023). <https://doi.org/10.3390/su15043413>.
- Bodén, U. “The Construction of Interactive and Multimodal Reading in School—a Performative, Collaborative and Dynamic Reading.” *Journal of Visual Literacy* 42, no. 1 (2023): 1–25. <https://doi.org/10.1080/1051144X.2023.2168395>.
- Buslón, N. “The Scientific Self-Literacy of Ordinary People: Scientific Dialogic Gatherings.” *Qualitative Inquiry* 26, no. 8 (2020): 977–82. <https://doi.org/10.1177/1077800420938725>.
- Dafit, Febrina, and Zaka Hadikusuma Ramadan. “Pelaksanaan Program Gerakan Literasi Sekolah (GLS) Di Sekolah Dasar.” *Jurnal Basicedu* 4, no. 4 (2020): 1429–37. <https://doi.org/10.31004/basicedu.v4i4.585>.
- Damsgaard, L. “Embodied Learning Activities Focusing on Letter-Sound Knowledge Increase Spelling Performance in 1st Grade Children with Low and High Reading Ability.” *Educational Psychology Review* 35, no. 3 (2023). <https://doi.org/10.1007/s10648-023-09791-9>.
- Dermawan, Heri, Rena Fadilah Malik, Margiyono Suyitno, Ratna Ayu Pawestri Kusuma Dewi, Everhard Markiano Solissa, Akhmad Haqiqi Mamun, and I Putu Agus Dharma Hita. “Gerakan Literasi Sekolah Sebagai Solusi Peningkatan Minat Baca Pada Anak Sekolah Dasar” 10, no. 1 (2023): 311–28.
- Ding, Cody. “Examining the Context of Better Science Literacy Outcomes among U.S. Schools Using Visual Analytics: A Machine Learning Approach.” *International Journal of Educational Research Open* 3, no. July (2022): 100191. <https://doi.org/10.1016/j.ijedro.2022.100191>.
- DIREKTORAT PEMBINAAN SEKOLAH DASAR. *Panduan Gerakan Literasi Sekolah Di Sekolah Sekolah Dasar. Direktorat Pembinaan Sekolah Dasar*, 2016.

- Essiet, I.A. “Primary School Teachers’ Perceptions of Physical Literacy Assessment: A Mixed-Methods Study.” *Journal of Teaching in Physical Education* 42, no. 4 (2023): 609–20. <https://doi.org/10.1123/jtpe.2022-0091>.
- Forsling, Karin, Catharina Tjernberg, Karin Forsling, and Catharina Tjernberg. “Intentions and Flexibility : Navigating Complex Literacy Practices in Primary Education Practices In Primary Education.” *Educational Research* 65, no. 3 (2023): 301–19. <https://doi.org/10.1080/00131881.2023.2209580>.
- forum anak kota palembang. “FESTIVAL LITERASI SUMATERA SELATAN.” <https://Forumanak.Id/>, May 2021.
- Gutiérrez-Ángel, N. “Digital Literacy in the University Setting: A Literature Review of Empirical Studies between 2010 and 2021.” *Frontiers in Psychology* 13, no. Query date: 2024-03-25 04:54:59 (2022). <https://doi.org/10.3389/fpsyg.2022.896800>.
- Harini, Ika Nur. “Tingkat Literasi Membaca Peserta Didik Kelas IV Di SD Muhammadiyah Bantul Kota.” *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 10, no. 1 (2018): 30–45.
- Hasanah, Uswatun, and Mirdat Silitonga. *Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar. Jakarta : Pusat Penelitian Kebijakan, Badan Penelitian Dan Pengembangan Dan Perbukuan, Kementerian Pendidikan Dan Kebudayaan. WWW.Quipperblog.Com, 2020.*
- Hedemark, Å. “Constructing the Literate Child: An Analysis of Swedish Literature Policy.” *Library and Information History* 36, no. 2 (2020): 73–88. <https://doi.org/10.3366/lih.2020.0018>.
- Hernández-Zamora, G. “Literacy and Decoloniality in Youth and Adult Education: Chronicle of an Encounter in Iztapalapa, Mexico.” *Education Policy Analysis Archives* 31, no. Query date: 2024-03-24 05:19:12 (2023). <https://doi.org/10.14507/epaa.31.7739>.
- Ichsan, Ahmad Shofiyuddin. “Gerakan Literasi Sekolah Di Sekolah Islam (Sebuah Analisis Implementasi GLS Di MI Muhammadiyah Gunung Kidul).” *Al-Bidayah* 10, no. 1 (2018): 69–88.
- Icromsyah Arrachman. “Pengembangan Komitmen Kerja Guru Di Sekolah: Studi Multisitus Di SMA Negeri 01 Dan MA Negeri Kota Batu.” UIN Maulana Malik Ibrahim Malang, 2016.
- Kaban, A. Liman. “Children’s Reading Comprehension and Motivation on Screen Versus on Paper.” *SAGE Open* 11, no. 1 (2021). <https://doi.org/10.1177/2158244020988849>.
- Ketut, Ni, Desia Trisiantari, Dadang Sunendar, Tatat Hartati, and Isah Cahyani. *Proceedings of the 3rd Annual Conference of Education and Social Sciences (ACCESS 2021). Proceedings of the 3rd Annual Conference of Education and Social Sciences (ACCESS 2021)*. Atlantis Press SARL, 2023. <https://doi.org/10.2991/978-2-494069-21-3>.
- Khofifah, Siti, and Zaka Hadikusuma Ramadan. “Literacy Conditions of Reading, Writing and Calculating for Elementary School Students.” *Journal of Educational Research and Evaluation* 5, no. 3 (2021): 342–49.
- Komariah, K. “The Implementation of Post-Covid-19 Pandemic School Literacy in Senior High Schools.” *International Journal of Instruction* 16, no. 3 (2023): 377–94. <https://doi.org/10.29333/iji.2023.16321a>.

- Larasati, Atiqa Nur Latifa Hanum, and Sisilya Saman Madeten. "Upaya Meningkatkan Minat Baca Dan Kunjung Perpustakaan Oleh Guru Dan Siswa SMP Negeri 16 Pontianak Melalui Program Literasi" 12 (2023): 2715–23. <https://doi.org/10.26418/jppk.v12i1.61484>.
- Locher, Franziska Maria, Sarah Becker, Irene Schiefer, and Maximilian Pfof. "Mechanisms Mediating The Relation Between Reading Self-Concept and Reading Comprehension." *European Journal of Psychology of Education* 36 (2021): 1–20.
- M. Fikri, A.R. *Sejarah Media: Transformasi, Pemanfaatan, Dan Tantangan*. Edited by TIM UB Press. I. Malang: UB Press, 2018.
- Main, Susan, Susan Hill, Annamaria Paolino, Susan Main, Susan Hill, and Annamaria Paolino. "Improving The Reading Skills of Struggling Secondary Students in A Real-World Setting : Issues of Implementation and Sustainability." *Australian Journal of Learning Difficulties* 28, no. 1 (2023): 73–96. <https://doi.org/10.1080/19404158.2023.2210588>.
- Marmoah, Sri, and Jenny Indrastoeti Siti Poerwanti, Suharno. "Literacy Culture Management of Elementary School in Indonesia." *Heliyon* 8, no. 4 (2022): e09315. <https://doi.org/10.1016/j.heliyon.2022.e09315>.
- Medrano, L.M.S.M. "The Otomí Autonomous Educational Project: Supporting Children's Literacy and Agency." *Journal for Critical Education Policy Studies* 20, no. 1 (2022): 174–98.
- Menengah, Direktorat Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan. *Buku Saku Gerakan Literasi Sekolah*, 2015.
- Mubarok, Husni, Dian Mustika Anggraini, Iain Kudus, U I N Maulana, Malik Ibrahim, Ucu Cahyana, Abdul Kadir, Monalisa Gherardini, Relasi Kemampuan, and Berpikir Kritis. "Literation Skill to Improve Higher-Order Thinking Skills In Elementary School Students" 12, no. 1 (2020). <https://doi.org/10.14421/al-bidayah.v12i1.234>.
- Nabila, Hurin, Muhammad Thamrin Hidayat, Syamsul Ghufroon, and Rudi Umar Susanto. "Implementasi Gerakan Literasi Sekolah Tahap Pembiasaan Dalam Meningkatkan Minat Baca Siswa Kelas 4A SDN Kaliasin VII Surabaya" 06, no. 01 (2023): 6303–13.
- Nabilah, Naimah Zhahratun. "Implementasi Program Literasi Dalam Meningkatkan Minat Baca Peserta Didik Di SDN Unggulan Bontomanai" 1, no. 1 (2023): 32–45.
- OECD. *PISA 2018 Assessment and Analytical Framework*. OECD Publishing, 2019.
- Orellana, Pelusa, Carolina Melo, Samuel De Julio, and José Pezoa. "The Relationship Between Motivation To Read And Reading Comprehension In Chilean Elementary Students," no. December (2020). <https://doi.org/10.1007/s11145-020-10051-3>.
- Oxley, Emily, Sarah Mcgeown, Emily Oxley, and Sarah Mcgeown. "Reading for Pleasure Practices in School : Children's Perspectives and Experiences Perspectives and Experiences." *Educational Research* 65, no. 3 (2023): 375–91. <https://doi.org/10.1080/00131881.2023.2236123>.
- Puchkova, A.N. "The 'Digital Generation' Is Learning To Read: Linguistic Factors Of Eye Movement Parameters Of Russian Schoolchildren Of The 1st – 3rd Grades." *Vestnik Volgogradskogo Gosudarstvennogo Universiteta. Seriya 2. Yazykoznanie* 21, no. 3 (2022): 116–31. <https://doi.org/10.15688/jvolsu2.2022.3.10>.

- Rahmi, Aprilia, Aulia Izzatun Nafis, Aulia Salsabiela, and Guru Sekolah Dasar. "Strategi Meningkatkan Kemampuan Literasi Dengan GLS : Strategy Improving Literacy Ability With GLS : School Literacy" 3, no. 1 (2023): 37–41.
- Sari, Ika Fadilah Ratna. "Konsep Dasar Gerakan Literasi Sekolah Tentang Penumbuhan Budi Pekerti." *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 10, no. 1 (2018): 90–99.
- Schmitz, H. "The School on the Move for the Promotion of Reading Competence: A Theoretical Review." *Educacao e Pesquisa* 48, no. Query date: 2024-03-24 05:19:12 (2022). <https://doi.org/10.1590/S1678-4634202248242455POR>.
- Shammas, C. "The Extent and Duration of Primary Schooling in Eighteenth-Century America." *History of Education Quarterly* 63, no. 3 (2023): 313–35. <https://doi.org/10.1017/heq.2023.12>.
- Sismulyasih, Nugrahaeti. "MENGGUNAKAN STRATEGI BENGKEL LITERASI PADA SISWA SD Nugrahaeti Sismulyasih Sb Jurusan Pendidikan Guru Sekolah Dasar Fakultas Ilmu Pendidikan Universitas Negeri Semarang PENDAHULUAN Literasi Adalah Kemampuan Berbahasa Seseorang (Menyimak , Berbicara , Menul." *Jurnal Primary Program Studi Pendidikan Guru Sekolah Dasar Fakultas Keguruan Dan Ilmu Pendidikan Universitas Ria* 7, no. April (2018): 68–74.
- Slavin, Robert E., Cynthia Lake, Bette Chambers, Alan Cheung, and Susan Davis. "Effective Reading Programs for the Elementary Grades: A Best-Evidence Synthesis." *Review of Educational Research* 79, no. 4 (2009): 1391–1466. <https://doi.org/10.3102/0034654309341374>.
- Solihin, Lukman, Utama, Bakti, Pratiwi, Indah Novirina. "Indeks Aktivitas Literasi Membaca 34 Provinsi," 124. Jakarta, 2019.
- Sopiany, H.N. "Implementation of the School Literacy Movement Development Stage in Fostering Secondary School Students' Mathematical Literacy Skills." *Journal of Physics: Conference Series* 2279, no. 1 (2022). <https://doi.org/10.1088/1742-6596/2279/1/012001>.
- Sugiyono. *Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D*. Bandung: Alfabeta, 2015.
- Sukariyadi, Teja Insyaf, Wikanso Wikanso, and Wahyuningsih Wahyuningsih. "Implementasi Gerakan Literasi Sekolah dalam Pengembangan Minat Membaca dan Menulis Siswa Kelas IV di SDN Ngawi Purba 2." *ELEMENTARY: Jurnal Inovasi Pendidikan Dasar* 3, no. 1 (February 26, 2023): 26–31. <https://doi.org/10.51878/elementary.v3i1.1966>.
- Sulistiawati, Anggi, Putri Wahyuni, Suci Ramadani, Weniar Fauziah, Program Studi, Pendidikan Guru, Sekolah Dasar, Fakultas Keguruan, Dan Ilmu, and Universitas Islam Riau. "Program Literasi SDN Di Kabupaten Indragiri Hulu Dan Kota." *Jurnal Multidisiplin Indonesia* 2, no. 7 (2023): 1374–78.
- Sulistiyarini, A. "Pre-Lesson Reading Activities on Creative Thinking Skills: Implementation, Impact, and Constraints." *Pegem Egitim ve Ogretim Dergisi* 12, no. 4 (2022): 89–102. <https://doi.org/10.47750/pegegog.12.04.10>.
- Utami, Namira Putri, Heni Purwati, and Aurora Nur Aini. "Phenomenon : Jurnal Pendidikan MIPA Students ' Mathematical Literacy Ability in Comparative Material Viewed from Students ' Reasoning Ability Kemampuan Literasi Matematis Siswa Pada Materi Perbandingan Ditinjau Dari Kemampuan Penalaran Siswa" 12, no. 2 (2022): 188–205.
- UU Sisdiknas. "Sistem Pendidikan Nasional," 2003.

- Venegas, E. "Black Lives Still Matter: Freedom Schools as an Embodiment of Critical Literacy Through Reflection and Action." *Urban Education*, no. Query date: 2024-03-24 05:19:12 (2023). <https://doi.org/10.1177/00420859231175671>.
- Wijayanti, Vivin Nur. "Pembiasaan Terhadap Minat Membaca Peserta Didik Kelas V SD Sukorejo Wetan O2 , Kecamatan Rejotangan, Kabupaten Tulungagung," n.d.
- Zee, M. "A Cross-Lagged Study of Students' Motivation, Academic Achievement, and Relationships With Teachers From Kindergarten to 6th Grade." *Journal of Educational Psychology* 113, no. 6 (2021): 1208–26. <https://doi.org/10.1037/edu0000574>.
- Zubáková, M. "Rapid Automatized Naming as a Predictor of Reading Ability and a Diagnostic Marker of Dyslexia." *Ceskoslovenska Psychologie* 67, no. 6 (2023): 426–39. <https://doi.org/10.51561/cspsych.67.6.423>.
- Zusnita, Siti Yulia, and Lailatul Badriyah. "Implementasi Pembelajaran Berbasis Literasi Dalam Menumbuhkan Minat Baca Peserta Di SD 4 Pecangaan." *Pendidikan* 3 (2021): 395–403.

This page is intentionally left blank