



Literacy Movement in Increasing Reading Interest of Elementary School Students

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Article History:

Received: Jul 23, 2024

Revisions: Aug 20, 2024

Received: Sep 13, 2024

Online First: Nov 11, 2024

Keywords:

Elementary school students,
Interest in reading,
Literacy movement.

Keywords:

Gerakan literasi,
Minat baca,
Siswa sekolah dasar.

How to quote:

Azzahra, A., & Apoko, T. W. (2024). Literacy Movement in Increasing Reading Interest of Elementary School Students. *Edunesia : Jurnal Ilmiah Pendidikan*, 5(3), 1530-1542.

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Abstract: The literacy movement and increasing interest in reading among students are essential educational challenges because literacy has a role in practice and social relations related to knowledge, Language, and culture. However, the problem of low literacy for Indonesian students still needs to be found. This study investigates the literacy movement in increasing the reading interest of students in elementary schools. The participants of this study are the students and the teachers at SDI PB Soedirman. The method used in this study is qualitative descriptive, namely, conducting direct observations and interviews with several selected students and teachers. The study results show that library visits, watching educational films, and holding literacy competitions have increased students' interest in reading, especially in grade IV. This activity can increase students' interest in reading and train students' courage in writing stories, speaking in public, or channelling their ideas. Thus, the literacy movement at SDI PB Soedirman should continuously be supported by adequate facilities and support from teachers so that the literacy movement can be channelled appropriately to students.

Abstrak: Gerakan literasi dan peningkatan minat baca di kalangan siswa merupakan tantangan penting dalam dunia pendidikan, karena literasi memiliki peran dalam praktik dan hubungan sosial terkait dengan ilmu pengetahuan, bahasa, dan budaya. Namun pada kenyataannya, permasalahan rendahnya literasi bagi siswa Indonesia masih ditemukan. Penelitian ini bertujuan untuk mengetahui gerakan literasi dalam meningkatkan minat baca siswa di sekolah dasar. Partisipan penelitian ini adalah siswa dan guru di SDI PB Soedirman. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif, yaitu dengan melakukan observasi dan wawancara langsung kepada beberapa siswa dan guru terpilih. Hasil penelitian menunjukkan bahwa kegiatan seperti kunjungan perpustakaan, menonton film edukatif, dan mengadakan lomba literasi telah meningkatkan minat baca siswa, khususnya di kelas IV. Dengan adanya kegiatan ini, tidak hanya dapat meningkatkan minat baca siswa, tetapi juga melatih keberanian siswa dalam menulis cerita, berbicara di depan umum, atau menyalurkan gagasannya. Dengan demikian, gerakan literasi di SDI PB Soedirman harus terus didukung oleh fasilitas yang memadai dan dukungan dari guru agar gerakan literasi dapat tersalurkan dengan baik kepada siswa.

A. Introduction

Literacy is a person's ability to read, write, understand written information, and solve problems in everyday life (Darwanto & Putri, 2021). Literacy is essential in social relationships related to knowledge, Language, and culture (Teguh, 2020). Literacy is critical in Indonesia, but some problems, such as low literacy in elementary schools, still exist. According to UNESCO data, in 2019, 5.5% of adults are illiterate, and only 3.9% of adults with low ability can read and write. The categories of children's reading comprehension include poor reading comprehension, inability to understand sentences, reading difficulties, inability to repeat what is read, and inability to understand punctuation marks (Nurpratiwiningsih et al., 2023).

Instilling ethical values early on is very important, as the educational process produces intellectually, emotionally, and spiritually intelligent human beings (Alghi, 2023). Folklore depicts the words and practices of our ancestors as noble. As Ki Hajar Dewantara said, education is a way to foster the ethics, thoughts, characters, and bodies of children (Mudana, 2019).

Character education and cultural literacy are very closely related. Character education is essential for children, and students' character will develop due to the application of literacy education culture (Maulidiyah & Sarwan, 2020). The existence of this movement makes schools a learning organization that strives to realize the goal that all citizens are skilled in reading to support literacy as lifelong learners (Indrasari, 2019).

Interest in literacy in Indonesia, especially at the elementary school student level, still faces several challenges. Referring to data from UNESCO, the interest of the Indonesian people in reading is very concerning, at only around 0.001%. This figure shows that out of 1000 people, only one is an avid reader (Khasiroh & Fauzi, 2023). This data shows that more efforts are needed to increase reading interest in Indonesia, especially among elementary school students. The low interest in reading in Indonesia, especially at the elementary level, is a shared responsibility of students, teachers at School, and parents (Elendiana, 2020).

One of the causes of this low interest in reading is that students are more interested in social media and *Games* online, so the need for more interest in reading books is a problem (Novitasari, 2020). This literacy movement in elementary schools is one of the activities that can be carried out by schools in order to help students develop themselves and shape their personalities outside of school learning (Sugiyono, 2020). This will be successful if teachers can develop learning carried out to improve literacy skills. Schools must commit to reading and a culture of comprehensive writing skills. One of the efforts made by the Ministry of Education and Culture is to develop a reading movement called the School Literacy Movement, which aims to help students improve the culture of reading and writing both in the school environment and outside of School (Permendikbud, 2013).

The School Literacy Movement is an effort carried out comprehensively, continuously and sustainably to transform schools into learning organizations with lifelong literate citizens through community involvement (Sartika, 2022). School literacy movement programs that can strengthen, grow, and develop ethics listed in the Program are an activity

15 minutes before the teaching activity begins where students read the textbook. They may read books with reading materials that contain ethical values and local, national, and global wisdom according to the level of student development. At this stage, every corner of the classroom has a reading corner that has been provided with fairy tale books or folklore books that can increase students' interest in reading (Permendikbud, 2015).

The student development stage aims to develop literacy skills such as reading books with the correct intonation, writing and discussing a story from what has been read. Schools organize various literacy activities by improving, developing and maintaining students' interest in reading through textbooks, such as collaborating in-game activities with text-rich learning to maintain their interest in reading. The activity carried out allowed students to choose to read books. Students have the right to use the facilities in the library. After reading, students are asked to write and explain what they have read. You can watch prophetic history, adventure movies, and educational films in the library.

Reading interest refers to a person's tendency and drive to engage in reading activities (Nurtika, 2021). This includes an individual's desire and enthusiasm to explore a variety of books, articles, stories, and other materials. Reading interest involves feeling happy about the reading process and content. A strong interest in reading can motivate individuals to learn and broaden their horizons (Rahayu, 2016). Meanwhile, literacy allows individuals to understand and respond to information wisely. Good literacy skills also help people solve problems and make decisions (Asnawati, 2022).

Several researchers have carried out previous research on literacy development in elementary schools. One of them is research conducted by Kasanova (2021). This study emphasizes the importance of understanding the changes in literacy culture to increase students' interest in reading, including through the socialization of literacy culture in schools. In addition, another study analyzes the development of literacy culture in one elementary School in Malang City (Saadati & Sadli., 2019). The last relevant research was carried out by involving literature research. The results of this study show that literacy strategies in elementary Schools, such as reading for 15 minutes before the subject starts, creating a reading corner, and creating a text-rich environment, can effectively increase students' interest in reading (Sukma & Sekarwidi, 2021). Moreover, reading strategies by teachers in elementary schools, such as scaffolding and think-aloud, are essential to promote students' interest in reading (Apoko & Marcellinda, 2023).

Although there has been much research on literacy development in elementary schools, more research with a holistic and integrated approach is still needed, especially in grade IV students. Therefore, this research is essential because it brings various innovations to develop interest in reading and literacy in grade IV elementary school students with creative and practical activities. This research succeeded in expanding students' linguistic horizons by reading the Qur'an and using foreign languages in spoken media. In addition, applying creative solutions such as using television in learning in the library also provides a new dimension in the literacy development process.

Reading interest and literacy interest are interrelated and influence each other. A strong interest in reading can be an essential foundation for developing good literacy. This is because the more a person engages in reading, the more likely they are to develop more profound literacy skills. On the other hand, good literacy can also strengthen interest in reading, as the ability to understand and enjoy different types of texts will encourage individuals to continue interacting with diverse reading materials.

This research focuses on the literacy movement carried out at SDI PB Soedirman, especially for grade IV students. This study discusses the activities carried out by grade IV students to support the literacy movement in schools. The researcher also observed the facilities provided by the School to support this literacy movement. Several activities at SDI PB Soedirman are carried out with cooperation between students and teachers so that this literacy movement is not only carried out by students but also with the support of teachers. The activities at SDI PB Soedirman and the existing facilities are expected to significantly contribute to developing more effective literacy learning strategies at the basic education level. This research is also expected to be a reference and input for other schools to adopt a similar approach to strengthen elementary school students' literacy and language skills.

B. Method

This research was conducted using a qualitative descriptive method. This research method produces a description or elaboration based on the philosophy of positivism or intrepidity, which researchers use in conditions according to the facts found. This research does not use numbers but describes an object or phenomenon poured into writing containing factual data citations. The results disclosed in the field support the report (Anggito & Setiawan, 2018). The qualitative descriptive approach uses data that is described in sentences and obtained from the results of interviews, field notes, photos, video tapes, personal documentation, notes or memos and other documentation (Moleong, 2005).

This research was conducted at SDI PB Soedirman, located in Cijantung, East Jakarta. This study involved four teachers and seven students as the participants. The research was conducted over two weeks, during which observations and interviews were conducted. The steps of the research can be seen from the figure below:



Figure 1. Research Steps

The research instruments used to collect research data are interviews and observations. Interviews were conducted at schools, with teachers and students as resource persons. Teachers and students are given several questions in accordance with this research's theme. The following process is to make direct observations of the School. The observation was to see school facilities that can support the literacy movement in schools. The teacher also accompanies the observation process so that direction and explanation are given. In the interview and observation process, the researcher used a camera to photograph the condition of the School and facilities that can support the literacy movement. Cameras are also used to record the interview process with the interviewees so that it becomes evidence of research. The results of the interviews and observations began to be sorted according to the research discussion.

After interviews and observations, the following process is to conduct an analysis based on source information and direct observations. The results of interviews and observations were analyzed using several stages, including the data reduction process, data presentation, and conclusion data related to the literacy movement with the theme of reading the Quran, library visits, and language month activities. The analysis results are presented in the form of narrative writing, including the results of interviews and other supporting documentation (Miles, 1994).

C. Result and Discussion

Research Results

This qualitative research aims to analyze the development of the literacy movement in increasing reading interest in one elementary School. The data answers problems that have previously been presented by researchers, including reading the Quran, library visits, and *Bulan Bahasa* activities.

1. Activities of Reading the Qur'an



Figure 2. Research Results, 2024

Reading the Qur'an is a literacy activity carried out by elementary schools. This is a mandatory activity that must be done before starting learning, in contrast to literacy activities in other schools, such as reading storybooks before studying. This activity also makes students more accomplished in non-academic fields, such as the formation of students who memorize the Qur'an and participate in tahfidz competitions; this activity can also train students in writing calligraphy, besides that, there is also a tahfidz graduation for students who have achieved the target of memorizing the Qur'an. These tahfidz students also have classes because registration for tahfidz schools is now open. The following is a chart of the results of interviews with several respondents.

“Al-Quran reading activities have been carried out since the 2000s. This activity is intended for students and teachers to be carried out together in the classroom, before teaching and learning activities begin. This activity is an advantage for SDI PB Soedirman because this activity not only makes students excel in the academic field, and differentiates SDI PB Soedirman school from other schools. With this activity, SDI PB Soedirman students excelled in the religious field, such as participating in tahfidz competitions and making students achieve targets in memorizing the Qur'an.” (Teacher 1)

“Reading the Qur'an is not only a routine activity for students, but also for teachers. Every Friday, teachers routinely carry out Al-Quran reading activities every afternoon after completing teaching and learning activities. Teachers not only read the Qur'an but also understand the tajweed and the content of the verse.” (Teacher 2)

“With the activity of reading the Qur'an every morning before studying, it makes students more familiar and fluent in reading the Qur'an. Students are also motivated to take tahfidz classes to practice memorizing and reciting the Qur'an.” (Student 1)

“The routine of reading the Qur'an at school makes students more fluent in reading the Qur'an. This has become a new habit for students.” (Student 2)



Figure 3. Research Results, 2024

2. Library Visit

Activities to visit the library are carried out alternately every two weeks. Each class gets a monthly visit schedule. On each visit, each class gets 2 hours of lessons. Activities that students can do in the library include reading books, borrowing books, and watching movies. This visit aims to practice habits and increase students' interest in reading. This visit is not just about reading in the library; students are also trained to retell the readings they read through writing. In addition, students can choose activities or readings they like. The learning process continues in the library, especially when students retell their reading readings. Library visit activities are in great demand by students. Because of the high enthusiasm of students for reading in libraries with an extensive collection of books, This activity also helps students be more independent and have a sense of responsibility in the learning process. The following is a chart of the results of interviews with several respondents.

“Library visits have been carried out since 2005. At first, library activities were not very active and the facilities and books were not very complete. With the enthusiasm of the students, the School continues to improve library facilities and increase the collection of reading books, such as picture books, comics, novels and science books. Students also have a regular schedule of visits to the library, initially once every two weeks, until it becomes once a week, with a duration of 1 hour of lessons.” (Teacher 3)

“Activities that students can do during the library visit are reading books and watching movies. The movies that are screened are usually adjusted based on the grade level and the student's understanding. The books read are also based on the interests of each child. After that, students will be given an assignment by their homeroom teacher to make conclusions based on the books they read or the movies they watched.” (Teacher 4)

“Every time students visit the library, they will be given the task of making a summary of reading a book or movie. After creating a summary, students will read the summary results back in front of the class, and will get additional points. With this, it can train students' courage to speak in front of many people, and practice students' writing skills.” (Student 2)

“Activities in the library are not only reading the Quran, but also watching movies. The films shown are usually about ethics, prophetic stories, and folklore. Based on the movies watched, students can pick up messages to apply in their daily lives. Watching movies also makes activities in the library more varied.” (Student 3)

“Library visits are a fun activity for students because the library room is equipped with air conditioning facilities and students can get new learning nuances. With this activity, you can also practice your reading, writing, and public speaking skills.” (Student 4)



Figure 4. Research Results, 2024

3. *Bulan Bahasa* Activities

This *Language Month activity* is an annual program for grade IV elementary school students, such as a proclamation text reading competition, a competition to make a picture story, a competition to compile paragraphs, and a competition to make essays according to the theme. Based on interviews with resource persons, it was found that it was a competition to read the proclamation text, make illustrated stories, compile paragraphs, and write essays according to the given theme.

In the proclamation text reading competition, students are assessed by how they are read and by the pronunciation and use of punctuation marks in writing. Students' pronunciation when reading the text is also an assessment because the more precise the student's pronunciation is, the easier it is for the listener to understand the content of the reading. While in the competition to make picture stories, it was found that students were encouraged to channel their ideas in the form of writing and pictures. Students are trained to draw according to the existing story so that the drawing has continuity. The existence of images enhances students' imagination and brings reading to life.

Students are trained to string paragraphs into one continuous story for the paragraph compilation competition. Students are expected to understand the content of each previous paragraph and structure it into a story. The assessment in this competition is seen from how students understand the content of the reading in paragraphs and organize it into readings. Finally, the activity facilitated by the School is a competition to write an essay according to the theme. This competition activity trains students to pour their thoughts into writing. Students can write according to their ideas regarding the theme that has been determined. Assessment can also be seen from how students can still make up stories according to the theme so that the essays made have. Messages that can be conveyed. This activity was carried out for one month in the classroom. Students who have the best assessment will receive an award in the form of a trophy. With this trophy prize, students are allowed to compete in a healthy manner to give maximum effort. The following is a chart of the results of interviews with several respondents.

“This activity is an annual program carried out for grade 4 students. The activities include a proclamation text reading competition, Illustrated Story Making Competition, Paragraph Writing Competition, and essay making competition according to the theme. The purpose of this activity is the implementation of an independent curriculum, and as a way to increase the interest of talents, foster confidence. Each competition has its own criteria. As in creating a picture story, the visible criterion is the continuity between the image and the preparation of the story. Or in reading the proclamation text, the main criteria in the assessment are the volume and clarity of the student in reading. In essence, the assessment of this language month competition is speaking and writing.” (Teacher 3)

“With this language month activity, students can structure sentences well and have the courage to speak in front of many people. It's just that there are several obstacles in this activity, such as students still lack confidence, so in some competitions, teachers are required to choose students to participate in the competition. The solution to this obstacle is that teachers motivate students to be more confident, and know their talent interests. Meanwhile, the solution to this obstacle is for teachers to motivate students to be more confident, and to know their talent interests.” (Teacher 1)

“In language month activities, students participate in competitions according to their interests. One of the competitions held is Reading the Proclamation Text, in this competition, students must read the proclamation text in front of the class. The use of punctuation marks in writing and students' pronunciation in reading texts is an assessment because the clearer the student's pronunciation, the easier it is for the listener to understand the content of the reading.” (Student 5)

“Other competitions that can be participated in is to make a picture story. Student trained to channel their ideas not only in the form of writing, but also pictures. Students are trained to draw according to the existing story so that the drawing has continuity with the story. The existence of images enhances students' imagination, and brings reading to life.” (Student 6)

“The competitions held in this language month are always related to reading, writing, and speaking activities. Every student who wins the competition will also get a prize and that is one of the attractions of the Language month activities. The writings or pictures made by students are also displayed on the classroom wall so that students feel happy.” (Student 7)

Discussion

This study aims to find out various literacy movement activities for elementary school students. The study results found that reading the Qur'an is one of the learning activities that can shape students' character to become human beings with faith and noble character. This character education serves to develop and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, have practical knowledge, are creative, independent, and become democratic and responsible citizens (Arrosyad & Wahyuni, 2023). Reading the

Qur'an before studying can convey religious values that students can apply in and outside the school environment. This forum allows students to study the material academically and trains them to read the Qur'an and Tajwid. In addition, the teachers also participated in the activity of reading the Al Quran with students. This is so that teachers can set an example for students. In this activity, the teacher can be a role model for students and the dominant factor in the success of the formation of reading character. Role models are the first and main step to teaching and actualizing character (Jamil et al., 2024).

The following literacy activity found at School is a library visit. Library visits are a mandatory activity that schools must carry out regularly because libraries are one of the most important sources of information. Many books and other reference sources can be found there (Agustina et al., 2018). This activity introduces library books to students, where students can choose interesting readings for literacy for students. In addition, there are benefits of library visits for students. According to (Setiawan & Sudigdo, 2019), the benefits of library visits are to increase student's interest and reading ability, develop students' ability to speak languages and optimize the function of the school library.

In addition to visiting the library to read books, other activities that can be done in the library are audio-visual, namely watching television that tells about the universe or the stories of the prophets. The involvement of the use of television is one of the effective solutions in an effort to improve children's literacy because television is considered to significantly influence children's interest in reading and language skills (Rahmayanti, 2021). It trains students to focus on activities to optimize their ability to speak or write, improve student communication, and improve their memory. With this activity, the library can also be a place for students to get ideas or learn outside of class hours. Therefore, adequate and complete library facilities will increase students' interest in literacy in School.

Other literacy activities carried out at School are language month activities. The activity is the procurement of language month activities which are carried out as an effort to improve students' literacy skills and also as a place to change classrooms that were initially less literate to be even better, The result after this activity is the class became literate with the completion of information such as picket schedules, class materials containing information such as subject schedules, and others that are also related to cleanliness (Jamil et al., 2024). This activity held a literacy work competition. This literacy work competition aims to improve students' ability to write, speak in public, and channel their ideas in written or drawing work, increasing students' enthusiasm to produce the best work. Students are also trained to compete in a healthy and good manner and see this competition as an event to improve their literacy skills. This activity also encourages students to be more creative and dare to convey their ideas. To make students more excited, the results of writing and pictures can be pasted on the classroom wall, so that the classroom environment can look more attractive with students' writing and pictures. Students are also invited to be more active in decorating the classroom so that they can be more responsible for maintaining the cleanliness or beauty of their classrooms.

Based on literacy activities carried out by students in reading the Qur'an and Tajweed, library visits and *Language Month* show that literacy interest can develop and shape the character and civilization of a dignified nation in order to educate the nation's life and can train students to compete healthily, as well as accept the results of the competition with open arms. In addition, the literacy movement also produces new ideas and knowledge outside of learning materials. These ideas can be expressed again in language month activities, and foster students' interest in reading or writing, even more so with the help and direction of teachers and students' parents. Therefore, there needs to be cooperation between students, teachers, and parents to foster students' interest in literacy in and outside the school environment.

D. Conclusion

Based on the research results, students' interest in reading through the school literacy movement can be strengthened and improved. This study shows that activities in schools have a positive impact on the development of student literacy, especially when the facilities are adequate. Students who are interested in reading are better at expressing ideas in writing. Enjoyable literacy activities in schools improve academic and non-academic achievement, aligning with the School's vision and mission. This literacy movement can be a model for developing students' talent interests through school values. These findings also illustrate the School's commitment to supporting holistic student development.

However, this study has some limitations. The main limitation is the limited time spent observing the learning process through literacy movements carried out by schools. In addition, the number of participants is not large, so it cannot reflect the overall interest of students in terms of increasing interest in reading. Therefore, future research needs to involve more participants, especially related to student learning outcome data for Indonesian subjects.

This study suggests that teachers focus more on developing innovative and literacy-oriented learning methods, including using digital technology to support students' interest in reading. In addition, the Government, in this case, the Ministry of Education, Culture, Research, and Technology, and schools are advised to integrate literacy strategies that have proven effective into school curricula or programs.

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