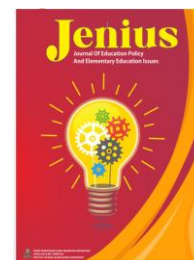




## Jenius: Journal of Education Policy and Elementary Education Issues

<https://ejournal.uinsaid.ac.id/index.php/jenius>



### Analysis of Driving and Inhibiting Factors of Literacy Activities at Islamic Elementary School

Ayu Nitami\*

Islamic Elementary Teacher Education, Faculty of Tarbiyah, UIN Raden Mas Said Surakarta, Indonesia

\*Corresponding author: [ayunitami2@gmail.com](mailto:ayunitami2@gmail.com)

#### ARTICLE INFO

##### Article History

Received: 09 February 2023

Accepted: 12 June 2023

Published: 26 June 2023

##### Keywords:

Literacy Drivers; Literacy inhibitors; Reading Skills; School Literacy Movement

#### ABSTRAK

Literacy activities are important for students because they can improve critical thinking skills, creativity, and other thinking skills. The GLS program was established to help improve student literacy activities in schools. This study aims to determine the driving and inhibiting factors of literacy activities in MIN 4 Sukoharjo. This research uses a qualitative approach. The subjects in this study were teachers. In comparison, the informants in this study were the principal and students. Data is collected through observation, interview and documentation techniques using observation sheet instruments and interview guidelines. Data analysis techniques carried out include four stages, namely the stages of data collection, data reduction, data presentation, and conclusions. The study results show that the success of implementing literacy activities is influenced by supporting factors from schools, students, parents and the role of teachers as facilitators of literacy activities in schools. Inhibiting factors that affect the implementation of literacy activities come from students' lack of awareness to implement literacy activities, the availability of facilities in schools, the lack of teachers' ability to implement good and correct literacy activities, and the lack of cooperation between schools and parents.

#### INTRODUCTION

Education is a very important aspect of developing knowledge and insight. One way to develop this is by reading. Reading is necessary for students to keep abreast of all developments, especially those related to education (Juhanda & Maryanto, 2018; Yuriza et al., 2018). Reading can be a means for students to know, understand, and apply the knowledge they get at school (Hanggi, 2016). Elementary education must instil reading activities (Ristanto et al., 2017). However, a literacy culture that includes reading habits has not become a culture for students in Indonesia (Prasrihamni et al., 2022). The rapid development of information and technology

makes students spend more time watching television or in front of gadget screens (Permatasari, 2015). Therefore, reading is an important ability for students to have.

Reading is one of the literacy activities. Literacy is using language and images in a rich and varied form to read, write, listen, speak, see, present, and think critically about ideas (Abidin et al., 2021). Good literacy will help the younger generation understand oral and written information (Ningrum et al., 2019). Literacy is the ability to process, understand, and use information appropriately through literacy activities such as reading, writing, listening, or speaking (Budiharto et al., 2018). Literacy can also be defined as skills related to reading, writing, and thinking activities to improve the ability to understand information critically, creatively, and innovatively (Suyono et al., 2017). Literacy is reading and writing and critical thinking skills in utilising visual and digital information (Rohim & Rahmawati, 2020).

The Ministry of Education and Culture held a movement to overcome the problem of low interest in reading in Indonesia by holding the School Literacy Movement (GLS) (Salma, 2019). GLS aims to create a culture of reading and writing both within the school environment and outside of school. GLS is expected to increase students' awareness that reading is a very important activity to do so that it can open up broader insights (Dharma, 2020). GLS also aims to improve students' literacy skills integrated with the curriculum used by schools (Mutia et al., 2018). Each school at every level, both primary and secondary education, must implement the GLS program to foster interest in reading and motivation for lifelong learning (Hastuti & Lestari, 2018).

GLS program objectives, according to Widayoko & Muhardjito (2018), are to create a culture of reading and writing literacy for students, school members and the community, change the perception that school is a happy place to learn, procure facilities and infrastructure that support literacy activities such as books of fairy tales or folklore, and to use appropriate and varied reading strategies. GLS is a movement involving all citizens and the community as part of education providers to foster students' interest in reading and improve reading skills so that knowledge is mastered better (Prasrihamni et al., 2022). GLS is one of the efforts made by the Indonesian government at this time, in addition to changing the existing curriculum in schools (Faradina, 2017). GLS can be a solution to help students understand the knowledge gained at school and develop character in everyday life (Rohim & Rahmawati, 2020).

According to Budiharto et al. (2018), GLS implementation has several principles, namely carried out according to the stage of child development, is balanced, integrated with the curriculum, can carry out reading and writing activities at any time, and develops an oral culture

and diversity. The GLS program carried out according to the stage of child development, can facilitate the selection of literacy strategies to be used from the habituation, development and learning stages. The GLS program must be balanced to make schools aware that students have different characteristics, so students' needs also vary. For example, the literacy strategy used at the elementary school level will be different from middle school. The GLS program must also be integrated with the curriculum because each subject requires reading and writing.

The GLS program should be implemented anytime and anywhere or be more flexible. The books used are textbooks and can also contain fairy tales, folklore, poetry, short stories, comics, and others, which can be read at leisure. Not only reading and writing the GLS program is also expected to improve students' oral, speaking, or communication skills. This activity can include discussions, poetry reading, telling stories, debating, and others. This communication ability can also stimulate students' critical thinking skills. Through GLS, students can also practice respecting differences. Schools can provide books on diversity to increase students' knowledge.

One of the GLS programs is a reading activity for 15 minutes before class starts. Readings can contain ethical values such as local, national and global wisdom. GLS implementation is carried out in stages according to school conditions. The things considered in implementing the GLS are facilities and infrastructure, school members such as teachers and students, parents, the community, and other support systems such as support from several institutions outside the school and relevant policies. The stages of GLS implementation are habituation, development and learning (Dharma, 2020).

The habituation stage is growing interest in reading through 15 minutes of reading activities. At this stage, schools can prepare books of fairy tales or folklore that can increase students' interest in reading at school. The development stage is the stage of increasing literacy skills through activities responding to enrichment books. This stage aims to develop literacy skills, such as reading books with the right intonation, writing stories and discussing story material. The learning stage is the stage of increasing literacy skills in each subject through enrichment books and reading strategies for each subject. At this stage, the school organises various activities aimed at increasing and maintaining students' interest in reading through textbooks, for example, by holding game activities in learning that contain text so that students can maintain their interest in reading.

However, the program is not running optimally, and many schools have not implemented the GLS program. One school that has not been optimal in implementing GLS activities is MIN 4

Sukoharjo. Implementing literacy activities at MIN 4 Sukoharjo is only carried out during learning hours which tend to focus on the text in the learning book. Based on the results of observations, students are more likely to play or carry out activities other than reading before learning takes place. The results of interviews with several teachers support this statement. Students are less interested and not motivated to read other than textbooks and rarely borrow story books from the library, so literacy activities are carried out in the classroom during the learning process. Therefore, this study aimed to determine the driving and inhibiting factors of literacy activities at MIN 4 Sukoharjo.

## **METHOD**

The approach in this study uses a qualitative approach. This research was conducted at MIN 4 Sukoharjo in the 2022/2023 academic year. The subject of the research is the teacher. In contrast, the informants in this study were students and school principals. There are two data sources used in this study, namely primary data sources and secondary data sources. The primary data source in this study was data from interviews with several class teachers at MIN 4 Sukoharjo. The secondary data source in this study included interviews with several students and school principals. Data collection techniques in this study are observation, interviews, and documentation. The instruments used were observation sheets and interview guidelines. The triangulation used in this research is source and method triangulation.

This study uses data analysis techniques, which are carried out in four stages: data collection, data reduction, data presentation, and conclusion. The data collection stage aims to obtain complete and detailed information about literacy activities' driving and inhibiting factors. After collecting all the information and data, the data reduction stage is carried out. The data reduction stage aims to summarise the important points in the data that has been collected. Suppose, at this stage, it is felt that there is still information needed. In that case, the next step is to return to the data collection and reduction stages until the data is deemed complete and per the research objectives. The next stage is the data presentation stage which aims to present data in a structured way so that it is easy to understand and understand. The final stage is drawing conclusions that contain answers to the research objectives.

## **RESULTS AND DISCUSSION**

Based on interviews conducted with several teachers at MIN 4 Sukoharjo, literacy

activities have been implemented for a relatively long time, namely since the 2013 curriculum existed. In the 2013 Curriculum, the government requires all educational institutions to apply and familiarise students with literacy activities by implementing the School Literacy Movement (GLS) program. By holding a school literacy movement, students are expected to have a high interest in reading and have a love of reading that can be made a habit by students so that students will have a reading culture that can be applied in everyday life. This aligns with the principal's opinion that the GLS program has existed since the 2013 curriculum was enacted.

However, implementing the GLS program at MIN 4 Sukoharjo has not been optimal. This is shown in the results of observations before the learning process. Students preferred to play with friends outside the classroom or chat with friends in the classroom. Based on the interviews with several students, information was obtained that students preferred playing or chatting with friends rather than reading books other than textbooks before learning took place. This is supported by the results of interviews with teachers and principals that students are more enthusiastic when meeting friends at school than reading books in the form of fairy tales, folklore, comics, and others. Students do not take the initiative to carry out literacy activities. Literacy activities are only carried out during the learning process by asking students to read the text in the textbook.

### **Implementation of Literacy Activities at MIN 4 Sukoharjo**

The implementation of literacy activities at MIN 4 Sukoharjo is divided into two routine programs and a development program. Routine programs were conducted at MIN 4 Sukoharjo: 1) recitation of the Al-Qur'an and short letters, 2) reading activities, and 3) extracurricular storytelling. Based on the results of observations, reading of the Al-Qur'an (tadarus) at MIN 4 Sukoharjo is carried out every day before learning begins. Usually, this activity is guided by the teacher. Then students follow the direction of the teacher to do tadarus together. The teacher asked low-grade students to read short letters; some were asked to read Iqra surah. Meanwhile, the teacher asked high-grade students to read the Al Quran together for 15 minutes. Implementing tadarus and short letters aims to shape students' character and instil habits in students, so they like to read the Al-Qur'an. It is a form of fostering affection found at MIN 4 Sukoharjo.

This result is in line with the results of an interview with one of the homeroom teachers:

*"Before starting the lesson, students are asked to read iqra or Al Quran for 15 minutes."*

The homeroom teacher accompanies students in class and corrects readings if something is wrong. The school principal also expressed this sentence:

*"The school makes a policy for students to recite the Al-Qur'an in class with the homeroom teacher for 15 minutes. This is expected to foster a culture of literacy not only in the academic but also in the religious field."*

The same thing is also in line with the results of interviews. Some students also said that.  
*"After the bell rang, we were asked to enter the classroom and read the iqra or Al Quran before class."*

Literacy first appeared since the first revelation was revealed, namely the surah Al' Alaq, which contained an order to read. Followed by the command to write in the fourth verse. This shows that it has long been a culture of literacy that must be cultivated. It is concluded that Al-Quran and literacy have a close relationship. Learning the Al-Qur'an is the main teaching subject for scientific disciplines and is a good deed. Al-Quran literacy among the younger generation can reduce deviations from moral crises, weakening of character, and radicalisation. Al-Qur'an literacy activities can grow students in reading, writing, and studying the Al-Quran as a reference for life. In addition, it can also create a reading culture and increase faith and piety. Al-Quran literacy can create a new culture for students: a culture to read, write and study the Al-Quran (Chandra, 2022).

Apart from tadarus activities, MIN 4 Sukoharjo also conducts reading activities. Based on the results of observations, reading activities were not carried out 15 minutes before learning began but were carried out during learning hours in progress. The teacher asks students to read the learning text from the learning book that has been provided relating to the learning material being studied. The form of the text read by students is usually narrative text/illustrative text. This reading activity is usually carried out in rotation. The teacher will appoint students randomly. Then the designated student must read the part of the text the teacher desires. This is in line with the results of interviews with homeroom teachers:

*"After tadarus Al Quran, the teacher started the lesson. Reading activities are usually carried out during the lesson. For example, if there is text or narration in a textbook, the teacher will ask one of the students to read the text in turn. For example, during a lesson, there is no text or narration in the textbook, no reading activity."*

The principal of the school also conveyed this:

*"The school does not make a regular schedule for reading activities. We submit these activities to the homeroom teacher of each class to be carried out during the learning process."*

Agreeing with this, one student at MIN 4 Sukoharjo also said the same thing:

*"Not asked to read before class begins."*

This result shows that reading literacy activities at MIN 4 Sukoharjo have not gone well because students do not yet have the initiative and motivation to read outside class hours. Students still have to be asked to read texts or narratives in textbooks. If, in the learning process, there is no text or narration in the textbook, then reading literacy activities are not carried out. Principals and teachers also have not implemented interesting reading strategies to foster a reading literacy culture. The better the students' literacy culture, the better the students' interest in reading (Pradana, 2020).

### **Supporting Factors for Literacy Activities at MIN 4 Sukoharjo**

The success of literacy activities is also influenced by the readiness of schools to carry out literacy activities. The meaning of readiness here is the readiness of school capacity, including the availability of facilities, reading materials, facilities and infrastructure, the readiness of school residents and other factors that support literacy activities. Factors supporting literacy activities at MIN 4 Sukoharjo include school factors, students, teachers and parents.

Several supporting factors from the school include providing reading corners and libraries, and extracurricular storytelling activities. Providing reading corners in certain classes is one of the supporting factors for the success of literacy activities. The books in the reading corner come from schools and students. Based on the results of observations, the teacher asked students to bring reading books with free themes to complete the collection of books in the reading corner in class. Examples of books in the classroom reading corner are story books, fiction and non-fiction books. However, a few students still use the reading corner to read books before learning begins or during recess. Based on the results of interviews with school principals:

*"The school created a reading corner so students would be interested in reading frequently. The reading corner can be used as a mini library which can be useful for broadening*

*students' insights and knowledge."*

In line with the school principal, one of the homeroom teachers also said:

*"One example of a class with a reading corner is class 1 C. The conditions of the reading corner in some classes vary, several classes add posters as invitations to read and provide decorations in the reading corner, and some classes only provide shelves for reading and putting books. However, not many students take advantage of the reading corner."*

This shows that schools have facilitated students to create a reading literacy culture by holding reading corners. However, students' motivation or interest in reading is still low. It can be seen from the few students who read in the reading corner during recess or before learning. Students only bring books to fill collections in the reading corner. The reading corner can be utilised with the GLS program at the habituation stage. Teachers can ask students to read for 15 minutes in the reading corner before starting the lesson. Apart from doing it before the lesson, the teacher can also ask students to read for 15 minutes in the reading corner afterwards. The reading corner can be designed as attractive as possible so that students enjoy reading in the reading corner. The reading corner can increase students' desire to read and knowledge (Purba et al., 2023).

In addition to a reading corner, MIN 4 Sukoharjo also has a library. MIN 4 Sukoharjo has implemented a program to support literacy activities by procuring a library for students to carry out literacy activities. The library is a space intended for school members, especially students, to add insight, knowledge and develop literacy activities at school. The library has a very important function for literacy activities, namely as a reference source. Libraries usually have a diverse collection of books with various themes regarding learning material. The collection of books in the library comes from the school. With a diverse collection of books, it is expected to make students interested in visiting the library to carry out literacy activities. Based on the results of observations, the collection of books in the MIN 4 Sukoharjo library is quite diverse, ranging from learning books, story books and story books. Students can visit the library during recess to read books and borrow books.

Based on the results of interviews with school principals, he said that:

*"The school has one library. It already contains various books, from textbooks to non-learning books."*

In line with the principal, one of the homeroom teachers also said:

*"Besides the reading corner, a library is provided for classes that do not yet have a reading*



*corner. However, teachers rarely invite students to read in the library. Reading activities are only carried out in the classroom using textbooks."*

The books in the library are also relatively diverse, not only focusing on lessons. Other books such as fairy tale books, folk tales, and other storybooks suit the characteristics of elementary school students. One example of reading literacy activities is visiting the library. Visiting the library can benefit students, such as growing a sense of liking visiting the library, increasing interest or motivation to read, and developing reading and language skills. (Setiawan & Sudigdo, 2019).

Besides reciting the Al-Qur'an and reading activities, MIN 4 Sukoharjo has an extracurricular storytelling program. Based on the results of observations, this activity was trained by special trainers from outside MIN 4 Sukoharjo following their field, namely literacy. This activity is carried out once a week as an extracurricular activity at MIN 4 Sukoharjo. In this activity, students are trained to tell stories properly and correctly, and students will learn about how to tell stories properly so that students' knowledge about storytelling will further develop and increase.

This result is in line with the results of interviews conducted with one of the homeroom teachers; she said:

*"There is extracurricular storytelling. Here students can learn to tell stories. Before telling stories, students are asked to read and write first the story that will be told."*

The principal of the school also conveyed this:

*"The school held extracurricular storytelling to foster a culture of literacy in students at MIN 4 Sukoharjo. This activity is held once a week and invites experts."*

This shows that MIN 4 Sukoharjo has made efforts to foster a culture of reading literacy in students by holding extracurricular storytelling and facilitating students by bringing in teachers from outside who are experts in this field. However, implementing it once a week has not been able to foster a culture of reading literacy in students significantly, so students do not yet have the interest or motivation to read without being asked. Students only do reading activities if there are activities that ask students to read. The existence of storytelling activities can help to improve student literacy (Nurbaeti et al., 2022).

## **Factors Inhibiting Literacy Activities at MIN 4 Sukoharjo**

In implementing literacy activities at MIN 4 Sukoharjo, there are obstacles in carrying out literacy activities. Factors inhibiting literacy include school factors, students, teachers, and parents. Some inhibiting factors from the school include a reading corner and a library. Based on the results of observations, reading corners have not been implemented in all classes because the classrooms are not large enough. The number of students is large enough to make the classrooms full, and there is no place to set up a reading corner in each class. Based on the results of interviews with the principal:

*"This reading corner at MIN 4 Sukoharjo only exists in certain classes."*

In line with the principal, one of the homeroom teachers also said that

*"Not all classes have a reading corner. One example of a class with a reading corner is class 1 C."*

Apart from the reading corner, the library at MIN 4 Sukoharjo is also one of the inhibiting factors for literacy activities. Based on the results of observations, the library at MIN 4 Sukoharjo has limited facilities, such as chairs and tables. Based on the results of interviews with school principals:

*"The library located at MIN 4 Sukoharjo is still moving from place to place and has not settled in one place. This is due to the limitations of existing buildings at MIN 4 Sukoharjo."*

However, the library availability in schools has also not been able to attract students' attention to visit the library to read. An interview result of one student said that:

*"Rarely go to the library. Rarely also read and borrow books in the library. "*

This shows that students' reading interest at MIN 4 Sukoharjo is still relatively low. The school has facilitated students by holding a library as a place to borrow books, both academic and non-learning. This proves that there are not enough facilities and infrastructure to optimise student literacy activities, but there needs to be learning innovation so that data grows and optimises student literacy.

Apart from facilities and infrastructure, the Covid-19 pandemic has greatly impacted education changes in Indonesia. Within two years, face-to-face learning was abolished and replaced with online learning. Online learning makes students more interested in opening

gadgets than opening textbooks. Therefore, the impact of online learning makes students' awareness of the importance of reading and reading habits gradually disappear. This can be seen in the results of an interview with one of the homeroom teachers:

*"Since the pandemic, students have gotten used to going to school online, so teachers cannot supervise students' literacy activities at home."*

In line with that, the principal of the MIN 4 Sukoharjo school also said:

*"The pandemic has significantly impacted the learning process, which has affected students' reading skills. Teachers have difficulty training students' reading skills with a distance learning system."*

In addition, teachers' low awareness of the importance of literacy activities is also an inhibiting factor for literacy activities. The lack of understanding of teachers still lacking in implementing literacy activities at MIN 4 Sukoharjo. With this, the teacher has not mastered and has not implemented continuous literacy strategies according to the allotted time. Based on observations, teachers have not used certain strategies to attract and increase students' interest in reading. Accordingly, the results of an interview with one of the teachers showed that:

*"We asked students to take turns reading the text during the lesson."*

In agreement with this, the results of an interview with one of the students showed that:

*"We are often asked to read during class lessons, which is boring."*

The results of the interviews prove that teachers lack innovation to increase students' motivation to be literate. This shows that the teacher's pedagogic competence is still lacking, affecting student competence (Anggrella et al., 2023). One way to increase students' literacy motivation is the need for interesting learning media such as the Bamboomedia application media (Hasanudin & Puspita, 2017), digital picture books (Yanti & Purnamaningsih, 2021), and Interactive Android Based Learning Media (Alfan et al., 2021). In addition, learning innovations such as project-based learning can also develop student information literacy (Saptasari et al., 2019), so students don't just sit in class reading which causes students to get bored and reduce their motivation.

Another factor that hinders student literacy activities is the factor of students' lack of motivation to carry out and apply literacy activities (Sunarmi et al., 2023). This starts from

habituation to the development of this literacy. Based on the results of observations, there are still a few students who have an interest in reading without being asked by the teacher. This is in line with the results of an interview with one of the homeroom teachers, namely:

*"Students will not read if asked to read in class. So, the teacher will usually ask students to take turns reading."*

The higher the interest or enthusiasm of students to read, the higher the literacy skills possessed by students (Srihartati & Nisa, 2023). Factors originating from the teacher also affect literacy activities in students. Factors from the teacher include supporting the success of literacy activities. In literacy activities, the teacher acts as a companion and facilitator. Based on the results of observations, teachers at MIN 4 Sukoharjo have played quite a good role as assistants and facilitators in student literacy activities. This can be seen from the learning process that asks students to read text or narratives in textbooks. This result also follows the results of interviews conducted with one of the homeroom teachers.

*"The teacher usually asks students to read the textbook readings in turn so that all students do reading activities."*

In addition to factors originating from within the school, factors from outside the school also affect literacy activities, namely factors from parents. Factors from parents include support for the success of literacy activities. This is because to foster reading habits in students, students need to read continuously, so reading activities are mandatory activities that must be done every day. Parents can provide books that attract students' attention to read, and parents also need to monitor what activities their children do at home.

However, economic differences in each student's family also become one of the obstacles in the process of implementing literacy activities. Based on the results of an interview with one of the homeroom teachers, namely:

*"Many parents objected to the appeal made by teachers for students to bring reading books to fill collections from the reading corner. Parents are also not firm enough to admonish their children to limit playing with gadgets and be diverted by reading books at home."*

This is also in line with the results of an interview with one of the students:

*"At home, there is no reading room but a cupboard filled with books. Parents rarely ask to look for or buy reading books."*

Based on the results of the study showed that GLS activities were still not optimal. So it is necessary to hold seminars or training for teachers regarding implementing good and correct literacy activities so that teachers can innovate to foster student literacy. In addition, facilities and infrastructure are still not evenly distributed in all schools in Indonesia, so not all schools have good libraries. Government attention is needed, especially in schools in rural areas, to develop library facilities and infrastructure. There is a need for library management managed by librarians who can organise and be responsible for management and library services so that the library at MIN 4 Sukoharjo is more organised and orderly. There needs to be a library visit program policy for each class so that students' insights and knowledge can develop.

## **CONCLUSION**

Literacy activities at MIN 4 Sukoharjo have been implemented to the maximum extent possible. The success of implementing literacy activities is influenced by several supporting factors, namely the provision of a reading corner which contains several books that can attract students' attention, and the collection of books contained in MIN 4 Sukoharjo consists of fiction and non-fiction books. In addition, the factors supporting the success of literacy activities at MIN 4 Sukoharjo are also due to the existence of a library that provides various collections of books, the enthusiasm of some students to carry out school literacy activities, the role of a teacher as a companion and facilitator of literacy activities at MIN 4 Sukoharjo, as well as the role of other people. Parents to work closely with the school so that together they can form a child's personality that has a reading culture. In addition to supporting factors, there are inhibiting factors that need to be considered by the school. Inhibiting factors for literacy activities at MIN 4 Sukoharjo include limited buildings, which have resulted in the library at MIN 4 Sukoharjo not yet settling in one place or still moving around, and reading corners which are still not implemented in all classes because the classrooms are still narrow. The number of students is sufficient many make the classroom atmosphere full, so there is no place to make a reading corner in the corner of the class. In addition, there is a lack of student awareness of the importance of literacy activities in everyday life and low awareness of teachers about the importance of literacy activities to the lack of understanding of teachers about implementing good and correct literacy activities, and parents who still underestimate cooperation between parties. Schools and parents to build a reading culture in children.

## REFERENCES

- Abidin, Y., Mulyati, T., & Yunansah, H. (2021). *Pembelajaran literasi: Strategi meningkatkan kemampuan literasi matematika, sains, membaca, dan menulis*. Bumi Aksara.
- Alfan, M., Khasairi, M., Nurhidayati, N., & Maziyah, L. (2021). Interactive android based learning media sebagai inovasi pembelajaran membaca bahasa arab di perguruan tinggi: Desain pengembangan rekursif, reflektif, dan kolaboratif. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(10), 1435-1445. <http://dx.doi.org/10.17977/jptpp.v5i10.14112>
- Anggrella, D. P., Izzati, L. R., & Sudrajat, A. K. (2023). Improving the quality of learning through lesson plan preparation workshops for an independent learning model. *Journal of Community Service and Empowerment*, 4(1), 162-171. <https://ejournal.umm.ac.id/index.php/jcse/article/view/24581>
- Budiharto, B., Triyono, T., & Suparman, S. (2018). Literasi sekolah sebagai upaya penciptaan masyarakat pebelajar yang berdampak pada peningkatan kualitas pendidikan. *SEUNEUBOK LADA: Jurnal Ilmu-Ilmu Sejarah, Sosial, Budaya Dan Kependidikan*, 5(2), 153-166. <https://ejurnalunsam.id/index.php/jsnbl/article/view/888>
- Chandra, R. (2022). Literasi al-qur'an melalui kegiatan NGAOS (ngaji on the school) untuk meningkatkan keterampilan baca tulis al-qur'an pada siswa SD n 1 panca marga. *GUAAU: Jurnal Pendidikan Profesi Guru Agama Islam*, 2(2), 229-238. <http://studentjournal.iaincurup.ac.id/index.php/guau/article/view/228/204>
- Dharma, K. B. (2020). Implementasi gerakan literasi sekolah dalam menumbuhkan minat baca siswa sekolah dasar. *Jurnal Edukasi Nonformal*, 1(1), 70-76. <https://ummaspul.ejournal.id/JENFOL/article/view/403>
- Faradina, N. (2017). Pengaruh program gerakan literasi sekolah terhadap minat baca siswa di SD Islam Terpadu Muhammadiyah An-Najah Jatinom Klaten. *Hanata Widya*, 6(8), 60-69. <https://journal.student.uny.ac.id/index.php/fipmp/article/view/9280>
- Hanggi, O. H. (2016). Tiga perubahan kecil dalam literasi sekolah. *Membumikan Gerakan Literasi Di Sekolah. Yogyakarta: Lembaga Ladang Kata*.
- Hasanudin, C., & Puspita, E. L. (2017). Peningkatan motivasi dan keterampilan membaca permulaan siswa kelas i melalui media aplikasi bamboomedia bmgames apps. *PEDAGOGIA: Jurnal Pendidikan*, 6(1), 1-13. <https://doi.org/10.21070/pedagogia.v6i1.618>
- Hastuti, S., & Lestari, N. A. (2018). Gerakan literasi sekolah: Implementasi tahap pembiasaan dan pengembangan literasi di SD Sukorejo Kediri. *Jurnal Basataka (JBT)*, 1(2), 29-34. <https://doi.org/10.36277/basataka.v1i2.34>
- Juhanda, A., & Maryanto, Y. (2018). The emergence of biological problems in electronic school books (bse) class x reviewed from the scientific knowledge domain of scientific literacy. *Biosfer: Jurnal Pendidikan Biologi*, 11(2), 121-125. <https://doi.org/10.21009/biosferjpb.v11n2.121-125>
- Mutia, P., Atmazaki, A., & Nursaid, N. (2018). Implementasi aktivitas literasi di SMA negeri

- batusangkar. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 7(3), 257–266. <https://doi.org/10.24036/100745-019883>
- Ningrum, C. H. C., Fajriyah, K., & Budiman, M. A. (2019). Pembentukan karakter rasa ingin tahu melalui kegiatan literasi. *Indonesian Values and Character Education Journal*, 2(2), 69–78. <https://doi.org/10.23887/ivcej.v2i2.19436>
- Nurbaeti, N., Mayasari, A., & Arifudin, O. (2022). Penerapan metode bercerita dalam meningkatkan literasi anak terhadap mata pelajaran bahasa indonesia. *Jurnal Tahsinia*, 3(2), 98–106. <https://doi.org/10.57171/jt.v3i2.328>
- Permatasari, A. (2015). Membangun kualitas bangsa dengan budaya literasi. *Prosiding Seminar Nasional Bulan Bahasa UNIB*, 148.
- Pradana, F. A. P. (2020). Pengaruh budaya literasi sekolah melalui pemanfaatan sudut baca terhadap minat membaca siswa di sekolah dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 81–85. <https://doi.org/10.31004/jpdk.v2i1.45>
- Prasrihamni, M., Zulela, Z., & Edwita, E. (2022). Optimalisasi penerapan kegiatan literasi dalam meningkatkan minat baca siswa sekolah dasar. *Jurnal Cakrawala Pendas*, 8(1), 128–134. <https://doi.org/10.31949/jcp.v8i1.1922>
- Purba, E., Munthe, Y., Hutasoit, A., Hutabarat, E., Purba, S., Herman, H., & Sinaga, Y. K. (2023). Pengaruh ruang baca terhadap peningkatan kemampuan literasi siswa di sekolah dasar Negeri 034798 Pangguruan. *Jurnal Pendidikan Tambusai*, 7(1), 1397–1402. <https://mail.jptam.org/index.php/jptam/article/view/5433>
- Ristanto, R. H., Zubaidah, S., Amin, M., & Rohman, F. (2017). Scientific literacy of students learned through guided inquiry. *International Journal of Research & Review*, 234(5), 23–30. <https://www.academia.edu/download/63725651/IJRR00420200624-7800-1g0auhu.pdf>
- Rohim, D. C., & Rahmawati, S. (2020). Peran literasi dalam meningkatkan minat baca siswa di sekolah dasar. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 6(3), 230–237. <https://doi.org/10.26740/jrpd.v6n3.p230-237>
- Salma, A. (2019). Analisis gerakan literasi sekolah terhadap minat baca siswa sekolah dasar. *Mimbar PGSD Undiksha*, 7(2). <https://doi.org/10.23887/jjpgsd.v7i2.17555>
- Saptasari, M., Sunarmi, S., Sulasmi, E. S., Wicaksono, R. S., & Sudrajat, A. K. (2019). Information literacy skill: An alternative to support biology student's learning outcomes. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 5(3), 451–458. <https://doi.org/10.22219/jpbi.v5i3.8768>
- Setiawan, A. A., & Sudigdo, A. (2019). Penguatan literasi siswa sekolah dasar melalui kunjungan perpustakaan. In *Prosiding Seminar Nasional PGSD UST, 1* Retrieved from <https://jurnal.ustjogja.ac.id/index.php/sn-pgsd/article/view/4703>
- Srihartati, Y., & Nisa, K. (2023). Hubungan program literasi dasar dengan minat baca siswa. *Journal of Classroom Action Research*, 5(2), 168–178. <https://doi.org/10.29303/jcar.v5i2.3263>
- Sunarmi, S., Sari, D. A. W., & Sudrajat, A. K. (2023, January). The correlation between school level,

gender, gadget ownership, and types of internet access in the online learning process of high school students. In *AIP Conference Proceedings* (Vol. 2569, No. 1, p. 020016). AIP Publishing LLC. <https://doi.org/10.1063/5.0112597>

Suyono, S., Harsiati, T., & Wulandari, I. S. (2017). Implementasi gerakan literasi sekolah pada pembelajaran tematik di sekolah dasar. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 26(2), 116–123. <https://doi.org/10.17977/um009v26i22017p116>

Widayoko, A., & Muhardjito, M. (2018). Analisis program implementasi gerakan literasi sekolah (GLS) dengan pendekatan goal-based evaluation. *Jurnal Tatsqif*, 16(1), 78–92. <https://doi.org/10.20414/jtq.v16i1.134>

Yanti, E. D., & Purnamaningsih, I. R. (2021). Inovasi pembelajaran bahasa inggris berbasis digital picture books untuk pembelajaran jarak jauh: digital picture books. *JUDIKA (JURNAL PENDIDIKAN UNSIKA)*, 9(2), 225-236. <https://doi.org/10.35706/judika.v9i2.5664>

Yuriza, P. E., Adisyahputra, A., & Sigit, D. V. (2018). Correlation between higher-order thinking skills and level of intelligence with scientific literacy on junior high school students. *Biosfer: Jurnal Pendidikan Biologi*, 11(1), 13–21. <https://doi.org/10.21009/biosferjpb.11-1.2>