

Implementation of School Literacy Movement Program as An Effort to Improve Students' Reading Interest Class V Sd Negeri 3 Karangkemiri

Kusfatun Yuliani¹

Corresponding author. Email: kusfatunyuliani57@guru.sd.belajar.id

¹ SD Negeri 3 Karangkemiri, Korwilcam Dindik Pekuncen

Abstract

The School Literacy Movement (GLS) is a social movement supported by the collaborative efforts of various elements. One of the approaches to realizing schools as learning organizations whose members are literate throughout their lives is through the habit of reading among students. This study aims to analyze the implementation of the School Literacy Movement (GLS) program as an effort to increase the reading interest of fifth-grade students at SD Negeri 3 Karangkemiri. The research location is SD Negeri 3 Karangkemiri, Pekuncen Sub-district, Banyumas Regency. The subjects of this study were fifth-grade students of SD Negeri 3 Karangkemiri. The research method used is descriptive research with a qualitative approach. Data collection techniques in this study include observation, interviews, and documentation. The results showed that the implementation of the School Literacy Movement (GLS) program at SD Negeri 3 Karangkemiri is at the habituation stage. The study also revealed that the implementation of the School Literacy Movement (GLS) program, which includes reading storybooks or enrichment books for 15 minutes before lessons start and managing a text-rich learning environment, has a positive influence on increasing the reading interest of fifth -grade students at SD Negeri 3 Karangkemiri. Therefore, the implementation of the School Literacy Movement (GLS) program at SD Negeri 3 Karangkemiri needs to be enhanced to the development stage by involving various stakeholders.

Keywords: school literacy movement; reading interest, elementary school

1. Introduction

Reading is a literacy activity and is the key to educational progress. Educational success is measured not by the number of students who get high grades, but by the number of students who enjoy reading.(Cahyani, Khosiyono, Cahyani, & Nisa, 2023). Reading is the main activity in literacy activities and is one of the main keys to educational progress. Literacy, especially reading skills, plays a central role in the development of critical thinking, analysis, and problem-solving skills. In the broader context of education, the success of an educational institution is not only measured by how many students get high academic grades, but more on how schools are able to foster a culture of reading among students. Reading opens up insights and improves students' cognitive

abilities in understanding various concepts and ideas. Therefore, the habit of reading and improving literacy must be a priority for every educational unit.

Reading motivation plays an important role in supporting the success of reading literacy, especially in the context of low reading interest in Indonesia. Based on research, intrinsic motivation, namely the drive to read due to personal interests and desires, has been shown to have a positive impact on the achievement of reading literacy in the future. (Lan & Yu, 2023). Unfortunately, UNESCO data is very worrying about reading among Indonesian people, but only 0.001% of Indonesian people are interested in reading. In other words, only one in 1,000 Indonesians know the importance of reading life. (Yesilyurt & Vezne, 2023). Low interest in reading can affect linguistic and communication skills. For this reason, it is important to develop a program that can arouse students' internal motives from an early age.

Based on the results of the Elementary School Education Report 3 Karangkemiri, it was found that the literacy rate in this school is still relatively low. From the available data, only 20.83% of students have achieved the expected literacy competency. This figure shows that most students do not yet have good reading skills, which can have an impact on their ability to understand lessons in various other subjects. This is a serious challenge for schools to immediately take strategic steps to improve students' literacy skills.

With the report card results that describe these conditions, SD Negeri 3 Karangkemiri needs to make various policies and concrete steps to increase students' interest in reading. According to Sudarsono and Bastiano (2010:427), there are four indicators used to determine a person's level of interest in reading: 1) enjoyment of reading, 2) perception of the benefits of reading, 3) frequency of reading, and 4) number of readings. Therefore, interest in reading is very important to facilitate students' academic progress. One step that needs to be taken is to implement the School Literacy Movement Program (GLS). Through this policy, literacy can be more systematically facilitated and encouraged, so that students are more motivated to read and ultimately able to improve their literacy skills.

Based on the background above, the formulation of the problem in this research is:

1. How is the implementation of the School Literacy Movement Program (GLS) at SD Negeri 3 Karangkemiri?
2. How does the implementation of the School Literacy Movement (GLS) program affect increasing reading interest among grade V students at SDN 3 Karangkemiri?
3. What are the supporting and inhibiting factors for the implementation of the School Literacy Movement (GLS) at SD Negeri 3 Karangkemiri?

The objectives of this research are:

1. Identifying the implementation of the School Literacy Movement Program (GLS) at SD Negeri 3 Karangkemiri.
2. Analyzing the influence of the implementation of the School Literacy Movement (GLS) program in increasing reading interest in grade V students at SDN 3 Karangkemiri.
3. To find out the supporting and inhibiting factors for the implementation of the School Literacy Movement (GLS) at SD Negeri 3 Karangkemiri.

Here are three benefits of research related to efforts to increase students' interest in reading through the implementation of the School Literacy Movement Program (GLS) at SD Negeri 3 Karangkemiri:

1. Theoretical Benefits
This research can contribute to the development of theories regarding literacy and reading motivation among elementary school students.
2. Practical Benefits
This research will provide guidance for teachers, principals, and policy makers in designing and implementing effective programs to increase students' reading interest.
3. Social Benefits
Increasing students' interest in reading will have an impact on improving the overall quality of education, including critical thinking and problem-solving skills.

2. Research Methods

This study uses a descriptive qualitative method. This study aims to describe the implementation of the School Literacy Movement (GLS) program at SD Negeri 3 Karangkemiri and its influence on increasing the reading interest of grade V students and to reveal in more detail the supporting and inhibiting factors of the School Literacy Movement at SD Negeri 3 Karangkemiri.

This research was conducted at SD Negeri 3 Karangkemiri, located at Jalan Kalibungur RT 01 RW 05 Karangkemiri Village, Pekuncen District, Banyumas Regency. The subjects in this study were grade V students at SD Negeri 3 Karangkemiri with a total of 14 students.

Data collection techniques used in this study include observation, interviews and documentation. The observation stage is observing the School Literacy Movement (GLS) activities carried out in class V to understand

the conditions of students and observe the obstacles encountered during the implementation of the School Literacy Movement program. The author also interviewed students and teachers of class V to find out the supporting and inhibiting factors for literacy activities. The researcher also conducted interviews to hear students' opinions regarding reading promotion activities. The document stage is in the form of photos related to school literacy.

Data analysis techniques were carried out using data analysis techniques put forward by Miles and Hubberman, namely Data reduction (Data Condensation), Data presentation (Data Display), and conclusion drawing/verification (Conclusion drawing/verification). (Ilmi, Wulan, & Wahyudin, 2021).

- a. Data reduction, meaning combining or separating data means summarizing or selecting those that focus on important data. Researchers select data based on the results of observations and documentation of the implementation of the School Literacy Movement at SD Negeri 3 Karangkemiri, as well as the results of field interviews that have been conducted with teachers and students.
- b. Data presentation, after selecting the data, the next step is to present the data that will be described to obtain the necessary data that will make it easier for researchers to describe the data in accordance with the implementation of the School Literacy Movement at SD Negeri 3 Karangkemiri.
- c. Verification, researchers make conclusions from the results of observations, interviews and documentation that have entered the data reduction and data presentation stages, related to the implementation of the School Literacy Movement at SD Negeri 3 Karangkemiri as an effort to increase students' interest in reading, the data is concluded by including valid evidence

3. Results and Discussion

3.1. Implementation of the School Literacy Movement (GLS) Program at SD Negeri 3 Karangkemiri

GLS is a social movement with collaborative support from various elements. One of the things taken to realize schools as learning organizations whose citizens are lifelong literates is the habit of reading for students. (Wiedarti & Laksono, 2019). Regulation of the Minister of Education and Culture Number 23 of 2015 aims to build reading habits among students by requiring them to read for at least 15 minutes before teaching and learning activities begin. This policy emphasizes the importance of reading non-textbooks, so that students do not only focus on academic material, but also have the opportunity to broaden their horizons and imaginations through various types of reading. (Setiawan & Dewayani, 2019). The essence of this policy is to encourage the habit of reading as part of daily routine. Thus, students are expected to be more accustomed to developing reading interests, which will ultimately affect their literacy skills and overall knowledge.

A 15-minute reading routine every day may seem simple, but if done consistently, it can have a significant long-term impact. A reading habit that is instilled from an early age will help students become independent learners who are always hungry for knowledge, so that they grow into lifelong readers and learners. Through this habit, students will not only improve their literacy skills, but also develop a character that loves to learn and has an open mindset towards various perspectives. Initiatives like this are an important step in building a generation that is critical, creative, and able to contribute positively to society.

At this stage, the author will describe the implementation of the School Literacy Movement (GLS) at SD Negeri 3 Karangkemiri. Based on the results of observations, through the observation sheet, the School Literacy Movement (GLS) program implemented at SD Negeri 3 Karangkemiri is still at the habituation stage. According to (Teguh, 2020: 22) the first stage is the habituation stage which aims to foster interest in reading. (Ilmi, Wulan, & Wahyudin, 2021)

Table 1
Observation Results
School Literacy Movement
Public Elementary School 3 Karangkemiri

No.	Indicator	Already	Not yet
1.	There is a 15 minute reading activity.	√	
	a. Reading aloud		
	b. Reading silently		
2.	15 minutes of reading activity is done every day.	√	
3.	The titles and authors of books read by students are recorded in a reading journal.	√	

4.	Teachers, principals and other education personnel were involved in the 15-minute reading activity.	√
5.	There is a school library or special room for storing non-textbook books.	√
6.	There is a reading corner in the classroom with a collection of non-textbook books.	√
7.	Classrooms are enriched with text-rich materials.	√

From the observation results using the achievement indicators of the School Literacy Movement (GLS) at SD Negeri 3 Karangkemiri, the implementation of GLS is at the habituation stage. The literacy movement at this stage aims to foster students' interest in reading and reading activities.

The results of these observations can be explained regarding the steps for implementing the School Literacy Movement (GLS) at SD Negeri 3 Karangkemiri as follows:

a. Read 15 Minutes Before Learning Starts.

In grade V of SD Negeri 3 Karangkemiri, 15 minutes of habituation before learning begins is carried out in 2 activities, namely reading aloud and independent reading or reading silently. The teacher applies the read aloud method to arouse interest in reading and strengthen relationships with students. When the teacher reads a book with an interesting intonation, students become more focused and their concentration in learning increases. During the process, the teacher continues to interact with students, responds to their reactions, and maintains student involvement in the story. After reading the book, a discussion is held to explore the story, difficult words, and discuss students' responses, which deepens literacy understanding and strengthens the emotional relationship between teachers and students.

Independent reading or silent reading activities are carried out every day to develop students' literacy skills. Each student is free to choose a book they like to read for 15 minutes before the teaching and learning activities begin. This activity helps students enrich their vocabulary, get to know various language structures, and hone their critical and reflective thinking skills. Students are asked to write daily notes in their reading journals, noting the author's name, book title, pages they read, and provide brief comments about the book.

Based on the results of observations and interviews with grade V students regarding the implementation of 15-minute reading activities before learning begins, students appear active and enthusiastic in participating in the activity. This is also supported by the results of research written by (Tukan, Sanyati, & Sada, 2024) that reading activities 15 minutes before learning begins can increase students' interest in reading.

b. Creating a text-rich classroom learning environment.

To foster a culture of literacy in the school environment, classrooms need to be enriched with text-rich materials. (Fauzah, Sufyadi, & Anggraini, 2016). To foster a culture of literacy in the school environment, classrooms need to be enriched with text-rich materials. Text-rich materials include: 1. student works in the form of writing, pictures, or graphics; 2. posters related to lessons, book posters, reading campaign posters, and other campaign posters aimed at fostering a love of knowledge. 3. word walls; bulletin boards 4. labels of student names/every object in the classroom; alphabet toys 5. daily schedules, division of class assignment groups; 6. letters, recipes, coupons, clippings, photos of student activities.

Based on the results of observations in class V of SD Negeri 3 Karangkemiri, efforts to foster a culture of literacy began with enriching the classroom using text-rich materials. Students' works such as writing and drawings were displayed on the walls, giving students space to display their work while providing inspiration for their classmates. In addition, posters related to lessons, such as educational posters, also decorated the classroom. These posters not only beautify the classroom, but also foster students' love of knowledge and increase their awareness of the importance of reading.

In addition, there is a word wall and bulletin board which is one of the important features in class V. The word wall contains new vocabulary that students learn every week, helping them enrich their vocabulary visually. The bulletin board is used to display the latest information, announcements, and results of student activities. In another corner, there is a daily schedule and division of task groups, a picket schedule, and class beliefs that are clearly written, helping students understand their daily activities and responsibilities. In addition, various forms of authentic texts such as letters and photos of student activities are displayed in the classroom to add variety to the reading. With a classroom environment filled with these text-rich materials, students not only get used to seeing and reading various types of texts, but also feel involved and encouraged to continue developing their literacy skills in an interactive and meaningful learning atmosphere.

3.2. The Influence of the Implementation of the School Literacy Movement (GLS) in Increasing Reading Interest of Grade V Students of SD Negeri 3 Karangkemiri.

The implementation of the School Literacy Movement (GLS) in grade V of SD Negeri 3 Karangkemiri has had a positive impact on increasing students' interest in reading. GLS is designed to foster a culture of literacy as a whole through various activities carried out every day, such as 15 minutes of reading before learning begins. Students are free to choose the books they like, allowing them to be more involved and enjoy reading activities. This activity gradually introduces students to consistent reading habits, thereby increasing their interest in various types of reading.

In addition to independent reading activities, reading aloud by teachers is also an important part of GLS. In grade V, teachers read books with interesting intonation to capture students' attention, creating a pleasant atmosphere in the classroom. This activity not only improves students' concentration and attention span, but also inspires them to explore the world of books with more enthusiasm. By hearing stories read by teachers, students are encouraged to want to read more books outside of class hours, so that their interest in reading continues to grow.

Other literacy activities, such as utilizing text-rich materials in the classroom, also support increasing students' interest in reading. The classroom walls are filled with educational posters, inspirational slogans, and student work. Activities like this create an environment that supports literacy, where students are continuously encouraged to read and observe the texts around them.

There is a positive influence of the implementation of GLS on the reading interest of fifth grade students at SD Negeri 3 Karangkemiri, seen in the increase in students' desire to share stories about the books they read, both through class discussions and writing in daily journals. With a literacy-rich environment and structured activities, GLS has proven effective in fostering reading habits among fifth grade students, creating a generation of lifelong learners. This is in accordance with research that has been carried out (Islamic & Ferdianto, 2024) that the implementation of the school literacy program has a significant positive influence on students' interest in reading, there is an increase in overall interest in reading among students after active participation in the School Literacy Movement activities.

GLS provides a holistic and integrated approach in an effort to improve student literacy. Through activities involving various aspects of literacy, students can develop their literacy skills comprehensively. (Marta, Murtadho, & Kusumaningrum, 2024). School literacy movements have a significant influence on elementary school students' reading interest. School literacy movements have several advantages, one of which is that they can encourage students to become more interested in reading. (Syafitri & Yamin, 2022).

3.3. Inhibiting and Supporting Factors of the Literacy Movement Program (GLS) at SD Negeri 3 Karangkemiri.

Inhibiting Factors

Facilities and infrastructure related to the school literacy movement, including books as a tool for reading activities, are the main factors that hinder the implementation of the literacy movement at SD Negeri 3 Karangkemiri. According to the Ministry of Education and Culture (2018), common problems in implementing the literacy movement in Indonesia include lack of reading materials, lack of teacher resources, and limited reading space for students. (Khusna, Mufridah, Sakinah, & Annur, 2022). Even when literacy facilities are available, they are often poorly maintained, lack variety, or are poorly organized, reducing the appeal of reading for students.

This also happened in SD Negeri 3 Karangkemiri, where reading resources in the library and in each class were limited and incomplete. Limited funds were also a inhibiting factor, because the lack of budget could result in inadequate facilities. Although funds and facilities are not the main factors, the lack of financial support could hinder literacy activities.

The next obstacle is related to public involvement. To find out the enthusiasm of school residents towards the school literacy movement in order to develop characters that are adapted to the reading culture. Schools must collaborate with various educational backgrounds, including the community, government, and school community, to make this happen. (Imelda & Dafit, 2024)

Supporting Factors

Several factors that support the literacy movement at SD Negeri 3 Karangkemiri include: First, teacher motivation, enthusiasm, and consistency are key aspects that greatly influence literacy activities. Students' interest in reading can be increased by providing motivation that makes them aware of the importance of reading, as seen from the assignments given by teachers that indirectly encourage them to read. The availability of libraries, reading corners in class, and interesting reading materials greatly support the GLS program. Schools that provide

a literacy-rich environment, such as supporting posters on school walls and reading gardens, help increase students' interest in reading.

4. Conclusion

With good reading interest, learning becomes more meaningful without any coercion. Reading activities can have a positive impact on improving skills and developing students' ideas.(Saputri & Rochmiyati, 2024). With a good interest in reading, learning at SD Negeri 3 Karangkemiri becomes more meaningful and natural, without the need for coercion. Literacy activities carried out through the implementation of the School Literacy Movement (GLS) in grade V show that when students have a high interest in reading, they are more active in learning. This is related to the results of research that has been conducted in the class, where activities such as reading 15 minutes before learning begins and creating a learning environment rich in text. With the reading habits that are built through GLS, students are able to develop reading skills, expand vocabulary, and develop creative ideas through reflection and analysis of their reading.

Furthermore, good literacy not only helps students understand the subject matter more easily, but also improves the overall quality of learning. Students who are accustomed to reading show improvements in critical thinking skills and the ability to organize ideas more systematically. They become more courageous in expressing opinions and actively contributing to class discussions. This is reflected in the results of the Elementary School 3 Karangkemiri Education Report, which shows that only 20.83% of students have achieved the expected literacy competencies. This data highlights the importance of strengthening literacy in schools as a priority to improve the quality of learning.

The implementation of GLS is directly related to efforts to improve literacy at SD Negeri 3 Karangkemiri, which aims to improve the results of the Quality Report. By focusing on structured and routine reading activities, such as 15 minutes of reading before learning begins and creating a text-rich learning environment, literacy activities will be more meaningful, supporting the improvement of the quality of education in schools. The active involvement of teachers in supporting literacy, including using text-rich materials in the classroom, is also a key factor in increasing students' interest in reading. Thus, the implementation of the School Literacy Movement Program (GLS) can help SD Negeri 3 Karangkemiri overcome the problem of low literacy achievement and at the same time encourage improvements in the quality of education through students who are more skilled in reading, thinking, and developing innovative ideas.

References

- Cahyani, RD, Khosiyono, BH, Cahyani, BH, & Nisa, AF (2023). Analysis of the Implementation of the School Literacy Movement (GLS) on the Reading Interest of Grade IV Elementary School Students. *Pendas: Scientific Journal of Elementary Education*, 1802-1811.
- Fauzah, DU, Sufyadi, S., & Anggraini, L. (2016). *School Literacy Movement Guidelines in Elementary Schools*. Indonesia: Directorate General of Elementary and Secondary Education, Ministry of Education and Culture.
- Ilmi, N., Wulan, NS, & Wahyudin, D. (2021). School Literacy Movement in Increasing Elementary School Students' Reading Interest. *Edukatif: Journal of Educational Sciences*, 2866-2873.
- Imelda, D., & Dafit, F. (2024). Implementation of the School Literacy Movement (GLS) at the Habituation Stage in Elementary Schools. *Aulad: Journal on Early Childhood*, 547-553.
- Islami, RM, & Ferdianto, F. (2024). School Literacy Movement Increases Reading Interest of Grade 4 Elementary School Students. *Adukatif: Journal of Educational Sciences*, 1477-1483.
- Khusna, S., Mufridah, L., Sakinah, N., & Annur, AF (2022). Literacy Movement in Increasing Elementary School Students' Interest in Reading. *Dawuh Guru: Journal of MI/SD Education*, 1-21.
- Lan, X., & Yu, Z. (2023). A Bibliometric Review Study on Reading Literacy over Fourteen Years. *Education Sciences*, 1-21.
- Marta, R., Murtadho, N., & Kusumaningrum, SR (2024). Implementation of School Literacy Movement Policy in Elementary Schools (Systematic Literature Review). *Journal of Exploratory Dynamic Problems*, 1-11.
- Saputri, AE, & Rochmiyati, S. (2024). *Citra Bakti Scientific Journal of Education*, 255-267.
- Saputri, AE, & Rochmiyati, S. (2024). Utilization of Reading Corners in Cultivating Elementary School Students' Reading Interests. *Citra Bakti Scientific Journal of Education*, 255-267.

- Setiawan, R., & Dewayani, S. (2019). GLS Manual Series; Variations of 15 Minute Reading Activities in Schools. Indonesia: Ministry of Education and Culture Directorate General of Primary and Secondary Education.
- Syafitri, N., & Yamin. (2022). The Influence of School Literacy Movement on Students' Reading Interest. *BASICEDU Journal*, 6218-6223.
- Tukan, L.J, Sanyati, I., & Sada, M. (2024). Implementation of the School Literacy Movement Program in Increasing Students' Reading Interest at the Inpres Habi Maumere Elementary School. *Jupeis: Journal of Education and Social Sciences*, 9-13.
- Wiedarti, P., & Laksono, K. (2019). Master Design; School Literacy Movement. Indonesia: Directorate General of Primary and Secondary Education, Ministry of Education and Culture.
- Yesilyurt, E., & Vezne, R. (2023). Digital Literacy, technological literacy, and internet literacy as predictors of attitude toward seeking computer supported education. *Education and Information Technology*, 1-27.