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Implementation Of Basic Literacy Activities On The Reading Interest Of Grade 2 Students MI Salafiyatul Huda 1 Cirebon City

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abstract

In the implementation of basic literacy activities for the reading interest of 2nd grade students of MI Salafiyatul Huda 1 Cirebon City has been implemented but has not been maximized in carrying it out. The type of research used in this study uses a qualitative approach, the method used in this study is a description method with a descriptive design. Data collection techniques use observation, interviews, questionnaires and documentation. The subjects in the study were all 2nd grade students at MI Salafiyatul Huda 1 Cirebon City which amounted to 27 students. The data is processed using data reduction, data display and ferification. From the results of the study, it can be seen that. 1. the implementation of basic literacy activities at MI Salafiyatul Huda 1 Cirebon City, namely, First, managing several reading resources in books such as Indonesian, and so on, namely to students to increase their interest in reading so that the basic literacy activities carried out can run well, Second, there is tutoring from teachers to students so that they can read vocabulary fluently through basic literacy activities, and lastly, there is cooperation between both parents and teachers at school to get students used to learning at home. 2. Obstacles and Solutions to the implementation of basic literacy activities on the reading interest of grade 2 students of MI Salafiyatul Huda 1 Cirebon City, namely the first one that has is that students are lazy to read, feel bored quickly reading with this then make teachers inconsistent in supervising students in basic literacy activities, secondly implementing basic literacy activities by reading non-lesson books in literacy activities. 3. This can be anticipated at least by making a habit of compulsory reading for students for 15 minutes before class hours start every day so that students are not easily bored and lazy to read books.

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i n f o a r t i k e l	a b s t r a k
<p>Riwayat artikel: Diterima untuk direview: 04 08 2023 Diterima: 04 08 2023 Diterbitkan: 30 04 2024</p> <p>Kata kunci: Kegiatan Literasi Dasar Minat Membaca Siswa Kelas 2</p>	<p>Dalam pelaksanaan kegiatan literasi dasar untuk minat baca siswa kelas 2 Mi Salafiyatul Huda 1 Kota Cirebon telah dilaksanakan namun belum maksimal dalam melaksanakannya. Jenis penelitian yang digunakan dalam penelitian ini menggunakan pendekatan kualitatif, metode yang digunakan dalam penelitian ini adalah metode deskripsi dengan desain deskriptif. Teknik pengumpulan data menggunakan observasi, wawancara, kuesioner dan dokumentasi. Subjek dalam penelitian tersebut adalah seluruh siswa kelas 2 di MI Salafiyatul Huda 1 Kota Cirebon yang berjumlah 27 siswa. Data diproses menggunakan pengurangan data, tampilan data, dan verifikasi. Dari hasil penelitian, dapat dilihat bahwa. 1. pelaksanaan kegiatan literasi dasar di MI Salafiyatul Huda 1 Kota Cirebon, yaitu, Pertama, mengelola beberapa sumber bacaan dalam buku seperti bahasa Indonesia, dan sebagainya, yaitu kepada siswa untuk meningkatkan minat membaca agar kegiatan literasi dasar yang dilakukan dapat berjalan dengan baik, Kedua, ada bimbingan belajar dari guru kepada siswa agar dapat membaca kosakata dengan lancar melalui kegiatan literasi dasar, Dan terakhir, ada kerja sama antara orang tua dan guru di sekolah untuk membiasakan siswa belajar di rumah. 2. Kendala dan Solusi pelaksanaan kegiatan literasi dasar pada minat baca siswa kelas 2 Mi Salafiyatul Huda 1 Kota Cirebon, yaitu yang pertama yang memiliki adalah siswa malas membaca, merasa bosan cepat membaca dengan hal ini kemudian membuat guru tidak konsisten dalam mengawasi siswa dalam kegiatan literasi dasar, kedua melaksanakan kegiatan literasi dasar dengan membaca buku non pelajaran dalam kegiatan literasi. 3. Hal ini dapat diantisipasi setidaknya dengan membuat kebiasaan wajib membaca bagi siswa selama 15 menit sebelum jam kelas dimulai setiap hari agar siswa tidak mudah bosan dan malas membaca buku.</p>

INTRODUCTION

The quality of education is an important role in the progress of a country, which is largely determined by the quality of teaching and learning activities in schools. Improving the quality of education in Indonesia has been carried out by the Indonesian government. It is proven that there have been curriculum changes up to 11 times since after Indonesia's independence. The changes aim to improve the quality of education which results in a better quality of human resources.

Students' interest in reading is so reduced that almost all schools feel it. In fact, the quality of literacy in schools has not been accustomed to being an inherent culture. Some children feel that there is no desire to read or understand this literacy. In fact, getting used to literacy will become an inherent culture and greatly affect the brain from youth to old age. Therefore, the involvement of various elements is needed to participate and support each other, every activity that can have a positive effect on the development of the quality of the sustainability of the successor of civilization. Therefore, school involvement is very important in the implementation of a program in developing a literacy culture, which includes the habit of reading, which has not yet become a culture in Indonesian society. Based on the study "*Most Littered Nation In The*

World" conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries in terms of reading interest.

The data corroborates the results of the 2015 census of the Central Statistics Agency (BPS) which showed that 91.47% of school-age children prefer to watch television and 13.11% of school-age children prefer to read (Ministry of Education and Culture, 2016). In general, based on data from the Central Statistics Agency in 2012, it shows that as many as 91.58 percent of Indonesians aged 10 years and above prefer to watch television and only about 17.58 percent of people who like to read books, newspapers, or magazines. In addition, the results of a survey conducted by Central Connecticut State University regarding literacy culture placed Indonesia in 60th place out of 61 countries surveyed, Indonesia is only one level better than Botswana. The results of the survey placed countries such as Finland, Norway, Iceland, Denmark, and Sweden as the five countries with the best level of literacy culture in the world (Central Connecticut State University, 2016).

School literacy activities are one of the efforts made by the current Indonesian government, in addition to changing the existing curriculum in schools. This school literacy movement strengthens the ethical movement as outlined in the regulation of the minister of education and culture number 23 of 2015. One of the movement's programs is "a 15-minute activity to read non-lesson books before the study time starts". This program is carried out to foster students' interest in reading so that they can improve their reading skills so that knowledge can be mastered better.

Efforts made to improve goals in the scope of education or within schools are to carry out school literacy activity programs. In simple terms, literacy can be interpreted as literacy, literacy, and proficiency in reading and writing. GLS (School Literacy Movement) is the ability to learn and understand well through various activities, including listening, speaking, reading, and writing (Faizah, 2016).

One of the ways to succeed GLS in schools is to increase the reading interest of elementary school students can be done by regular habits at school through literacy activities held at school. Literacy activities are the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, writing, and speaking (Wandasari, 2017).

Interest is one of the causes that comes from oneself that must exist in the student's personality to love reading activities. The definition of reading interest is a desire to read that needs to be directed to students, as a basis for learning and if someone already loves or is interested in reading, then a person not only gets information but gets its own pleasure from reading activities. Interest in reading is a description of the development of improved ability in reading skills based on speaking habits and the diversity of interlocutors from an early age in the family environment (Permana, I., Permana, A., & Firmansyah, 2018).

To overcome these problems, it is important to find solutions to increase children's interest in reading, so schools should implement literacy programs. Literacy is defined as "the ability to read and write" which then develops into the ability to master knowledge in a certain field. The school literacy program in the context of the school literacy movement according to Pangesti Widarti et al., the ability to access, understand, and use something intelligently through various activities of reading, seeing, listening, writing, and speaking (Widarti, n.d.)

According to Ministry of National Education (2004) Literacy is defined as "the skills and knowledge needed not only to be able to live financially, but also as something needed to develop oneself socially, economically and culturally in modern life.

According to Eisner in Yunus A, et al (2017:04) saying "that multiliteracy or literacy in this digital era today is the ability to read, write, paint, dance, or the ability to make contact with various media that require literacy, Eisner argues that literacy is seen as a way to find and make meaning from the various forms of presentation that exist around us".

Eisner's view is in line with C. Luke's view in (Yunus A, et al 2017:04) which says "that multiliteracy or literacy in today's digital era is the ability to view knowledge integratively, thematic, multimodal, and interdisciplinary.

According to (Kallensi Naibaho, 2017:3-4), views that literacy can be interpreted as the ability to read and write. Literacy is also called literacy or literacy. This meaning is the narrow meaning of literacy. Currently, the broad meaning of literacy is known, namely, technological literacy, information literacy, critical thinking, and sensitivity to the environment and politics.

School Literacy Movement according to Ministry of Education and Culture (2016:07) It is: "A participatory business or activity involving school residents (students, teachers, principals, education staff, school supervisors, school committees, parents/guardians of students), academics, publishers, mass media, the community (community leaders who can represent examples, the business world, etc.), and stakeholders under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture".

Basic literacy is the ability to listen, speak, read, write, and count related to the ability to calculate, perceiving, communicate, and describe information based on personal understanding and conclusion

According to (Farida Rahim, 2011:28) "Reading interest is a strong desire to be created with a willingness to get reading materials and then will read them on their own awareness". A person who has a strong interest in reading will manifest it in his willingness to get reading materials and then read them on his own awareness or without outside encouragement. The library materials provided by MI salafiyatul huda 1 Cirebon city are still very lacking and there are more textbooks than other reading books, so it is less interesting for students to come to the library to read, as well as the books provided in the classroom reading corner are only subject books so that students prefer to play during the hour of the class rather than reading reading books.

School literacy activities can be carried out well if they involve all school residents such as teachers, principals, students, parents, and school committees. However, this does not get coordination with school residents, for example, teachers do not give directions to students to read books for 15 minutes before studying. And through observation activities carried out at school, namely at MI salafiyatul huda 1 Cirebon city, it was found that the low interest in reading of students occurred, especially students in grade 2 at MI salafiyatul huda 1 Cirebon city, as seen by the lack of concern of students for books in school, students prefer to play rather than read books. Students only read when learning takes place, so this makes many students left behind, for example students who should have been in grade 3 have to stay in grade 2 until the

student is less able to read. This happened because of the lack of interest in reading students at the school.

Based on the above explanation of the fact about the low interest in reading of students in schools at this time, especially in grade 2 MI Salafiyatul Huda 1 Cirebon City, the researcher is interested in conducting a research entitled "Implementation of Basic Literacy Activities on the Reading Interest of Grade 2 Students of MI Salafiyatul Huda 1 Cirebon City"

METHODS

The type of research used in this study is a qualitative approach using descriptive methods, descriptive design. Data collection techniques use observation, interviews, questionnaires and documentation. The subjects used were all grade II students at MI Salafiyatul Huda 1 Cirebon City which amounted to 27 students. The observation data collection technique is carried out by looking directly at how the situation is in the field, for example, how teachers apply basic literacy programs in schools. The questionnaire was used to obtain data on students' reading interests. Where from this data, it can be seen whether or not there is an increase in students' reading interest after the implementation of the basic literacy movement at MI Salafiyatul Huda 1 school, Cirebon City. Meanwhile, the interview was conducted to find out the implementation of basic literacy activities for the reading interest of grade 2 students at MI Salafiyatul Huda 1, Cirebon City. The data analysis technique used in this study is by using data reduction, data display and frequency.

RESULTS AND DISCUSSION

The Findings of the Researcher on the Implementation of Basic Literacy Activities at MI Salafiyatul Huda 1, Cirebon City

To find out how the results of the research are known, the researcher found out the implementation of basic literacy activities on the reading interest of 2nd grade students of MI Salafiyatul Huda 1 Cirebon City. In this study, the researcher went directly into the field, namely by conducting direct interviews with the principal and teachers of the MI Salafiyatul Huda 1 Class Cirebon City by using interview guidelines to get to know the research object better.

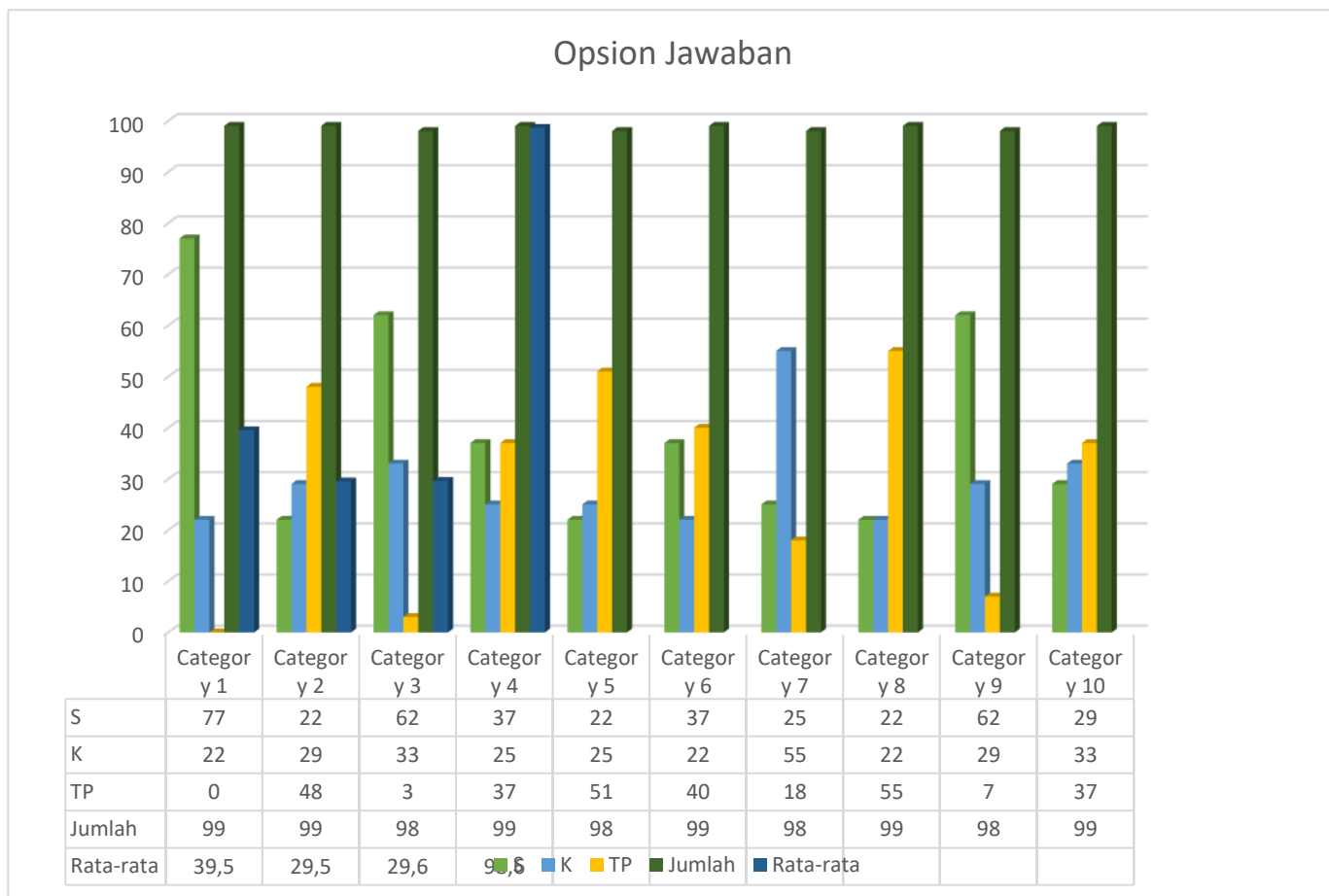
Paying attention to these data, it can be concluded that the literacy in the reading ability of Indonesian students is very low so it must be improved. Students' reading ability will affect the development of knowledge, skills and the formation of students' attitudes. The progress and civilization of a nation is also determined by how much its people read. To attract interest in reading, it is necessary to provide a physical environment in the school that is rich in literacy, such as a library, reading corner, a comfortable place to read, and the provision of printed, visual, and digital texts that are easily accessible to all school residents. This effort aims to foster students' love of reading and provide a fun literacy-based learning experience.

The school literacy movement is a comprehensive and sustainable effort to make schools a learning organization whose citizens are literate throughout life. Data was collected through observations, interviews with principals and classroom teachers. In the implementation of the school literacy movement, school principals have a very large contribution considering that government policies allow each school institution to develop programs that have been agreed upon by the government.

Findings of the Researcher on the Reading Interest of Grade 2 Students at MI Salafiyatul Huda 1 Cirebon City

To find out the reading interest of grade 2 students at MI Salafiyatul Huda 1 Cirebon City, the researcher used a questionnaire sheet about students' reading interest as a variable Y. In its implementation, the researcher used a questionnaire sheet to research 27 students in grade 2. The statements used in this questionnaire are 10 statements, divided into 5 positive statements and 5 negative statements. In this questionnaire sheet there are 3 alternative answers, the researcher uses *the Likert Scale*, namely where in positive statements the value is 3 for frequent answers, 2 values for occasional answers, and 1 values for never. In negative statements, the values used in reverse are a value of 1 for frequent answers, a value of 2 for occasional answers, and a value of 3 for never.

Questionnaires were given to students after habituation activities by distributing student reading interest questionnaire sheets. The results of the questionnaire that have been distributed to 27 students for variable Y (Reading interest of grade 2 students) are as follows:



Picture 1. Recapitulation Questionnair results

Judging from the results of the recapitulation calculation of the questionnaire results, it can be explained that the number of students who answered often was 39.5%, students who answered sometimes as much as 29.5%, and students who answered never as much as 29.6%.

Based on the questionnaire of 27 respondents with a total of 10 items, the ideal score for the questionnaire is 10 items x 27 respondents x 3 (highest score of each item) = 810 while the total score of the questionnaire from the distribution results is 611 (see the questionnaire recapitulation table in the attachment). The percentage of the questionnaire can be calculated by the formula:

$$\frac{\text{Skor Total Hasil Angket}}{\text{Standar Skor Tertinggi}} \times 100$$

$$\frac{611}{810} \times 100 = 75,4\%$$

Based on these results, it can be concluded that the reading interest of grade 2 students is included in the "Strong" category because it is between 61-80.

Findings of the Researcher on Obstacles and Solutions of Basic Literacy Activities to the Reading Interest of Grade 2 Students of MI Salafiyatul Huda 1 Cirebon City

In basic literacy activities for students' reading interests at Mi Salafiyatul Huda 1 Cirebon City, it has been running in accordance with the management of basic literacy activities. Such as there is planning before organizing and implementing. Therefore, information related to obstacles in the management of school libraries was obtained by the researcher from the results of an interview with Mrs. N. on Thursday, February 23, 2023 at 09.30 in the Principal's Room which stated that:

The obstacles in implementing basic literacy activities to students' reading interest are:

"The obstacle is that as a teacher there are only a few facilities in schools, for example, in schools there are books with pictures but there is only one book model, so it requires other accesses. The last solution is to implement basic literacy activities to increase students' interest in reading, the first is that the school such as the teacher must work with the parents of the students how to cause basic literacy in the child, at least when at home the child is difficult to manage for literacy, then the teacher and parents give tasks to their children but the task is not to have to be done but so that the child can literacy or analyze the task in the science material, the source of energy changes in the shape of objects, and the child is told to read from the reading, approximately what the child gets from the task. So children do not only do homework assignments, but to be able to be literate reading, writing and so on, and the second solution is that the facilities must be complete, the school or in their home environment, and the third is still from the creativity of the teacher, which means that the teacher's ability must be able to change the child to be skilled in literacy, especially in basic literacy".

From the results of the interviews that have been conducted by the researcher, it can be stated that there are 2 factors that hinder library management on students' reading interest in MI salafiyatul huda 1 Cirebon City. First, the factor of the students themselves who prefer to look for answers on the internet rather than having to search for books. Second, the fund factor when funds for existing facilities in the school do not exist, the literacy activity program in increasing students' interest in reading cannot run or be implemented.

Similar information was stated by Mrs. NA on February 22, 2023 at 10.05 in the classroom stating that: *"The obstacle is that children must be noisy, if MI children are still*

young, the name is usually noisy in class."

From the results of the interviews that have been conducted by the researcher, it can be stated that the obstacle in the management of the library to the reading interest of students at MI Salafiyatul Huda 1 Cirebon City is the factor of the students themselves who are always rowdy during the 15-minute habit in their classroom.

From this statement, the researcher can conclude that basic literacy activities for students' reading interest in reading at MI Salafiyatul Huda 1 Cirebon City there are several obstacles faced, including: with the development of technology, students become more interested in finding information on the internet more instantly, lack of budget funds to implement basic literacy activities in increasing students' interest in reading, making literacy activity facilities incomplete and management programs in Basic literacy activities in increasing reading interest cannot be realized optimally and the behavior of students is not orderly when in their classrooms.

The solution to the obstacles faced is by providing facilities in the classroom that are rich, for example, textbooks or non-lesson books in rotating reading in one week for the class during breaks as a process of getting used to reading students and realizing one of the programs of basic literacy activities. The next solution, the principal tries to provide a sufficient budget for facilities in his classroom to provide a re-explanation to students about the rules for implementing the 15-minute habituation that must be followed.

The results of this study indicate that the implementation of basic literacy activities at MI Salafiyatul Huda 1 Cirebon City has been carried out but has not yet reached its optimal effectiveness in fostering the reading interest of second-grade students. Based on observations and interviews, literacy activities are still limited to routine reading of textbooks for 15 minutes before class begins, with teachers and parents participating only partially. This finding aligns with Mutia, Atmazaki, & Nursaid (2018), who stated that the success of the school literacy movement strongly depends on the consistency of implementation, the variety of literacy activities, and the involvement of the entire school community. Focusing literacy activities solely on textbooks tends to reduce student motivation and engagement, as children become easily bored when exposed to repetitive materials.

This study also revealed that the lack of supporting facilities, such as limited reading materials and the absence of an engaging reading corner, remains a major obstacle. This finding is consistent with Bahtera Indonesia (2023), which reported that a print-rich school environment equipped with interactive reading corners significantly increases students' reading interest in elementary schools. Similarly, Fostering Reading Habits: The Impact of the Reading Corner Program (Undiksha, 2023) emphasized that the availability of a comfortable reading space, attractive illustrated books, and student participation in choosing reading materials help to develop sustainable reading habits. Therefore, it is necessary to improve literacy facilities and provide a greater variety of non-textbook reading materials at MI Salafiyatul Huda 1.

Furthermore, questionnaire data show that most students possess a "strong" level of reading interest, yet their enthusiasm for independent reading remains relatively low. This finding is in line with Ejurnal Kampus Akademik (2022), which found that students' reading interest tends to increase when literacy activities are integrated with creative approaches such as retelling stories, illustrating what they read, or paired reading. Hence, basic literacy activities should not only be implemented routinely but also designed interactively so that students are emotionally and cognitively engaged in the reading process.

Teacher involvement was also found to be a key factor in the success of literacy programs. Interviews revealed that teachers serve as the main drivers of reading activities but still face challenges in maintaining students' discipline and consistency. The studies by Elendiana (2020)

and Eryanti et al. (2021) support this finding, emphasizing that reading habits can only be effectively built through creative and consistent teaching strategies combined with active collaboration between teachers and parents. Teachers are encouraged to create an enjoyable literacy atmosphere through shared reading, storytelling, or simple literacy competitions that motivate students to participate actively.

In addition to the school's internal factors, family involvement plays a crucial role in supporting literacy development. According to the Family Literacy Program (UNY, 2022), parental engagement—such as providing reading materials at home and establishing shared reading time—significantly strengthens the literacy culture nurtured in schools. This finding aligns with the current study, which found that students whose parents participated in home reading activities were more motivated to read at school as well.

In conclusion, the findings of this study reinforce previous research showing that the successful implementation of basic literacy activities depends not only on school policy but also on the synergy among teachers, students, and parents, as well as the availability of adequate literacy facilities. Effective basic literacy programs should be designed as enjoyable, participatory, and child-centered learning experiences. Therefore, schools are advised to innovate in literacy practices by providing thematic reading corners, conducting interactive reading sessions, and collaborating closely with parents to establish consistent reading habits at home.

CONCLUSION

Based on the results of interviews and questionnaires conducted on the implementation of basic literacy activities toward the reading interest of second-grade students at MI Salafiyatul Huda 1 Cirebon City, it can be concluded that the literacy program has been implemented but is not yet optimal. The activities mainly involve managing various reading resources such as Indonesian language books, providing teacher-guided reading practice to improve students' fluency, and encouraging collaboration between teachers and parents to habituate students to read at home. The study revealed that students' reading interest remains moderate due to limited facilities, insufficient access to diverse reading materials, and inconsistent literacy practices that do not fully engage learners. Some students reported reading infrequently, indicating a need for schools to strengthen motivation and provide more meaningful literacy experiences supported by adequate facilities and teacher guidance. The main obstacles identified include students' lack of enthusiasm and discipline in reading, teachers' inconsistency in monitoring literacy sessions, and inadequate funding for literacy facilities and book collections. To address these challenges, teachers are encouraged to actively coordinate with parents to foster literacy habits at home, allocate more time to mentor students in reading activities, and introduce more engaging literacy programs such as reading non-academic books or thematic stories. Furthermore, schools are advised to provide sufficient literacy facilities and create innovative reading activities to prevent boredom and sustain students' interest in reading.

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