



ANALYSIS OF THE IMPLEMENTATION OF THE SCHOOL LITERACY MOVEMENT PROGRAM FOR GRADE III ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

The purpose of this study was to analyze the implementation of the School Literacy Movement (GLS) program at the habituation, development, and learning stages of grade III students at UPT SDN 023 Pandau Jaya. The method used in this study is a descriptive qualitative method. The subjects in this study were teachers and grade III students at UPT SDN 023 Pandau Jaya using research instruments in the form of observation sheets, interview sheets, and documentation reviews. The data analysis technique used in this study is the Miles and Huberman model with several stages, namely data reduction, data presentation, and drawing conclusions. Based on the results of the study, it can be concluded that the School Literacy Movement (GLS) Program at UPT SDN 023 Pandau Jaya has been implemented through 3 stages, namely the habituation, development, and learning stages. At the habituation stage, teachers carry out reading activities for 15 minutes, prepare facilities that are rich in literacy environments, and involve the community. At the development stage, teachers carry out reading activities together, reading together, and developing a literacy-rich environment. Finally, at the learning stage, teachers organize literacy-based classes, create schedules, and form school literacy teams. The impact of implementing the School Literacy Movement (GLS) at UPT SDN 023 Pandau Jaya can be seen from the increasing reading habits and the development of students' literacy skills.

ARTICLE INFO

Article History:

Submitted/Received 09 Feb 2025

First Revised 16 Feb 2025

Accepted 24 Feb 2025

First Available online 17 Apr 2025

Publication Date 01 Jun 2025

Kata Kunci:

School Literacy Movement;
Elementary School.

1. INTRODUCTION

Education is a form of continuous training that can be used to develop and investigate a person's competence, including knowledge, skills, and attitudes. This knowledge ability can be improved by reading many books and practicing continuously and consistently. The best way to achieve this is by reading many books. It has been proven by Subakti et al., (2021) that the educational process allows students to realize their own potential and realize that they have potential within themselves. Education is very important because it allows a person to develop his potential through teaching or training so that he can develop according to his abilities. This allows a person to develop in a way that is most suitable for him.

According to Santika et al (2022), Education is a process that aims to influence students to be able to adapt as well as possible to their environment, and as a result education will cause changes in students that allow them to function in the lives of others. Although education is not the only determining factor for success, it is still very important for someone to get a good education if they want to be successful in life. Intelligence without moral character development can result in the achievement of a degree, but cannot produce a generation of moral individuals. Literacy is considered an important component in realizing a country that is able to compete globally. Literacy skills are related to the demands of reading skills that lead to the ability to understand information analytically, critically, and reflectively.

Literacy is the ability to read, write and speak which is very important for students in facing globalization and digitalization (Nurpratiwiningsih et al., 2023). Literacy is a collection that includes global education on the grounds that information and knowledge are obtained through reading literacy activities (Luxyana & Rigiarti, 2023: 384). Literacy is the ability that leads to activities to access information through reading, writing, studying, observing, and interpreting information critically, idealistically, dialectically, and autocratically where technology can be used as one way to increase the effectiveness of literacy activities.

The benefits of basic literacy skills for elementary school students include, among others, (1) to improve students' vocabulary knowledge; (2) so that the brain is able to work optimally; (3) to increase students' insight; (4) to sharpen oneself in capturing information from a reading; (5) to develop verbal skills; (6) to train students' thinking and analytical skills; and (7) to train students' focus and concentration. Basic literacy skills for elementary school students are considered very important, so it is necessary to conduct research related to the analysis of the state of basic literacy skills possessed by elementary school students (Harahap et al., 2022).

According to a survey conducted by the Program for International Student Assessment (PISA) and published by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia ranked 62nd out of 70 countries, including the bottom 10 countries with low literacy rates. Indonesia's ranking is relatively low when compared to other countries in the field of education. There are various factors that cause the education system in Indonesia to still lag behind other countries. One of them is the lack of literacy or reading interest of students and/or students (Fahrianur et al., 2023: 103).

Based on the data above, it can be understood that the conditions of literacy implementation, especially in Indonesia, still need to be improved. This low literacy rate could be due to a lack of understanding of the correct basic literacy concept or it could also be because the implementation of literacy implementation is less supportive and sustainable. Regarding the implementation of literacy activities, elementary school students have characteristics that are very supportive of laying the foundations of literacy skills because at that age they have very rapid development. Schools have an important role in fostering students' interest in reading because with schools, students' abilities will be developed through various learning systems. One of them can be supported by literacy activities. Literacy activities in learning can certainly help students obtain meaningful information, namely through reading. The habit of reading literacy is still very rarely carried out, especially in schools which results in low interest in reading among students, even though facilities and infrastructure such as libraries have been provided. However, there are many schools that have not maximized the use of libraries properly, such as several schools in the Serang district area. So, due to this, there is a lack of support for literacy activities, such as reading activities, therefore there needs to be a literacy program as an appropriate solution to overcome the problems that occur regarding students' reading interests (Syamsuri et al., 2020).

According to Dafit & Ramadan (2020) One of the government's steps in improving students' reading interest is through the School Literacy Movement program. GLS is one of the government's breakthroughs to improve the quality of education through a reading culture that is linked to various abilities. In addition, GLS aims to maintain the continuity of learning by presenting a variety of reading books and accommodating various reading strategies. The school literacy movement (GLS) is a mandatory movement of the Ministry of Education and Culture in Elementary Schools, Middle Schools, and High Schools which aims to increase reading interest and make the young generation of Indonesia literate. According to the definition above, GLS is "an effort made comprehensively to make schools a learning organization whose citizens are literate throughout life through public involvement" (Prista & Hadiyanti, 2024).

UPT SDN 023 Pandau Jaya is a public elementary school located in Pekanbaru, Riau, which is committed to providing quality education for children in the surrounding area. This school is equipped with various supporting facilities, such as comfortable classrooms, and sports fields, all of which are designed to create an optimal learning environment. UPT SDN 023 follows the national curriculum set by the Ministry of Education and Culture of the Republic of Indonesia, and offers additional programs such as English lessons and art activities to improve the quality of education. In addition, this school also provides various extracurricular activities, such as scouts, choir, and sports, which aim to develop students' talents and interests. With the support of professional and experienced teaching staff, UPT SDN 023 Pandau Jaya strives to maximize the potential of each student so that they can grow into quality individuals and be ready to face challenges in the future.

Based on the researcher's initial observations and interviews with the homeroom teacher of grade III, Mrs. ES, she said that the implementation of literacy

had been carried out quite well at SDN 023 Pandau Jaya. However, in reality, several problems were still encountered, such as many students who did not want to read books, books were only flipped through without knowing the contents of the reading, but the low interest in reading of students was not only reading for 15 minutes but could also be from the low interest of students in visiting the library, in reality students preferred playing with their friends rather than visiting the library. In addition, many grade 3 students showed low interest in reading, especially among male students. This is due to the lack of reading habits and motivation from within the students themselves. Most students tend to be lazy to read because the number of books available at school is very limited and less interesting. So in this case, it is necessary to strengthen the implementation of literacy in grade III at SDN 023 Pandau Jaya.

This research is in line with that conducted by Aryani & Purnomo (2023) with the title "School Literacy Movement (GLS) in Improving the Reading Culture of Elementary School Students", based on research findings, the School Literacy Movement (GLS) is able to improve the reading culture among students through the steps of introducing interesting books that do not only focus on science, holding reading activities for about 15 minutes before class starts, preparing reading corners and journals, creating a very conducive or text-rich environment for reading, holding competitions that support the activities or programs of the School Literacy Movement (GLS), creating a library that is friendly to reading and holding activities such as reading groups, morning motivation, story telling librarians, and wall magazines (mading).

Based on the description of the references above, the researcher wishes to further explore the problems related to reading literacy with the research title "Analysis of the Implementation of the School Literacy Movement Program (GLS) for Grade III Students in Elementary Schools". The purpose of this study is to analyze the implementation of the school literacy movement program (GLS) at the habituation stage, development stage and learning stage of grade III students at UPT SDN 023 Pandau Jaya. The reason the researcher wants to conduct this research is for the advancement of science in general, especially in the context of implementing the school literacy movement program to foster students' interest in reading in elementary schools. It is hoped that this research can help teachers understand more effective approaches in implementing GLS. Teachers can find out which strategies are successful and which are less effective in supporting the development of student literacy, so that they can develop their teaching skills better.

2. RESEARCH METHODS

This research uses a qualitative research approach. According to Creswell (dalam Safarudin et al., 2023) qualitative research is a type of educational research in which researchers rely on the views of participants or informants. The method used in this study is a descriptive qualitative method where descriptive qualitative is research that has the aim of describing the phenomena that occur in the research subject in depth. To see and analyze the research object. Regarding the type of data,

there are two data that researchers will try to obtain, namely primary data and secondary data. In this study, the primary data source is observation and interviews with homeroom teachers for class III and class III students at UPT SDN 023 Pandau Jaya and the secondary data source is documentation related to the implementation of the school literacy movement program for class III students at UPT SDN 023 Pandau Jaya.

To conduct this research activity, the researcher used data collection techniques. The data collection techniques in this study were interviews, observations, and documentation. While the research instruments used by the researcher were observation sheets, interview sheets and documentation reviews. The validity test of the data used in qualitative research was with three triangulation techniques, namely source triangulation, technique triangulation and time triangulation. The steps in the data analysis technique that will be taken in this study are the Analysis Interactive Model from Miles and Huberman which divides the steps in data analysis activities into several parts, namely data reduction, data presentation, and drawing conclusions.

3. RESULTS AND DISCUSSION

RESULT

This study aims to analyze the implementation of the school literacy movement (GLS) program at the habituation stage, development stage and learning stage of grade III students at UPT SDN 023 Pandau Jaya. Based on the findings from the results of the study conducted through observation, interviews and documentation, the following researchers describe the findings regarding the habituation stage, development stage and learning stage in the school literacy movement (GLS) program at UPT SDN 023 Pandau Jaya.

Habituation Stage

Based on the results of observations and interviews with teachers and grade III students at UPT SDN 023 Pandau Jaya, it was found that in the implementation of the School Literacy Movement (GLS) program, the school has integrated various activities that support the improvement of literacy culture in the school environment. One form of implementation is by holding reading activities for 15 minutes every Wednesday, as well as getting students used to reading before starting learning in class. This habit is expected to instill an interest in reading from an early age and improve students' literacy skills. In addition, teachers also play an active role in creating an environment that supports literacy by providing facilities in the form of reading corners or reading corners in the classroom. The bookshelves available in this reading corner are equipped with various collections of books that are in accordance with the level of understanding of students, so that they can easily access interesting and educational reading materials. Not only that, teachers also prepare simple wall magazines (mading) as a medium to display students' work, interesting information,

and light reading that can enrich their insights. With these various efforts, it is hoped that students' literacy in reading can develop optimally, both in terms of interest, understanding, and better reading skills.

Based on the results of observations and interviews, parental involvement in the School Literacy Movement (GLS) is an important factor in fostering students' interest in reading from an early age. Schools try to involve parents in various ways, such as providing direction for them to accompany their children in reading at home, providing reading books that can be borrowed to be read together with the family, and holding meetings related to the importance of literacy. With support from parents, the habit of reading is not only limited to school, but also continues in the home environment, thus creating a broader and more sustainable literacy culture.

In addition to involving parents, schools also try to involve the community in supporting literacy programs. This is done through collaboration with local libraries, bookstores, and literacy communities around the school. Some forms of community involvement include book donation programs, and schools also hold activities such as book bazaars or literacy festivals that involve various elements of society, so that literacy is not only the responsibility of the school, but also becomes part of a wider educational ecosystem. With the synergy between schools, parents, and the community, it is hoped that the School Literacy Movement program can run more effectively and provide a sustainable positive impact on the development of student literacy.

In line with research conducted by Sitoresmi & Azizah (2024) at the habituation stage, it is done by reading enrichment books for 15 minutes before the subject begins. Reading for 15 minutes is an obligation for every educational institution to provide a special time for 15 minutes every day, both before and after learning routinely, it is expected that students will get used to reading. This program aims to increase students' interest in reading, build motivation.

Development Stage

Based on the results of observations and interviews with teachers and students of grade III at UPT SDN 023 Pandau Jaya, it shows that in an effort to improve literacy skills, teachers divide students into small groups. This strategy aims to create a more interactive learning atmosphere and support deeper reading comprehension. Each group usually consists of students with varying reading abilities, so that they can help each other understand the contents of the reading. In these small groups, students are given tasks such as reading together, discussing the contents of the reading, and sharing opinions, which can improve their critical thinking and communication skills.

The activity of retelling the contents of the reading in your own words is one of the methods applied by teachers to hone students' understanding of the texts they read. From the interview results, it was found that this technique helps students understand the gist of the story and improves their speaking skills. By retelling the contents of the reading, students learn to construct their own sentences and develop

their memory and creativity. Teachers also provide opportunities for students to share their stories in front of the class, which also builds self-confidence in public speaking. According to Kartika et al., (2024) The development stage is carried out in line with what the researcher did, namely by improving literacy skills through activities to draw conclusions from books that students read.

In the literacy learning process, it was found that reading activities together between teachers and students are one of the effective methods. Teachers guide students in reading texts with correct pronunciation and intonation, so that they can imitate good reading methods. Reading together also helps students who are still less confident in reading because they can follow the rhythm and style of the teacher's reading. In addition, togetherness in reading creates a pleasant learning atmosphere and supports the development of students' reading skills.

In addition, based on the results of observations, it shows that schools strive to create an environment that supports a culture of literacy through the development of physical, social, and affective aspects. Physically, schools provide facilities such as comfortable libraries, reading corners, and wall magazines containing information and student work. Socially, schools build a culture of literacy through various activities such as reading competitions, book reviews, and group discussions. From an affective perspective, teachers play a role in creating a pleasant learning atmosphere, providing appreciation for students' literacy progress, and fostering curiosity and a high enthusiasm for learning among students.

The interview results revealed that the school develops students' literacy skills through various interesting and varied activities. Some of the activities carried out include reading together, storytelling, writing short stories, making book summaries, and presenting guests from among writers or literacy figures to provide motivation to students. With these various activities, students' literacy not only develops in the aspect of reading, but also in writing, speaking, and critical thinking.

Learning Stages

Based on the results of observations and interviews with teachers and students of grade III at UPT SDN 023 Pandau Jaya, it is known that the school is trying to create a class that supports a culture of literacy through various physical arrangements and the availability of reading materials. One of the steps taken is to provide a reading corner or literacy corner in the classroom which is equipped with a bookshelf containing a collection of interesting reading materials that are in accordance with the level of student understanding. In addition, there are educational posters, motivational words, and a class wall magazine (mading) that displays student writing and other interesting information. With a classroom atmosphere rich in literacy, students are more encouraged to read and engage in various fun literacy activities.

In interviews with teachers and students, it was found that responding to reading books was one of the strategies to improve students' understanding and analytical skills towards the texts they read. Some of the methods used in this activity

include making summaries, writing book reviews, drawing the contents of the story, or discussing the contents of the reading in small groups. The teacher also gave provocative questions to direct students in understanding the contents of the reading more deeply. This activity not only improves reading skills, but also trains students in critical thinking and expressing their opinions.

Based on the results of observations and interviews, it seems that a special literacy team has not been created, all teachers at UPT SDN 023 Pandau Jaya are part of the literacy team. The literacy team is tasked with coordinating various literacy programs, from literacy-based classroom arrangements, activities to respond to reading books, academic awards, library visit schedules, to collaboration with external parties. With all teachers being part of the team, this responsibility will be divided more evenly, allowing each teacher to have a role in supporting and developing a culture of literacy in their respective classes. In addition, collaboration between teachers in the literacy team will also strengthen aspects of the physical, social, and affective environment that value openness to knowledge. If previously only a few teachers were active, the involvement of all teachers will ensure that literacy is not only the task of a few people, but becomes part of the school culture as a whole.

In line with Miftahurrahmah et al (2023) who have carried out various reading activities during learning, for example guided reading, reading aloud, reading together, and independent reading carried out in all subjects. Selection of reading strategies is based on the purpose of the reading activity. For example, reading aloud is used to train concentration, guided reading is used to train students' reading intonation and reading comprehension. Apart from that, the selection of reading strategies is also based on students' reading abilities. Reading silently in independent reading activities is intended for students who are already fluent in reading and guided reading is intended for students who are not yet fluent in reading.

DISCUSSION

The School Literacy Movement (GLS) is a program that aims to foster a culture of reading and improve students' literacy skills in the school environment. In line with what was conveyed (Afderisa & Ramadan, 2023) that the purpose of the School Literacy Movement is to make schools a place for learning organizations that have a culture of literacy, and to build literate school citizens in reading and writing, numeracy, science, digital, financial, cultural and citizenship activities. This program involves various parties, including teachers, students, parents, and the community, and includes various strategies designed to create a school environment rich in literacy. Based on the results of observations and interviews that have been conducted, there are several important aspects in the implementation of the GLS program at UPT SDN 023 Pandau Jaya, such as the involvement of teachers, parents, and the community, literacy learning strategies, and environmental management that supports a culture of literacy.

One of the main factors that determines the success of GLS is the involvement of teachers in the School Literacy Team (TLS). At UPT SDN 023 Pandau Jaya, all teachers participate in the literacy team, which allows the implementation of this program to be more evenly distributed and structured. With the involvement of all teachers, literacy is not only taught in certain subjects, but is also integrated into all learning activities. Each teacher has a role in providing reading materials, holding literacy activities, and supporting students in developing reading and writing skills. With good coordination between teachers, it is hoped that each student can gain a more optimal and enjoyable literacy experience. According to Hasibuan & Ramadan (2022) expressed his opinion that teachers are a very important supporting factor, because teachers are involved in supervising and guiding students to participate in implementing the school literacy movement program.

In line with that, Pratiwi (2019) stated that the supporting factors for the implementation of the GLS policy to strengthen the love of reading are as follows: adequate library facilities and infrastructure; supporting human resources; allocation of funds in the management of GLS activities; librarian student programs that assist in the implementation of GLS; cheerful bulletins as a place to write; book endowments from alumni, parents and language center institutions; allocation of funds to fulfill facilities; reading sources through social media. In addition to supporting factors, there are also inhibiting factors for the implementation of the School Literacy Movement which of course have obstacles. According to Kartikasari (2022), Here are some obstacles to the School Literacy Movement: 1) Scarcity of reading materials in schools, especially in remote areas in Indonesia. 2) The strategies and approaches that will be used to improve cultural literacy are not well understood by teachers. 3) The absence of reading spaces such as libraries and reading corners that are needed to implement the School Literacy Movement. 4) Insufficient books. The number and variety of books in each class are still less than what is needed to realize the School Literacy Movement.

To improve student literacy, various strategies are applied in learning activities. One of them is to group students into small groups to discuss and understand the reading in more depth. Another strategy is to ask students to retell the contents of the reading in their own words, which aims to train their comprehension and speaking skills. In addition, reading activities together between teachers and students help improve understanding of intonation, pronunciation, and reading structure. Learning is also done through reading in turns, which aims to increase students' courage in reading and deepen their understanding of the text being read.

In order for GLS to run well, an environment that supports a culture of literacy is needed, both physically, socially, and affectively. One of the efforts made is to organize a literacy-based class by providing a reading corner containing a collection of books according to the level of student understanding. In addition, students are given the opportunity to respond to reading books through various creative activities, such as writing summaries, making reviews, or drawing the contents of the story. To

increase student motivation in literacy, the school also provides academic awards, such as certificates, literacy badges, and the selection of Literacy Ambassadors. This program is also strengthened by a regular schedule of visits to the library, so that students can get used to reading and have access to various reading materials. The School Literacy Team plays an important role in coordinating all of these activities so that the literacy program can run sustainably and in an organized manner.

In addition to the role of teachers and students, the involvement of parents and the community is also an important factor in supporting GLS. Parents are expected to play an active role in accompanying their children to read at home, provide interesting reading materials, and participate in literacy activities held by the school. Cooperation with the community is also an important part in supporting this program, for example through book donation programs, visits to regional libraries, and collaboration with literacy communities around the school. With support from various parties, literacy culture can further develop and become part of students' daily lives.

According to Syafitri & Yamin (2022) school literacy movement has principles that are in accordance with the contents of the Kemdikbud "School Literacy Movement" pocket book (1) student character traits are considered while determining the appropriate level of instruction. (2) Utilization of various texts, as well as consideration of student requirements, must be part of every implementation. (3) In all aspects of the curriculum, it is integrated and comprehensive. (4) Various literacy-related activities take place regularly; (5) Requires proficiency in verbal communication; (6) Be open to new ideas.

Meanwhile, according to Rahmania (2021), The literacy possessed by each student can be achieved through several principles of school literacy as follows: (1) School literacy must be in accordance with the developmental stages of students and based on their characteristics. (2) GLS is implemented in a balanced manner, using various texts according to student needs. (3) GLS should be implemented holistically and integrated in various curriculum areas. (4) GLS is implemented sustainably. (5) GLS must involve oral communication skills. (6) The implementation of GLS must take diversity into account.

4. CONCLUSION

Based on the research results, it can be concluded that the School Literacy Movement Program (GLS) at UPT SDN 023 Pandau Jaya has been implemented in 3 stages, namely the habituation stage, the development stage and the learning stage. At the habituation stage, teachers carry out 15-minute activities, arrange facilities that are rich in literacy environments, and public involvement. At the development stage, teachers carry out guided reading, reading together and developing a literacy-rich environment. Finally, at the learning stage, teachers organize literacy-based classes, and make schedules, and hold school literacy teams. The involvement of all teachers in the School Literacy Team allows the implementation of

the program to be more structured and even. Various literacy learning methods are applied to improve students' reading and writing skills, while a literacy-rich school environment is created to support a reading culture. With the cooperation between schools, families, and communities, it is hoped that this literacy program can have a positive impact on the development of student literacy in a sustainable manner.

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