

Implementation of the Literacy Movement Program in Increasing Reading Interest Among 4th Grade (B) Students at SDN 7 Sambik Bangkol, North Lombok Regency, Academic Year 2024/2025

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		Abstract
Received: Revised: Accepted:	07 July 2025 16 July 2025 23 July 2025	<i>This study aims to identify, describe, and explore data regarding the implementation of the School Literacy Movement (GLS) program in increasing reading interest among fourth-grade students at SDN 7 Sambik Bangkol, Gangga District, North Lombok Regency, for the 2024/2025 academic year. This study was conducted at SDN 7 Sambik Bangkol, Gangga District. It employed a descriptive qualitative method. Data collection was carried out using observation, interviews, and documentation. Following data collection, the researcher proceeded with data reduction, data presentation, and conclusion drawing. The validity of the data was then tested using source triangulation, technique triangulation, and time triangulation. The results of the study showed that the implementation of the GLS program included 15 minutes of reading before starting lessons, the provision of reading corners in classrooms, and the involvement of parents in accompanying students to read at home. This program was able to increase students' interest in reading, as seen from their enthusiasm in reading activities and the frequency of visits to the school library. The obstacles faced were the absence of a library, some students still unable to understand what they read, lack of attention or guidance for students at home, so that literacy could only be carried out at school while at home students did not do it, and students lacked focus due to the influence of their environment.</i>
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INTRODUCTION

In developed countries, the success of education is often associated with how well students understand knowledge sources through literacy activities. It is assumed that if reading activities in schools are encouraged, in the long term students will develop positive habits in independently searching for and finding information (Sopriyanti, 2018: 12).

On the other hand, Indonesia faces challenges in improving national literacy levels despite efforts to enhance literacy, such as revising the curriculum, developing teachers' skills, and promoting literacy movements. Indonesia still shows an unsatisfactory profile in terms of literacy. The results of the 2018 PISA survey ranked Indonesia 72nd out of 77 countries, with the lowest score obtained

by Indonesia (Dina Siti Logayah, 2022:383). In the reading category, the score was 371 (OECD average: 489). This ranking is even lower than Indonesia's ranking in the 2015 PISA, which placed it 64th out of 72 countries.

To improve this situation, in 2015 the Indonesian Ministry of Education and Culture issued Ministerial Regulation No. 23/2015 on character building as the foundation of the school literacy movement (GLS character students). This policy regulates the mechanism for forming the peak of the school literacy movement. In this national program, students are encouraged to develop basic literacy skills for the 21st century, which include not only reading and writing but also scientific literacy, financial literacy, digital literacy, cultural literacy, and civic literacy (Farid Ahmad, 2022:6).

According to a scientific journal on teacher professional education, many elementary schools still use two curricula: the K13 curriculum and the Merdeka Belajar curriculum. The K13 curriculum has three aspects that must be developed in students: knowledge, attitude, and skills. One of the government's efforts to achieve the learning objectives of the K13 curriculum is through the School Literacy Movement Program (PGLS), aimed at fostering a reading culture for future generations of children. Literacy programs are very helpful in improving reading skills among elementary school students and can enhance reading skills and comprehension. Therefore, literacy programs are very important to implement.

Literacy is the most important element in modern education projects related to general literacy understanding. Literacy can be defined as an individual's ability to process and digest information while reading or writing. Therefore, literacy is inseparable from language skills, namely written and spoken language comprehension, which requires a series of cognitive abilities.

Reading is a window to the world. Through reading, one can gain knowledge, experience, and insights, and through reading, one can gain a broad perspective. Reading has a strong impact on the development of students in improving their reading literacy. According to several findings from Bili Antoro's quotes, reading activities can maintain brain health, improve logical and linguistic intelligence, so that children who are diligent in reading will tend to be better at understanding various issues, both related to school subjects and daily life (Antoro, 2017: 3-4).

Based on an interview with the fourth-grade teacher (B) on January 22, 2025, at SDN 7 Sambik Bangkol, particularly in the fourth grade, students' interest in reading before the literacy movement program was very low, and their interest in reading was still lacking. When the researcher conducted observations at SDN 7 Sambik Bankol, the researcher noticed that students were more inclined to play than read. The teacher's efforts to address this issue involved implementing literacy activities in each class by setting up a reading corner, where the teacher provided books in the classroom and posted literacy posters.

In relation to the implementation of this literacy program, the school requires students to read for at least 15 minutes before starting their lessons in

order to stimulate their brains. The school also provides books in each classroom to attract students' interest in reading and has created a reading corner.

The literacy program is expected to foster students' independent reading habits from various sources of knowledge. As a result, students' interest and reading skills will grow and develop optimally. Additionally, through the School Literacy Movement (GLS), students can gain an understanding of local values and wisdom from the reading materials they obtain at school.

The existence of this program demonstrates the government's hard work in improving literacy culture in schools. The school literacy movement is very important to be implemented in the field of education. This is because the program is able to improve students' language skills, including listening, speaking, reading, and writing. However, the focus of this study is on reading skills, due to the lack of interest among students in reading. Especially since literacy skills are one of the competencies that students must possess in the 21st century. Therefore, the researcher is interested in exploring further the implementation of the literacy program in enhancing reading interest among fourth-grade students (Class IV B) at SDN 7 Sambik Bangkol.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a descriptive research design. This approach was chosen to obtain an in-depth understanding of the phenomena occurring in the research environment (Wahyuningsih, 2013:3). This study aims to describe in detail the situation, processes, and interactions that occur in the field without manipulating the existing variables.

Data collection was carried out by the researcher using three techniques, namely observation, interviews, and documentation (W.Glow, 2002:13). Observations were conducted directly at SDN 7 Sambik Bangkol to directly observe the activities carried out at SDN 7 Sambik Bangkol related to the literacy movement program. Interviews were conducted with prepared questions for informants, namely classroom teachers, the school principal, and students deemed relevant to the research focus. The documentation technique was used to obtain additional data in the form of school documents and photos related to the research topic.

The data analysis conducted in this study consists of data collection, data reduction, data presentation, and conclusions (Agus Salam, 2023: 58-59). Data collection was carried out using various methods, namely observation, interviews, and documentation. Data reduction was carried out by selecting, simplifying, and choosing relevant and meaningful data from the results of observation, interviews, and documentation. Data presentation was in the form of descriptive narratives. Finally, conclusions or verification were the final stage in the data analysis process. In this study, the researcher drew conclusions from the data obtained.

To ensure data validity, triangulation techniques were used, including technical triangulation, source triangulation, and time triangulation (Wayan Suwendra, 2018: 66). Source triangulation means testing data obtained from

various sources. This technique can sharpen the level of confidence in the validity of data or the validity of data obtained through various sources or information. Technical triangulation is used to verify the reliability of data by seeking accurate information and verifying the truth of the data from the same source using different techniques. In this study, the researcher used time triangulation by conducting checks through interviews, observations, and documentation or other techniques in different situations, which were repeated until the data was confirmed.

RESULTS AND DISCUSSION

Based on the results of the research using observation, interviews, and documentation data collection techniques, the researcher will discuss and explain the implementation of the literacy movement program in increasing students' interest in reading, as follows.

A. Strategies in Implementing the Literacy Movement Program in Increasing the Interest in Reading among Fourth Grade Students (B) at SDN 7 Sambik Bangkol

The literacy program is expected to foster independent reading habits among students from various sources of knowledge. Thus, students' interest and reading skills will grow and develop optimally. In addition, through GLS (School Literacy Movement), students can gain an understanding of local values and wisdom from the reading resources they obtain at school.

Literacy is the most important element in modern education projects. In general, literacy can be defined as an individual's ability to process and comprehend information while reading or writing. Therefore, literacy is inseparable from language skills, namely written and spoken language comprehension, which requires a series of cognitive abilities (Farid Ahmad, 2022:6).

According to Elizabeth Sulzby's theory, literacy is defined as a person's language skills in communication. These skills include speaking, reading, writing, and listening. According to Elizabeth Sulzby, these are a person's abilities in communication, reading, and writing (Althof Meazaluna, 2023: 15).

According to several findings from Bili Antoro's quotes, reading activities can maintain brain health, improve logical and linguistic intelligence, so that children who are diligent in reading will tend to be better at understanding various issues, both those related to school subjects and in daily life. The results of research related to strategies for implementing literacy programs to increase reading interest include:

1. Creating a Reading Corner

From the results of the research obtained from observations and interviews, the researcher obtained information related to teachers' strategies in increasing students' interest in reading by creating a reading corner. A reading corner is a program implemented to carry out literacy programs aimed at increasing students' interest in reading. This reading corner is equipped with a

variety of interesting book collections that are appropriate for students' needs, such as storybooks, novels, and picture books. The arrangement of the reading corner is carried out.

A reading corner is the use of a classroom corner as a location to collect books from students in each class. A reading corner is a space that provides comfort for students to sit and read. A reading corner is an initiative to improve students' reading skills by utilizing a classroom corner as a mini-library. A reading corner is an initiative where students can engage in reading activities during free time between lessons. The purpose of the reading corner is to stimulate students' interest in reading, improve literacy levels, and develop reading and writing skills. As a pleasant place, the reading corner also serves as a space for students to enjoy interesting books and expand their knowledge (Indah Safira, 2023:30).

So, it can be concluded that the reading corner is one of the methods teachers use to promote literacy by providing reading materials such as books, novels, short stories, and textbooks. This attracts students' interest in reading and increases their interest in reading.

2. Literacy Schedule

From the results of the research obtained from observations and interviews, the researcher obtained information related to the strategies teachers use to increase students' interest in reading. Teachers create a literacy schedule by reading every day in the morning before starting lessons. Teachers design programs by creating a literacy schedule that includes 15 minutes of reading before starting lessons. The purpose of this literacy schedule is to ensure that the literacy program runs smoothly and increases students' interest in reading.

Scheduling activities is an important aspect to consider. Schedules should be created to avoid conflicts with mandatory learning activities so that educational functions and objectives can still be carried out.

No	Activities	Time Allocation	Total Time	Activity Objectives
1	Read for 15 minutes every day	School	15 minutes	To increase reading interest, improve concentration and focus among students
2	Guided reading	School in the classroom	20 minutes (Thursday)	Providing explanations and guidance on effective reading techniques, helping students understand the meaning and content of texts, and providing feedback and evaluation on students' reading abilities.
3	Free reading	Outside the classroom	15 minutes	Students are free to read any books they like.

4	Deposit money every day	Class	15 minutes (Saturday)	To improve language and communication skills
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3. Creating Groups

From the results of observations and interviews, researchers obtained information related to teachers' strategies for increasing reading interest, namely that teachers direct students to form groups to engage in literacy activities. These groups are usually formed to encourage reading interest, enhance a sense of community within the classroom, and develop students' reading and reflective thinking skills.

Groups are one way to increase literacy activities among students. Literally, group work can be easily interpreted as a form of work or learning that is not done independently, but is done together with others. Group work is an academic task that involves students (usually two to four people who are given the opportunity to work together to decide on the academic task under the supervision of a teacher. This group work is a discussion group led by the students themselves.

Barnes (1976) demonstrated student-controlled group work, where students in the group did not have access to ask the teacher questions in completing group assignments. The students in the group themselves played a role by testing their prior knowledge. Without the teacher's involvement in the group, students were able to complete the assignments given by the teacher (Siti Mina Tamah, 2017:4).

4. Giving rewards

From the results of the research obtained through interviews and observations of teachers' strategies in increasing students' interest in reading, namely by giving rewards or prizes. This is done so that students are more enthusiastic about reading and their interest in reading increases.

Rewards are a tool for educating children so that they feel happy because their actions or work are appreciated. Rewards are a form of feedback from teachers to students in order to build a positive relationship between teachers and students. Rewards are given to students who have performed well in learning activities.

Rewards can be either material or non-material. Non-material rewards can take the form of praise to serve as an example for other students. Material rewards can include gifts, certificates of recognition, and other items to delight students (Kusmiyati, 2023:11-12).

5. Motivation

According to the Indonesian Dictionary (KBBI), motivation is defined as a conscious or unconscious urge that arises within a person to perform an action with a specific goal, while in psychology, motivation is defined as anything that can cause a person or group of people to take action because they want to achieve

a desired goal or gain satisfaction from their actions. The theory of motivation proposed by Abraham Maslow's Hierarchy of Human Needs was the first theory to be developed, becoming the most well-known theory and the basis for the formation of other theories of motivation. This theory concerns the needs that are the main reasons that motivate humans to do something (Ruslan Afendi, 2024: 223).

B. Barriers to Implementing Literacy Programs to Increase Reading Interest Among Fourth Grade Students (B) at SDN 7 Sambik Bangkol

1. Lack of Reading Interest Among Students

Reading is one of the most important aspects of life. All learning processes are based on the ability to read, which is ingrained in every student. The lack of interest in reading among students results in a low level of human resources due to a lack of mastery of science and technology. Reading has not yet become a necessity in life and has not yet become a culture among students. Interest is a feeling that arises from within oneself; if we do not have a sense of curiosity or wonder, then there is no interest in reading. Because there is no interest within them,

- a. Not Understanding What They Read : Most students simply read books but do not understand what they read. They do not understand the meaning contained in the text or writing they read.
- b. Family Environment Factors : Family environment factors are one of the main factors that hinder literacy activities, such as parents who pay little attention to their children's learning activities at home.

Environmental factors are very important in supporting children's literacy, especially in the family environment, such as a lack of support from parents, no reading culture at home, and family priorities that do not support reading activities. An unsupportive family environment can affect students' interest in reading, thereby hindering literacy program activities.

According to Abdullah, the family environment is the first educational environment for children because it is within the family that children first receive education and guidance. It is also considered the primary environment because a significant portion of a child's life is spent within the family, so the education that children receive most is from the family (Hasbullah, 2012:9).

CONCLUSION

1. The strategy for implementing the school literacy movement (GLS) program in elementary schools is carried out through various structured and sustainable strategies. The main strategies implemented are through a 15-minute reading habit before starting lessons, providing reading corners in each classroom, and creating literacy groups.
2. Teachers play a crucial role in the implementation of the literacy program, as they serve as facilitators, motivators, and role models in fostering a reading culture. Teachers actively guide students in reading and writing activities and

create a learning environment that supports the development of students' reading interests.

3. In general, the literacy strategies (GLS) implemented have shown positive impacts on increasing students' reading interest, although further strengthening is needed in terms of facilities, teacher training, and broader involvement from all school and community elements.
4. Barriers to Implementing Literacy Programs to Increase Students' Interest in Reading can be summarized from several barriers to literacy programs, including limited resources and facilities, lack of motivation and interest in reading among students, lack of support from parents and the community, and incomplete reading materials. In all school programs, there are inevitably challenges or barriers in their implementation. Similarly, in this literacy movement program, teachers still face numerous obstacles in developing literacy programs. The literacy program is not only the responsibility of teachers in developing literacy; the roles of the government and parents are also crucial in supporting literacy activities. Therefore, the involvement of teachers and the community, particularly parents, is essential to ensure the success of all activities carried out at school.

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