



## The School Literacy Movement (GLS) and Student's Interest in Reading at SDN 3 Suka Makmur

Nurul Wahidah<sup>1</sup>, Isro'ullaili<sup>2</sup>, Bayu Karunia Putra<sup>3</sup>

<sup>1,2</sup>Mahasiswa Universitas Mataram, <sup>3</sup>Mahasiswa Universitas Muhammadiyah Malang

---

### Abstract

Received: 11 Februari 2023

Revised: 19 Februari 2023

Accepted: 28 Februari 2023

The Suka Makmur Village Integrated KKN has an additional program, namely the School Literacy Movement (GLS). This article also aims to present information related to the implementation of the elementary school literacy movement, as well as the background of students' low interest in reading. The School Literacy Movement Program (GLS) is carried out in two ways, namely daily routine activities and weekly activities. Routine class activities consist of a) silent reading, b) students read and other students listen, and c) the teacher tells stories. Weekly class literacy activities consist of special literacy learning classes in the library. The results of the KKN service show that (GLS) at SDN 3 Suka Makmur by KKN students can increase student literacy.

**Keywords:** School Literacy Movement, Implementation, Obstacles, Solutions

(\*) Corresponding Author:

[wahidahnurul23@gmail.com](mailto:wahidahnurul23@gmail.com) / [lailiisroullaili@gmail.com](mailto:lailiisroullaili@gmail.com),

[bayukaruniaputra7@gmail.com](mailto:bayukaruniaputra7@gmail.com)

**How to Cite:** Wahidah, N., Isro'ullaili, I., & Putra, B. (2023). The School Literacy Movement (GLS) and Student's Interest in Reading at SDN 3 Suka Makmur. *Jurnal Ilmiah Wahana Pendidikan*, 9(7), 559-564. <https://doi.org/10.5281/zenodo.7826963>

---

## INTRODUCTION

Literacy is a movement programmed by the Ministry of Education and Culture. According to (Wirasatiwi, 2020) literacy is the ability and skills that a person has to understand or understand, process and use information received for various circumstances. Literacy is defined as the ability to listen, speak, read, write and the ability to think is part of it. Therefore, of course, this literacy is very closely related to student life, the home environment, school and society. Thus good literacy is used to foster noble character.

The Ministry of Education and Culture (2017) defines literacy as a) the ability to carry out reading, writing, arithmetic and speaking activities, as well as the ability to find information and use it, b) a social activity whose implementation is influenced by several conditions, c) learning activities which include reading activities, writing, calculating which are used to think, investigate, ask, and criticize all that has been learned, d) use of readings that have variations in subject, genre, and level of language complexity. So that one of the goals of the school literacy movement is to increase student awareness that reading is very important and to add broader insights. According to the results of the 2018 PFIA (Program for international assessment) survey, Indonesia's reading ability score decreased from 397 in 2015 to 371 points in 2018 (Makdori, 2019). The survey results show that



the reading ability of Indonesian students is still low. According to (Padmadewi & Artini, 2018) in the formal education of educators it is very influential in implementing school literacy.

Whereas reading according to (Subakti et al., 2020) is an activity carried out in everyday life that aims to obtain information, news and human abilities to think critically and find new innovations. According to (Malawi, 2018) schools are currently not optimal in developing literacy at school. This is due to the lack of use of books other than learning books. The lack of students' interest in reading proves that Indonesia is not yet optimal in developing the educational process. Therefore, to increase students' interest in reading, the Ministry of Education and Culture developed a reading movement within the School Literacy Movement (GLS) which involved all stakeholders in the education sector.

The GLS, which was established through Ministerial Regulation Number 23 of 2013, aims to improve students' reading and writing culture within the school environment and outside of school. The school literacy movement (GLS) is a holistic and sustainable effort to turn schools into lifelong learning institutions with literate citizens by involving the community (Hidayat et al., 2018). The government established the GLS in 2016. The school literacy movement is a way to recognize, understand, and understand what students get at school and the spirit of character as stated in the Minister of Education and Culture Regulation No. 23 of 2015. Based on the results of the author's observations at SDN 3 Suka Makmur, there were 50% of students who could not read well. In this group, 20% still stammered, 10% still spelled, 10% could not connect words into sentences, 10% could not read long sentences.

The existence of the Covid-19 pandemic has caused teaching and learning activities in schools to be postponed, this hinders teachers from being able to teach students directly so that grade 1 and 2 students especially those who should receive study guidance include reading, writing, communicating. This is because students do not have time to just read in the library. During breaks, students tend to play in class with their friends rather than taking the time to go to the library. In line with these various problems, the principal of SDN 3 Suka Makmur created a reading literacy program in order to develop students' interest in reading, as well as provide more guidance to students who cannot and are not fluent in reading, writing and communicating. This article presents the activities of KKN students in helping GLS at SDN 3 Suka Makmur. The purpose of this article is to present information regarding the implementation of the school literacy movement, where this is motivated by low interest in reading, this topic is important and interesting because this program has great hopes for increasing students' reading interest in elementary schools, especially at SDN 3 Suka Makmur.

## RESEARCH METHODS

### Implementation of School Literacy Movement (GLS) Activities

The school literacy movement (GLS) is carried out in two stages, which include the following:

#### 1. Routine Class Literacy Activities

**Picture 1.**  
**Routine Class Literacy Activities**



Routine class literacy activities in the classroom aim to provide a stimulus for students to be able to develop their language skills, listening, writing, reading, and speaking. In accordance with government regulations, this class literacy activity is carried out for a maximum of 15 minutes before the core learning begins. In this class literacy activity students have prepared a special book for literacy activities. The book is a book that has been provided in the reading corner in the classroom. In this activity, Mataram University Integrated Community Service students collaborated with teachers at SDN 3 Suka Makmur to develop classroom literacy activities, which included the following:

a. Silent Reading

In this implementation, students consciously pick up books in the book corner in the classroom, each child can sort out different book topics. They read silently, or silently read for 10 minutes.

b. Students Read and Other Students Listen Together

In this implementation students read and are listened to by other students. The topic and reading material are the same, but students are given the opportunity to conclude with different sentences.

c. Story Teacher

In this implementation the teacher tells the story in front of the class and then the students summarize it according to the topic and content of the story conveyed by the teacher.

## 2. Weekly Class Literacy Activities

**Picture 2.**  
**Weekly Class Literacy Activities**



Weekly class literacy activities aim to provide guidance to students who are not yet fluent in reading from grades 1-4, there are 52 students out of 110 students. The implementation of this activity is carried out every Thursday where data on students who cannot read from the beginner level level, letters and paragraphs are collected to be guided by UNRAM integrated KKN students and teachers.

## RESULTS & DISCUSSION

The literacy ability of students at SDN 3 Suka Makmur is relatively low, this can be seen from several students in grades 1-4, there are 110 students who have different levels of reading ability. The strategy used by the teacher must be in accordance with the needs of students, this is because low class students are taught to recognize letters and be able to read, while the method taught to high class students focuses more on understanding or meaning in the reading. However, 50% of the students at SDN 3 Suka Makmur are still at the beginner level, the letters for advanced and proficient levels are still classified as low.

Based on these problems, the School literacy movement program at SDN 3 Suka Makmur implements 2 programs in order to foster students' interest in reading, namely: Routine literacy class (reading 15 minutes before the core lesson) and weekly literacy class (collecting students who are not yet fluent in reading to get guidance special). Therefore, there is data related to the level of students' literacy skills, which include the following:

SD/MI : SDN 3 Suka Makmur

Academic Year : 2022/2023

District : Gerung

**Table 1.**  
**Student Literacy Level Data**

Phases	Class	L/P	Levels								Totals
			Special Interventions					Basic	Advanced	Proficient	
			Beginners	Letters	Words	Paragraphs	Stories				
Phases A	Class 1	L	0	2	6	7	3	0	0	0	18
		P	2	0	7	5	5	0	0	0	19
		Sub Totals	2	2	13	12	8	0	0	0	37
	Class 2	L	2	2	6	0	8	0	0	0	18
		P	0	0	6	1	4	0	0	0	11
		Sub Totals	2	2	12	1	12	0	0	0	29
Phases B	Class 3	L	0	1	2	0	5	4	0	0	12
		P	0	0	0	0	3	5	0	0	8
		Sub Totals	0	1	2	0	8	9	0	0	20
	Class 4	L	0	1	1	1	0	4	3	0	10
		P	0	0	0	1	2	7	4	0	14
		Sub Totals	0	1	1	2	2	11	7	0	24
<b>GRAND TOTALS</b>			<b>4</b>	<b>6</b>	<b>28</b>	<b>15</b>	<b>30</b>	<b>20</b>	<b>7</b>	<b>0</b>	<b>110</b>

(Source: SDN 3 Suka Makmur, 2023)

Students' literacy skills increased from the results of the target index percentage for increasing student literacy where the advanced level index was around 20%, the proficient level index was around 20%, for the basic level index was around 30%, the Special Intervention level index was 30%. This literacy was successful from the results of student interviews where with this literacy students' interest in reading increased. Students are more enthusiastic about this literacy program because students feel more involved during the program process, the results of the target percentage for increasing student literacy are increasing.

## CONCLUSION

The school literacy movement as a determinant of success in the implementation of subsequent student learning activities. The main factor is to provide programs that can increase students' interest in reading. The efforts made by the University of Mataram Integrated KKN collaborated with SDN 3 Suka Makmur teachers to carry out a school literacy movement in the form of routine literacy class programs and weekly literacy classes. Students' literacy skills have increased as seen from the results of the percentage index literacy of student data

which has increased and from the results of student interviews with this literacy students' interest in reading has increased. Students are more enthusiastic about this literacy program. Students feel more a involved during the program process.

#### **REFERENCES**

- Hidayat, H. M., Basuki, A. I., & Akbar, S. (2018). Gerakan Literasi Sekolah di Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 3(6).
- Makdori, Y. (2019). *Tips Nadiem Makarim untuk Tingkatan Budaya Literasi Berbasis Sastra Lokal*. Jawa Timur Ae Media Grafika.
- Malawi, I. (2018). *Pembaharuan Pembelajaran di Sekolah Dasar*. Jawa Timur: Ae Media Grafika.
- Padmadewi, N. N., & Artini, L. P. (2018). *Literasi di Sekolah dari Teori ke Praktik*. Bali: Nilacakra.
- Subakti, S., Hani, H., & Kiftian, H. P. (2020). Pengaruh Pemberian Reward and Punishment Terhadap Motivasi Belajar Indonesia Siswa Kelas Tinggi di Sekolah Dasar. *Jurnal Basicedu*, 5(1), 247–255. <https://doi.org/https://doi.org/10.31004/basicedu.v5i1.648>.
- Wirasatiwi, W. . (2020). Penerapan Gerakan Literasi Sekolah di Sekolah Dasar. *Jurnal Ilmiah Kependidikan*, 10(2).