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Implementation of the School Literacy Movement in Fostering Reading Interest in Elementary School Students

Nanazah Atika Sari ✉, FKIP Universitas Nahdlatul Ulama Surabaya, Jemur Wonosari, Jawa Timur
Dewi Widiana Rahayu, FKIP Universitas Nahdlatul Ulama Surabaya, Jemur Wonosari, Jawa Timur
Suharmono Kasiyun, FKIP Universitas Nahdlatul Ulama Surabaya, Jemur Wonosari, Jawa Timur
Syamsul Ghufron, FKIP Universitas Nahdlatul Ulama Surabaya, Jemur Wonosari, Jawa Timur

✉ nanazahatika015.sd18@student.unusa.ac.id

ARTICLE INFORMATION	ABSTRACT
Keywords: School Literacy Movement, Reading Interest, and Elementary School.	The School Literacy Movement is an activity initiated by Directorate General of Education of Indonesia which aims to increase students' interest in reading at school. Application the school literacy movement continues to be carried out with the hope that students have the ability to access, understand, use writing information, and have the ability to speak. This study aims to describe implementation of the school literacy movement in increasing interest read students in elementary school. The method used is *literature review* with data collection techniques using the PRISMA principle data base Google Scholar 2017-2021 which was later in-depth analysis. The results of the study that in increasing interest in reading elementary school students can be marked by love, interest, and enthusiasm in reading books can be seen from the results of the forms of works made such as poetry, rhymes, stories short, competitive achievements and good literacy skills students have. Supporting factors in the implementation of the literacy movement schools include the existence of financial resources, reading parks, corners class reading, school library, interesting reading material, clean and comfortable environment. While the inhibiting factor the school literacy movement, namely the lack of teacher awareness and motivation from the teacher, reading materials used in activities literacy does not attract the attention of students and infrastructure in unsupportive schools.

1. Introduction

A developed country is characterized by a literate society, meaning that within the country it has competent people, life skills, creates world welfare, and is able to compete with other countries. Countries that have a high quality of literacy culture

can be seen by the ability to collaborate, think critically, creatively, and be communicative by the community so that the country can win global competition in the current industrial 4.0 era (Susanti & Prameswari, 2021). The progress of the state at this time is always described by the literacy ability of every society. With innovation, the development of globalization and improvement in every aspect of human life can certainly be realized through literacy skills (Fairuza, 2020). One of the literacy cultures in the world of education is reading activities. This was initiated by the Ministry of Education and Culture in 2013 through Ministerial regulation number 23 of 2013 that literacy activities in schools are to foster a culture of interest in reading and writing in the school environment and outside of school (Machromah et al., 2020). In this era of rapidly growing globalization, reading books is not the main activity for a student. Even though the important process of learning is reading, books are windows to the world. Someone who reads a book will get the knowledge and insight conveyed by the author. Smartphones are one of the obstacles in literacy activities, students prioritize playing smartphones than reading books. Even without supervision from parents, it can become smartphone abuse for students in learning children.

Various national or international organizations have conducted research on reading ability in each country. Based on the results of a survey in the Indonesian National Assessment Program (INAP) or the Indonesian Student Competency Assessment (AKSI) in 2016 it had tested the reading skills of elementary school students in grade IV, it was recorded that especially in reading got 46.83% results in the poor category (Wiedarti, Pangesti et al., 2019). The United National Education Society and Cultural Organization (UNESCO) International Program in 2016 stated that the reading interest of the Indonesian people was ranked 60th out of 61 participating countries in Asia (Asniar et al., 2020). The Program for International Student Assessment (PISA) is a program launched by the OECD with the aim of assessing students' proficiency in reading, mathematics, and science by being followed by 79 countries, one of which is Indonesia. From 2000 to 2018, Indonesia's PISA scores had a slight increase in reading and science, while mathematics had a sharper increase. Although the trend throughout the round period in Indonesia has increased, in PISA 2018 the country's score relatively fell in all fields, but in the field of reading, Indonesia experienced the sharpest decline (Kemendikbud, 2019). Based on the results of the survey above, Indonesia is a country that has a low interest in reading. Low interest in reading has a negative impact on the level of quality of education, it cannot be denied that the quality of education in Indonesia is far behind from neighboring countries, this also has an impact on the ability of human resources to manage the future (Nafisah, 2014). In response to this, the Directorate General of Primary and Secondary Education with the Ministry of Education and Culture developed a strategy to increase students' reading interest and reading skills based on literacy activities into a School Literacy Movement which was launched in March 2016 (Wiedarti, et al., 2019).

The School Literacy Movement is an effort initiated by the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture in improving the ability to access, understand, and use multimodal information through various activities that improve reading, viewing, listening, writing, and speaking skills (Setiawan et al., 2019). The School Literacy Movement is one of the participatory reading habituation activities by school residents including students, teachers, school principals, education staff, school supervisors, school committees, academics under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture with efforts What is taken is the habit of reading 15 minutes every day before learning and teaching activities begin (I. F. R. Sari, 2018). School Literacy Movement activities are carried out

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with the aim of increasing students' interest and reading skills, so that knowledge and insight can be increased by the activities of the school literacy movement. Not only that, from the school literacy movement, students are expected to have character values, local, national, and global wisdom at

the elementary school level (Rusniasa et al., 2021). This school literacy movement is stated in the Regulation of the Minister of Education and Culture Number 23 of 2015. The strategy in implementing the school literacy movement is by means of reading activities fifteen minutes before learning begins, this activity aims as habituation in reading and fostering reading interest in elementary school students.

Reading is an action or activity that is carried out by someone by reciting words on reading material which aims to add insight and knowledge by understanding the meaning contained in the reading material submitted by the author (Kanusta et al., 2021). The benefits of reading activities that first add insight and knowledge, one of the important keys in the learning process is reading. Starting from reading, a person can gain new information, knowledge, and insights that were previously unknown. Reading activities are related to the process of pronouncing written words. The more often you read, the more vocabulary you will find and train someone to think critically. Thus, a person can improve speaking skills in processing words when speaking or communicating between social and social opinions (Fatmasari & Fitriyah, 2018).

Before someone carries out reading activities, of course, the reader is influenced by the interests or impulses that exist within the person, or what is called reading interest. Interest is the tendency of a high heart towards something, and reading is reciting what is written and understanding the meaning of reading material obtain information, knowledge, and insight in the reading material.

Several previous studies have examined the school literacy movement,

but no one has studied it in 2022, so there is still limited systematic literature review that examines the implementation of the school literacy movement. This research focuses on the implementation of the school literacy movement in increasing the reading interest of elementary school students with literature or journals and articles from 2017-2021. The purpose of this study is to provide review related to the implementation of the school literacy movement in elementary schools. There are research questions, including the following:

a. What research methodology was used in previous studies related to the Implementation of the School Literacy Movement in increasing the reading interest of elementary school students?

b. How is the Implementation of the School Literacy Movement in increasing the reading interest of elementary school students in previous studies?

c. What are the inhibiting factors in the implementation of the School Literacy Movement in increasing the reading interest of elementary school students from previous studies?

d. What are the supporting factors in the Implementation of the School Literacy Movement in increasing the reading interest of elementary school students from previous research?

e. What are the results of the Implementation of the School Literacy Movement in elementary schools?

2. Methods

Data Base

Analysis and review in this study was carried out systematically based on journals and articles in the period 2017-2021 (last 5 years). This study uses one source in collecting data, namely Google scholar. Google Scholar or Google Cendikia is a website launched in 2004 that can be accessed and provides journals and articles in PDF form. Google Scholar is also a machine used by students, students, lecturers and other researchers to find references, information, knowledge, insights

in journals and articles in Google Scholar. The use of Google Scholar is able to provide opportunities for novice researchers to make a scientific work that has high quality (Rafika et al., 2017).

Protocol Used

This study uses a systematic review with the research flow Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). The use of PRISMA in this study helped researchers to evaluate the results of a randomized review. This study uses 4 required stages, namely in the first stage the researcher identifies relevant literature sources that are in accordance with the research topic carried out by the researcher. In the second stage, researchers identify research topics that are in accordance with the researcher's questions. In the third stage, researchers can identify journals or articles selectively, and then in the fourth stage, researchers can analyze the literature and find out the results as a reference by researchers (Widiasih et al., 2020).

Data Collection Procedure

a. Identification

Identification is the first stage of PRISMA by systematically collecting literature data. The literature search used the Google Scholar, the main topics of the search with the terms "Gerakan Literasi Sekolah", "meningkatkan minat baca", and "Siswa SD". The keywords used by the researcher in the search terms searched on the Google scholar were ("Implementasi Gerakan Literasi Sekolah*" OR "Penerapan Gerakan Literasi Sekolah*" OR "Pelaksanaan Gerakan Literasi Sekolah" AND "minat baca*" OR "meningkatkan minat baca siswa*" AND "SD"). At this stage, the results of 473 journal references were found in the Google Scholar. However, the literature found must pass the next stage to be filtered according to predetermined criteria.
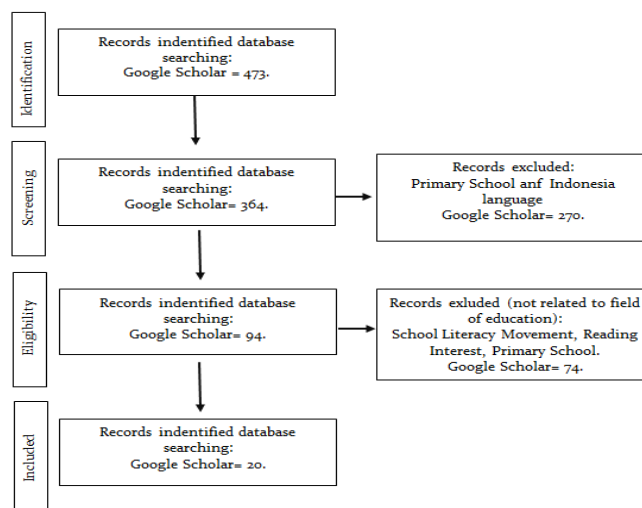
b. Screening

Is the second stage in PRISMA. At this stage the literature is identified with the category of publication year limitation, starting from 2017-2021. This stage is carried out so that the literature to be reviewed provides relevant information and supports the research objectives. Furthermore, at this stage, the literature that will bereviewed, literature that uses a foreign language or other than Indonesian will not be used as a reference so as not to hinder the analysis in language understanding. This research is focused on the elementary school level, so the literature that examines other than elementary schools is not used as a reference in this study. The results of the literature screening got the results of 270 literatures that were in accordance with the topic in this study.

c. Eligibility

Eligibility or so-called article eligibility is the third stage in PRISMA. This stage is the stage of selective identification of articles that have been previously screened. Researchers need to read abstracts and read the contents of the text in the literature by involving (1) the Implementation of the School Literacy Movement, (2) increasing students' reading interest, (3) in elementary schools. At this stage the researcher has found 74 literatures that do not support this research, so the rest can be used as a reference in this study because it is in accordance with the research topic that the researcher is doing.

d. Included

Is the final stage in PRISMA which is carried out in this study. Only 20 literatures that have passed identification in this study, these 20 literatures meet the categories and requirements that are in accordance with the research topic. The criteria that have been determined are taken into account so that this research produces a relevant and high quality. The following details the process of collecting data or collecting literature using PRISMA in FIGURE 1:

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FIGURE 1. *Results of Preffered Reporting Items for Systematic Review and Meta-Analyses (PRISMA)*

3. Results

In this study, the research presents information based on the research questions that have been formulated the researcher has reviewed 20 literatures systematically related to the Implementation of the School Literacy Movement in increasing the reading interest of elementary school students starting in 2017-2021. The results are as follows in TABLE 1:

TABLE 1. *Results of Literarture Review*

No.	Name of Author	Year	Research Objectives Research	Methodology
1.	Wahyu Kurniawan, Anam Sutopo, and Minsih.	2021	To find out the implementation of the school literacy movement through reading corners to increase students' reading interest at MI Muhammadyah Kartasura.	Qualitative Descriptive
2.	Indah Puspitasari, Ali Imron, and Juharyanto	2021	Describe the implementation of the school literacy movement through reading corners in increasing student interest in reading at SDN 1 Lesanpuro.	Qualitative Descriptive
3.	Mulyono	2021	Describes the implementation of the school literacy movement through the library terrace model reading hour program to increase reading interest and reading skills at SD 8 Kandangmas.	Research Action School (PTS)
4.	NM Rusniasa, N. Dantes, and NK Suarni.	2021	This study aims to determine the effect of the school literacy movement (GLS) on reading interest and learning outcomes in Indonesian subjects in fourth grade students of SDN 1 Penatih.	Research Quasi-experimental The Posttest Only Control Group Design.

5.	Haterah	2019	This study aims to determine of the school literacy movement through the mini library pattern in increasing reading interest and learning outcomes for sixth grade students at SDN 1 Tempayung.	Research Action Classroom
6.	Radani Suslawati and Febriana Dafit.	2021	This study aims to describe the implementation of the habituation of the School Literacy Movement in increasing student interest in reading at SDN 009 Lubuk Agung Kampar Regency.	Descriptive Qualitative
7.	Ratna Sari, Sri Lestari, and Melik Budiarti.	2020	This study aims to determine the implementation of the school literacy movement program in fostering student interest in reading at SDN 02 Pandean Madiun.	Qualitative
8.	Dewi Indah Susanti and Jatut Yoga Prameswari	2021	This study aims to describe the policies of the school literacy movement in increasing interest in reading at SDIT Nurul Yaqin.	Qualitative descriptive
9.	Irwan Hermansyah and Ari Kartini.	2021	This study aims to describe the development of the school literacy movement with a fifteen-minute reading (MLM) model to increase reading interest in 5th grade students at SDN Cilengsir.	research Qualitative with methods descriptive quantitative
10.	Ika Tri Yunianika and Suratinah	2019	This study aims to describe the implementation of the elementary school literacy movement, analyze the supporting and inhibiting factors for the implementation of the school literacy movement and describe each stage in increasing students' reading interest at the Dharma Karya Elementary School, Universitas Terbuka.	Qualitative Descriptive
11.	Arvi Okta Berliana and Busyairi	2019	This study aims to examine the implementation of the school literacy movement in instilling interest in reading in fourth grade students at SD Negeri Tegalsari 02.	Qualitative Descriptive
12.	Ajeng Rahmawati Daniar and Weni Rosdiana	2021	This study aims to describe the implementation of the literacy movement school as an effort to increase reading interest in elementary school Sedati Gede II Sidoarjo.	Qualitative Descriptive

13.	Ariani, Sukarno, and Chumdari	2020	This study aims to describe the implementation of the school literacy movement at SDN Bumi 1 Surakarta.	Qualitative descriptive
14.	Hersi Nopita and Febriana Dafit	2021	This study aims to determine the influence and barriers to implementing the school literacy movement program on students' reading interest at SDIT Insan Utama 2 Pekanbaru.	Methods Research Quantitative
15. .	Febriana Ramandanu	2019	This study aims to describe the application of the school literacy movement through the use of classroom reading corners as an alternative means of growing interest in reading in SDN 2 Pamongan students.	Qualitative Descriptive
16.	Ade Asih Susiari Tantri and I Putu Mas Dewantara	2017	This study aims to determine the effectiveness of literacy culture in implementing the school literacy movement program as an effort to increase student interest in reading at SDN 3 Banjar Jawa.	Qualitative Descriptive
17.	Nurul Ilmi, Neneng Sri Wulan, and D Wahyuni	2021	This study aims to describe the implementation of the school literacy movement in increasing student interest in reading at SDN 3 Kaler schools.	Qualitative Case Studies
18	S. Anjani, N. Dantes, and G. Artawan.	2019	To find out the effect of the implementation of the school literacy movement on reading interest and understanding abilities of elementary school students in class V Cluster II North Kuta.	Single Factor Independent Groups Designs.
19.	Isnaeni Umi Machromah, Alif Mahendra, Fera Rian Dianingsih, Nita Indrianti, Diah Rosa Agustina, Siti Fatimah, Nur Zahro Madya Arifah S, Maria Al Khusna, Dhanny Novianto, Ferry Cahyo Nugroho, and Almuntaqo Zainuddin.	2020	The purpose of this research is to increase the reading ability and interest of elementary school students in Low at MI Muhammadyah Kuncem Cawas Klaten.	Qualitative Descriptive
20.	Arum Nisma Wulanjani	2019	Describes the implementation of the reading literacy movement for elementary school students at SDN Rejowinangun Selatan 3 and SDN Rejowinangun Selatan 4.	Qualitative Descriptive

4. Discussion

The school literacy movement is indeed familiar among the world of education, but in the implementation of this literacy movement it has not yet achieved the desired achievement target. The low reading interest of students on the results of the PISA in 2018 is the meaning of the lack of achievement in the implementation of the school literacy movement. Not only that, the online learning that was carried out during the Covid-19 outbreak made students closer to smartphones than books. Therefore, this problem attracts researchers to conduct research related to the implementation of the School Literacy Movement with various research methods carried out.

Based on the results of the analysis, the research method that is often used in research related to the implementation of the School Literacy Movement in elementary schools is using qualitative methods. Qualitative method is a research method that focuses on a social case intensively and in detail and does not form a new theory (R. Sari et al., 2020). In data collection techniques, the researchers used observation, documentation and interview techniques. Observation techniques are needed to observe the environment, physical activity in elementary schools, then interviews are carried out directly and supported by documentation as strong evidence in the research conducted (Puspitasari et al., 2021).

The School Literacy Movement which was initiated by the ministry of education and culture has 3 stages in its implementation, this has been designed in a book entitled The Main Design of the School Literacy Movement which was published in 2019 (Wiedarti, et al., 2019). After researchers analyzed the stages of implementing the School Literacy Movement in the 2019 book with the book published in 2016, there are changes in the implementation phase of the School Literacy Movement.

First Stage: Familiarization with Fun Reading Activities in the School Ecosystem.

Habituation of reading activities for 15 minutes in the school environment, the habituation is carried out every day before learning begins or at other times determined together. This habituation aims to foster student interest in reading.

Second Phase: Development of Reading Interest to improve Literacy Ability. At this stage reading interest aims that literacy activities can develop students' literacy skills. Literacy ability itself is the ability to think critically, understand reading material and relate it to personal experience. Not only that, from literacy activities students can find new vocabulary so that they can creatively cultivate communication skills from responding to reading material. At this stage students are required to visit the library during literacy hours or apply during extracurricular /intracurricular activities.

Third Stage: Implementation of Literacy-Based Learning. At this stage literacy activities are associated with academic subjects. The homeroom teacher can provide a book report on students' reading activities related to the reading material used. At this stage it aims for students to be able to develop the ability to understand texts, think critically, and be able to process communication skills when discussing critically and creatively in responding to textbooks. In the implementation of literacy at this stage, it is expected to use a variety of texts, namely print media and digital media.

In practice, literacy activities in the first stage are carried out by reading 15 minutes before learning begins using reading sources that are freely chosen by students which aim to increase students' reading interest. Furthermore, in the second stage the implementation of the school literacy movement is often carried out with mandatory library visits and intracurricular activities which are built by holding programs such as the Little Writers Club, Little Journalists Club, Little Research Club and so on, with these intracurricular activities students can develop their interestand the talent he has (Kartini & Hermansah, 2021). The third stage of the

school literacy movement relates to learning carried out in the classroom, this stage affects student learning outcomes seen in Indonesian language learning (Rusniasa et al., 2021).

The implementation of the School Literacy Movement certainly has obstacles that are often encountered. After the researchers analyzed the literature, there were inhibiting factors or obstacles that occurred in elementary schools in the implementation of the school literacy movement, namely the low interest in reading and reading habits since childhood (Yunianika & Suratinah, 2019). Lack of adequate facilities and infrastructure such as the absence of a library at school, reading materials that are less supportive in terms of the implementation of the school literacy movement itself (Susanti & Prameswari, 2021). The teacher's role in the implementation of the school literacy movement is very important, if the teacher's level of awareness is low or considers only a formality, it will have a bad impact on the achievement. The lack of teacher motivation for students to be enthusiastic about reading and the lack of conducive classroom conditions when literacy activities are carried out are obstacles in the implementation of the school literacy movement in elementary schools (Haterah, 2019).

Based on the factors that influence the achievement of the implementation of the literacy movement above, of course, in the implementation of literacy, there are supporting factors. After the researcher analyzed the literature, the most important supporting factor for the school literacy movement was the existence of financial resources and human resources. Financial resources and human resources are interrelated. If human resources already have high competence but there is no support from financial resources or funding sources, it will become a crucial issue in achieving the implementation of the school literacy movement (Daniar & Rosdiana, 2021).

The development of varied media literacy is also something that supports literacy activities. Students can read reading material from digital books, achievement news reading materials, interesting illustrated reading materials that make students more enthusiastic in literacy activities. A clean and comfortable school environment is one of the important keys for the implementation of literacy activities to run conducive. The clean and comfortable environment is also related to the facilities and infrastructure to support the school literacy movement, namely the school library, classroom reading corner, reading garden, slogans attached to the walls and so on (Tantri & Dewantara, 2017).

The implementation of the school literacy movement can increase students' interest in reading and have results that can be seen from the literacy skills of students. Starting from the habit of reading for fifteen minutes, students have high enthusiasm as seen from the results of the book resumes that have been read by students (Mulyono, 2021). The increase in reading interest can be seen from the work of students in the form of rhymes, poems, short stories that are posted on the class wall magazine and students are more active in reading books that contain interesting pictures and easy-to-understand book contents.

5. Conclusion

After the researchers conducted review of research papers a systematic the literature, the implementation stage of the literacy movement has three stages, namely: the first stage is the habituation of reading activities for 15 minutes in the school environment, the second stage is Development of Reading Interest to improve Literacy Ability by means of mandatory library visits, and in the third stage the Implementation of Literacy-Based Learning. The implementation of the school literacy movement in elementary schools has both inhibiting and supporting factors. Inhibiting factors include the lack of interest in reading for students, lack of teacher awareness and motivation from teachers, reading materials used in literacy activities that do not attract the attention of

students and school infrastructure that is less supportive. Furthermore, the supporting factors in the implementation of the school literacy movement are the existence of sources of funds or financial resources, facilities and infrastructure that include reading gardens, classroom reading corners, school libraries, interesting reading materials, a clean and comfortable environment (Ramandanu, 2019). The increase in students' reading interest is also marked by a sense of liking, interest, and enthusiasm in reading books so that they are poured in the form of works made such as poetry, rhymes, short stories and literacy skills possessed by students.

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PROFILE

Nanazah Atika Sari 1

Nanazah Atika Sari is an elemntary school teacher at the Nahdlatul Ulama Surabaya University who researches the School Literacy Movement. The author would like to thank for comments and suggestions to Mr. Andes Safarandes as a Reviewer in the Journal of Elementary School Education. E-mail : *Nanazahatika015.sd18@student.unusa.ac.id*

Dewi Widiana Rahayu 2

Dewi Widiana Rahayu is a lecturer at Nahdlatul Ulama Surabaya University majoring in primary school teacher education, specializing in social science research and character education. She last education was master's degree at the University of Surabaya majoring in basic education. E-mail : *dewiwidiana@unusa.ac.id*

Suharmono Kasiyun 3

Suharmono Kasiyun is a Lecturer at Nahdlatul Ulama Surabaya University majoring in primary school teacher education with research fields in language and literature education. His last education was doctoral degree at the state university of Surabaya majoring in language and literature education. E-mail : *suharmono@unusa.ac.id*

Syamsul Ghufron 4

Syamsul Ghufron is a Lecturer at Nahdlatul Ulama Surabaya University majoring in primary school teacher education with research fields in language and literature education. His

last education was doctoral degree at the state University of Surabaya majoring in language and literature education. E-mail : *syamsulghufron@unusa.ac.id*

Implementasi Gerakan Literasi Sekolah dalam Membina Minat Baca Siswa Sekolah Dasar

Nanazah Atika Sari ✉[1], Dewi Widiana Rahayu [2], Suharmono Kasiyun[3], Syamsul Ghufron[4]
[1,2,3,4] FKIP Universitas Nahdlatul Ulama Surabaya, Jemur Wonosari, Jawa Timur
✉ Nanazahatika015.sd18@student.unusa.ac.id

Abstrak

Gerakan Literasi Sekolah adalah kegiatan yang dicetuskan oleh Direktorat Jenderal Pendidikan Indonesia yang bertujuan untuk meningkatkan minat baca peserta didik di sekolah. Penerapan gerakan literasi sekolah terus dilakukan dengan harapan peserta didik mempunyai kemampuan mengakses, memahami, menggunakan informasi menulis, dan memiliki kemampuan dalam kecakapan berbicara. Penelitian ini bertujuan untuk mendeskripsikan implementasi gerakan literasi sekolah dalam meningkatkan minat baca siswa di sekolah dasar. Metode yang digunakan adalah *literatur review* dengan teknik pengumpulan data menggunakan prinsip PRISMA pada data base *Google Scholar* tahun 2017-2021 yang kemudian di analisis secara mendalam. Hasil dari penelitian tersebut bahwa dalam meningkatkan minat baca siswa sekolah dasar dapat ditandai dengan rasa suka, tertarik, dan antusias dalam membaca buku dapat dilihat dari hasil bentuk karya yang dibuat seperti puisi, pantun, cerita pendek, prestasi lomba dan kemampuan kecakapan literasi yang dimiliki siswa. Faktor pendukung dalam pelaksanaan gerakan literasi sekolah meliputi adanya sumber daya finansial, taman baca, sudut baca kelas, perpustakaan sekolah, bahan bacaan yang manarik, lingkungan yang bersih dan nyaman. Sedangkan faktor penghambat gerakan literasi sekolah yaitu kurangnya kesadaran guru serta motivasi dari guru, bahan bacaan yang digunakan dalam kegiatan literasi kurang menarik perhatian peserta didik dan sarana prasarana di sekolah yang kurang mendukung.

Kata Kunci: *Gerakan Literasi Sekolah, Minat Baca, Sekolah Dasar*