

## School Literacy Movement At State Elementary School In Kute Panang District, Central Aceh Regency

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### Abstract

The purpose of this study was to describe (1) the implementation of the school literacy movement program at the Kute Panang District Elementary School, and (2) the obstacles faced by the school in implementing the school literacy movement. The research method used in this study is qualitative research. Qualitative research in this case aims to understand social phenomena (students, teachers, principals, committees, and those involved in this study) or human behavior through in-depth interpretation and analysis of non-numerical data. Data collection was obtained from valid and accountable informants, the success of the study depends on the data collection technique itself. So the techniques that will be used in this study are 3 techniques, namely observation, interviews, and documentation. The findings of this study indicate that the components in the implementation of the school literacy movement, namely planning and implementation. This study has the addition of two components in the implementation of the school literacy movement. The addition is in the form of organizing and controlling components. Then, the obstacles faced in the implementation of the school literacy movement can be overcome with comprehensive and sustainable efforts from all related parties. By overcoming these obstacles, it is hoped that the school literacy movement can run effectively and achieve its goals of increasing reading interest and literacy culture in schools.

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### Introduction

Literacy in the 2024 era is not only limited to the ability to read and write, but also includes various skills that support someone to be able to understand, analyze, and use information effectively in various contexts. Literacy is the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, writing, or speaking (Utama et al., 2016:2). Students' literacy skills are closely related to the demands of reading skills which culminate in the ability to understand information analytically, critically and reflectively. Reading skills play an important role in our lives because knowledge is acquired through reading. Therefore, reading skills must be mastered by students from an early age. There are many ways to improve students' skills, one of which is the School Literacy Movement.

According to Budihartono, et al. 2018, the Literacy Movement in Schools is a comprehensive effort that involves all school members, teachers, students, parents, and the community as part of the education ecosystem. This movement strengthens character, one of which is regarding the activity of reading non-subject books for fifteen minutes before the start of study time as stated in the regulation of the Minister of Education and Culture Number 23 of 2015. This activity is carried out to foster students' interest in reading and improve reading skills so that knowledge can be mastered better. The potential of the Indonesian nation is very large when viewed from the number of its population consisting of various tribes, which have a variety of cultures that need to be developed and preserved. However, the potential that is so large in quantity needs to be balanced with the quality it has. As we know, at present the quality of human

resources is still low. One of the factors causing the low quality of human resources is the low quality of education, which has a direct impact on the economic and health sectors. This situation is further exacerbated by the dominance of oral culture over reading culture. This culture is the main obstacle in improving the quality of community resources who should be able to develop themselves in increasing their knowledge independently through reading.

According to Ahmadi (2010:65) "Reading is the key to knowledge and an important tool for progress and success. No exception for a nation. The progress of a nation's civilization is also determined by how much its people read. Reading activities should not be something new. To achieve good reading success, one of them is having interest. Because without interest, all activities will be carried out less effectively and efficiently. Interest is a high tendency and passion or a great desire for something. To develop and increase interest, of course, strategies are needed. The strategies implemented by teachers can affect the effectiveness and success of learning.

Reading is one of the activities that must be learned. Reading can also be interpreted as an activity to convey messages to readers through writing. Reading is an important point to absorb various knowledge in every aspect of learning. Reading activities that are carried out more often will make it easier for students to understand the material more quickly. By reading, students can find out information from books. Therefore, students are required to read as a form of their responsibility in the world of learning. The school literacy movement aims to increase students' interest in reading. According to Fauzah (2016) in Septiana and Ibrohim (2020), school literacy has two goals, namely: 1) the general goal is to foster and develop students' character through the cultivation of a school literacy ecosystem which is manifested in the School Literacy Movement so that they become lifelong learners, 2) specific goals are (a) fostering a culture of literacy in schools, (b) increasing the capacity of residents and the school environment to be literate, (c) making schools a fun and child-friendly learning park so that school residents are able to manage knowledge, and (d) maintaining the sustainability of learning by presenting a variety of reading books and accommodating various reading strategies.

The reality seen from the PIRLS (Progress in International Reading Literacy Study) reveals that the results of the elementary school student literacy study in Indonesia in 2011 were ranked 41st out of 45 other countries. The OECD (Organization for Economic Cooperation and Development) in terms of PISA (Program for International Student Assessment) in 2015 claimed that Indonesian students were at level 62 with a score of 397 (OECD average score 496) with a total of 72 countries participating. PISA 2018, Indonesia's score fell relatively in all areas, the sharpest decline occurred in reading. In the first four rounds of PISA, the average reading ability of Indonesian students increased. In PISA 2000, Indonesia obtained an average score of 371. In the last three rounds of PISA, the average reading ability score decreased and reached the lowest PISA 2018 figure, 371 points. This shows that Indonesian students are in the lowest position in terms of their reading interest.

Based on data taken according to a survey by the United National Educational, Scientific and Cultural Organization (UNESCO), Indonesia is ranked second from the bottom in terms of world literacy. This means that reading interest in Indonesia is very low. According to UNESCO, the reading interest of the Indonesian people is very concerning. At least only 0.001% of 1000 Indonesians are diligent readers. Different research conducted by Central Connecticut State University entitled the world's most literate nations ranked, Indonesia was ranked 60th out of 61 countries. Other research related to reading interest was also conducted by the Indonesian Student Press Association (PPMI) where the factors related to the low reading interest in Indonesia are that people are less interested in books, and the difficulty of finding the books they want. Meanwhile, the results of a national library study in 2017 stated that the average Indonesian reads

*Rahmah, dkk (School Literacy Movement At State Elementary School In Kute Panang District, Central Aceh Regency)*

books 3 to 4 times a week with a duration of 30-59 minutes and the number of books completed is only 5 to 9 books.

The low level of literacy of students in elementary schools is caused by insufficient time for literacy learning considering the many subjects that students must complete every day. Therefore, in terms of literacy awareness, the level of mastery of the Indonesian language is relatively low. Indonesian language teaching is designed to develop language skills so that students will be independent for life, creative and able to solve problems through the use of Indonesian language skills. In relation to this, it means that literacy learning is interesting because it is associated with the development of the curriculum developed by the government (Nurdiyanti & Suryanto, 2010).

The results of a study conducted by Setyawan and Purnama (2012), which found that students' reading interest is still low because they waste their time watching television rather than reading. The results of another study conducted by Komalasari, et al. (2021) There is a close influence between the influence of the school literacy program on reading interest and student achievement at SD Jaya Plus Montessori. The results of another study conducted by Hasan, et al. (2022) The literacy culture at SD Inpres Pandang-Pandang has been implemented, but it is not optimal because the library is still simple so that the library has not been utilized properly due to the lack of awareness or interest of students in reading.

Based on these data, it can be concluded that the reading culture in Indonesia is very low. The low interest in reading and reading ability of students based on the data researched above is due to the family and surrounding environment that does not support reading habits. Other things are the low purchasing power of people's books due to economic factors, the limited number of libraries, the negative impact of the development of electronic media, the absence of general learning, and an inappropriate reading learning system. Meanwhile, Jannah, et al. (2022) explain that reading interest is a very high urge or tendency that can influence behavior or actions which are then followed by a sense of pleasure and interest in reading activities, spontaneous reading interest, namely reading activities carried out on the will or personal initiative of students without influence from other parties or outside parties, patterned reading interest, namely reading activities carried out by students as a result or consequence of direct and deliberate influence through a series of patterned actions and programs, especially teaching and learning activities in schools.

The author's observations are that there are students who have a high interest in reading, but there are also some students who have less interest in reading, because there are several factors, namely, lack of motivation to read, easy to obtain instant information, the influence of social media, lots of entertainment, the concept of reading taught is not varied, the influence of games and the lack of teacher strategies so that students have an interest in reading both textbooks and other books. Another event is the environmental factor, be it the family environment, school, and the surrounding community. If the environment around the student's interest in reading is not good, it can affect the student. It is rare to see students sitting while reading a book. Students read books if there is an assignment from the teacher. As for these symptoms, it is necessary to know the right strategy to foster students' interest in reading so that it can develop further.

There are several factors that can contribute to reading interest: 1) Limited access. Lack of access to books and reading materials can hinder reading interest. These factors can include the lack of libraries, lack of bookstores, or even lack of internet access in some areas. 2) Busy lifestyle. In this modern era, many people are busy with work, schoolwork, social activities, and other entertainment. Limited time can make people prefer other activities over reading. 3) Technological advances. The development of technology such as the internet, smartphones, and video games has changed the way people spend their free time. A strong interest in using this technology can shift

*Rahmah, dkk (School Literacy Movement At State Elementary School In Kute Panang District, Central Aceh Regency)*

traditional reading interests. 4) Lack of awareness of the benefits of reading. Some people may not be aware of the benefits of reading. Low reading interest can be caused by a lack of understanding of the importance of reading for personal development, increased knowledge, and a better understanding of the world. 5) Low quality reading materials. Books or reading materials that are less interesting or not relevant to the individual's interests can also reduce reading interest. If people feel uninterested in what they read, they may lose interest in continuing to read. 6) Lack of encouragement and reading environment. The importance of a supportive environment and encouragement from family, friends, and school should not be overlooked. If someone is not exposed to a reading culture or has no one to encourage them to read, their interest in reading can decline.

Based on observations made by researchers at Kute Panang Elementary School during the learning process, teachers have not implemented strategies to increase students' interest in reading, but it can be seen that out of 22 students, 10 students did not read when asked to read by their teachers. This is due to the lack of interest in reading in these students, such as the lack of encouragement to be able to understand what is contained in the reading book, because when asked what the contents of the book are, the children cannot explain it. There is no appeal from reading materials, this can be seen from when children are given several books, children do not want to read them. Children do not want to go to the library to seek knowledge.

## Method

The research method used in this study is qualitative research. Qualitative research in this case aims to understand social phenomena (Students, teachers, principals, committees, and those involved in this study) or human behavior through in-depth interpretation and analysis of non-numerical data. Data collection is obtained from valid and accountable informants, the success of the research depends on the data collection technique itself. So the techniques that will be used in this study are 3 techniques, namely: observation, interviews, and documentation. Observation is a way of collecting data by recording carefully and systematically. This observation is carried out carefully to obtain the required results, researchers must have a broader background or knowledge about the object of research that has a theoretical basis and objective attitude. The use of the observation method or also called direct observation. Here the researcher is directly involved in daily activities by recording in the form of information and observing how the process of student activities before learning takes place or during learning activities, which are used as sources of research data. In this study, the researcher conducted observations related to the School Literacy Movement in Increasing Student Reading Interest.

Data analysis in this study takes the theory of Miles and Huberman, a framework that is presented systematically to organize, analyze, and interpret qualitative data. Here are some of the main concepts of this approach (1) data reduction, (2) data presentation, (3) verification. This is done systematically until accurate results are found.

## Result and Discuss

### *Research Results*

The results of this study are findings or conclusions obtained from research using qualitative methods. Qualitative research results are generally not in the form of numbers or statistics, but rather narratives, descriptions, and interpretations of the data collected. In this case, there are two things that will be conveyed, namely (1) Implementation of the school literacy movement program at Kute Panang District Elementary School, and (2) Obstacles faced by

*Rahmah, dkk (School Literacy Movement At State Elementary School In Kute Panang District, Central Aceh Regency)*

schools in implementing the school literacy movement. For more clarity, the following will be conveyed.

*1. Implementation of the school literacy movement program at Kute Panang District Public Elementary School*

The implementation of the School Literacy Movement in general has a positive impact on reading interest, literacy skills, literacy culture, and student learning achievement. However, there are still several inhibiting factors that need to be overcome to improve the success of the School Literacy Movement. The results of the research that has been carried out at SD Negeri 1 and 7 Kute Panang can be presented below.

*Positive impact*

The School Literacy Movement has many positive impacts on students, schools, and society. The School Literacy Movement can increase students' interest in reading, literacy skills, literacy culture, and learning achievement. In addition, the School Literacy Movement can also provide other benefits such as increasing creativity, imagination, social and emotional skills, love for the homeland and national culture, and student character. The positive impacts found in this study are.

- a. Increase students' interest in reading. The School Literacy Movement has been proven to increase students' interest in reading, both in terms of reading frequency and the types of books read.
- b. Increase students' literacy skills. The School Literacy Movement helps students improve their reading, writing, speaking, and listening skills.
- c. Strengthen literacy culture in schools. The School Literacy Movement creates a conducive atmosphere for reading and writing in schools, and increases awareness of the importance of literacy.
- d. Increase students' learning achievement. Several studies have shown that the School Literacy Movement can improve students' learning achievement in various subjects.

The positive impacts of the School Literacy Movement above do not always happen automatically. The success of school literacy movement depends on the commitment and cooperation of all parties involved, including the principal, teachers, parents, and the community.

*Supporting Factors for Success*

The success of the School Literacy Movement in elementary schools requires commitment and cooperation from all parties, including the principal, teachers, school staff, parents, and the community. With strong support and creative programs, the School Literacy Movement can increase students' reading interest, literacy skills, and learning achievement. The research results found are.

- a. Principal commitment and leadership. The principal's support and commitment are essential for the success of the School Literacy Movement.
- b. Involvement of teachers and school staff. Teachers and school staff need to be involved in the planning, implementation, and evaluation of the School Literacy Movement.
- c. Availability of reading materials. Schools need to provide interesting reading materials that are appropriate to students' needs.
- d. Creative and innovative literacy activities. Interesting and innovative literacy activities can increase students' interest and motivation to read and write.
- e. Collaboration with parents and the community. Collaboration with parents and the community can help increase the success of the School Literacy Movement.

The success of the School Literacy Movement is highly dependent on the school community that supports it. Teachers and students support the implementation of the School Literacy Movement. They carry out the School Literacy Movement according to the schedule made

*Rahmah, dkk (School Literacy Movement At State Elementary School In Kute Panang District, Central Aceh Regency)*

by the school. Students voluntarily bring books from home for the School Literacy Movement activities, teachers try to read story books available in their classes to help students understand the stories they read. The enthusiasm of students who participate in the School Literacy Movement activities is very high. Since the School Literacy Movement, students' interest in reading has increased.

## *2. Obstacles Faced by Schools in Implementing the School Literacy Movement*

The School Literacy Movement is a program that aims to increase interest in reading and literacy culture in schools. Despite its noble goals, the implementation of the School Literacy Movement in various schools still faces several obstacles, including.

### *Lack of Understanding and Commitment*

Lack of understanding and commitment is one of the main factors that hinder the success of the School Literacy Movement. Here are some research results found in the field related to understanding and commitment that can occur.

- a. Lack of understanding of the School Literacy Movement from principals, teachers, and parents can hinder program implementation.
- b. Lack of commitment from related parties, especially principals, can cause the School Literacy Movement program to not run optimally.

Lack of understanding and commitment is one of the main factors that hinder the success of the School Literacy Movement. To overcome this, a joint effort is needed from all parties to improve understanding, commitment, and cooperation in supporting the School Literacy Movement.

### *Limited Facilities and Infrastructure*

Limited facilities and infrastructure are one of the main factors that hinder the School Literacy Movement. Here are some research findings on the limited facilities and infrastructure faced by SD Negeri 1 and 7 Kute Panang.

- a. Limited school budget can hinder the procurement of reading materials and the implementation of literacy activities.
- b. Lack of supporting facilities, such as bookshelves, reading corners, and library space, can make the School Literacy Movement program less effective.

The limitations of facilities and infrastructure can be overcome with cooperation and participation of all parties. With good cooperation, the School Literacy Movement can run successfully and improve the quality of education in Indonesia.

### *Time and Energy Constraints*

Time and energy limitations are one of the main obstacles in implementing the School Literacy Movement. Here are some research results obtained in the field.

- a. Teachers and students do not have enough time to participate in literacy activities due to the density of the curriculum and teaching and learning activities.
- b. The lack of librarians and staff trained in managing the School Literacy Movement program can be an obstacle.

Time and energy constraints are not obstacles to the successful implementation of the School Literacy Movement. With the right solution and cooperation from all parties, the School Literacy Movement can run effectively and achieve its goals of increasing students' reading interest and literacy skills.

### *Lack of Motivation and Interest in Reading*

Lack of motivation and interest in reading in the School Literacy Movement is indeed one of the challenges that are often faced. Here are some of the results found in the field.

*Rahmah, dkk (School Literacy Movement At State Elementary School In Kute Panang District, Central Aceh Regency)*

- a. Low interest in reading among students can be a major obstacle in implementing the School Literacy Movement.
- b. Lack of motivation from teachers and school staff in implementing the School Literacy Movement program can make the program less effective.

By addressing the causal factors and implementing appropriate solutions, the School Literacy Movement can be an effective program to increase students' interest in reading and literacy..

#### *Lack of Coordination and Cooperation*

Lack of coordination and cooperation is one of the main obstacles in the implementation of the School Literacy Movement. Here are some data findings on coordination and cooperation in the school literacy movement..

- a. Lack of coordination and cooperation between related parties, such as schools, parents, and the community, can hinder the School Literacy Movement program.
- b. Lack of support from parents and the community can make the School Literacy Movement program less effective.

Good coordination and cooperation between parties involved in the literacy movement is very important to achieve the expected goals. By improving coordination and cooperation, the school literacy movement can be an effective and beneficial program for all parties.

#### **Discussion**

Discussion of research results The school literacy movement aims to interpret research findings and relate them to previous theories and research. The following are several things that need to be discussed in the discussion of research results: (1) Implementation of the school literacy movement program at Kute Panang District Public Elementary School, and (2) Obstacles faced by schools in implementing the school literacy movement.

##### *1. Implementation of the school literacy movement program at Kute Panang District Public Elementary School*

Indonesian schools have entered the industrial era 4.0. In this era, educators are expected to improve their human resources, especially in the ability to manage an organization. The quality of education is not only seen from the output or learning achievements of students, but also from other components such as teacher development programs, learning materials, teaching methods, facilities and infrastructure. The strategy to improve the quality of education in schools is to improve literacy culture management. Literacy refers to the process of reading, writing, and speaking to build, integrate, and criticize meaning (Frankel et al., 2016) which is part of the responsibility of school management. The strong interaction between the school and home environments and the importance of practicing a culture of literacy have been carried out. Several researchers have created literacy spaces to build a culture of literacy. This space is developed through the management of reading corners in school rooms, or the development of a family level by placing the reading room together with the family room (Moje, 2008). The reading room is a room designed to support literacy activities. A good reading room can increase students' interest and motivation to read and write.

Based on research findings, the reading room greatly influences the course of the school literacy movement. In addition, many references must be prepared to be read, both books related to subjects and non-subjects. For each class, public elementary schools 1 and 7 Kute Panang have provided non-textbook reading materials. Students' interest in reading is greatly influenced by the availability of various non-subject reading materials (Ardian, 2017). Schools provide reading materials that are adjusted to the class level and proportional to the number of students in the class. The books are placed on bookshelves provided by the school and stored in the corner of the

*Rahmah, dkk (School Literacy Movement At State Elementary School In Kute Panang District, Central Aceh Regency)*

class. Students must be able to imitate the positive aspects of the stories or books they have read through reading (Rohman, 2017).

In the implementation of the school literacy movement, Elementary Schools 1 and 7 in Kute Panang District also involved several parties such as the principal, teachers, committees, and students. While in the arrangement of literacy facilities at Elementary Schools 1 and 7 Kute Panang, parents were involved, such as decorating the classroom with donations through parents. The arrangement of literacy facilities was carried out to create a comfortable, attractive, enjoyable atmosphere and foster students' interest in reading.

Kurniasih et al. (2017) said something similar. The research findings state that there are at least two components in the implementation of the school literacy movement, namely planning and implementation. This study has the addition of two components in the implementation of the school literacy movement. The addition is in the form of organizing and controlling components. Thus, this study has four component findings in the implementation of the school literacy movement, namely planning, organizing, implementing, and controlling. The components used in this study are icons and tools of previous findings. The findings of this study will be comprehensive and rich in information so that they will produce new theories regarding the implementation of the school literacy movement in elementary schools in Kute Panang sub-district.

The School Literacy Movement is a government program that aims to increase interest in reading and literacy culture in schools. Although it has been launched since 2015, the School Literacy Movement still faces several problems that cause low literacy rates in schools. The low literacy rate in schools is caused by various complex problems. Comprehensive and sustainable efforts are needed from all related parties to overcome these problems and increase the success of the School Literacy Movement.

This problem must be addressed immediately through a planned management strategy. The low literacy movement of the nation causes human resources to be uncompetitive due to low mastery of science and technology, as a result of lack of interest and low reading and writing skills (Hidayat et al., 2018). Schools must be able to accommodate literacy movements that are relevant to 21st century education. In formal education, the active role of stakeholders, such as principals, teachers, educators, and librarians is very important to facilitate the development of literacy components and students' literacy awareness (Fauziah and Lestari, 2018). The literacy movement that becomes a culture of literacy must be instilled in students to influence their success in the future, both at school and in community life. In short, optimal school management will produce students with good literacy skills.

The problems faced in each school may vary depending on the context and situation of each. Therefore, the results of this study found solutions that can be applied in the school literacy movement. The findings of this study are specific to SD Negeri 1 and 7 Kute Panang. Therefore, it may represent schools in Central Aceh.

## *2. Obstacles faced by schools in implementing school literacy movements*

The obstacles faced in the implementation of the School Literacy Movement can be overcome with comprehensive and sustainable efforts from all related parties. By overcoming these obstacles, it is hoped that the School Literacy Movement can run effectively and achieve its goals of increasing reading interest and literacy culture in schools. Based on the findings of this study, to overcome the obstacles of the School Literacy Movement, the following strategies can be used: (1) Increasing socialization and understanding of the School Literacy Movement to all related parties. This can be done through training, seminars, and counseling. (2) Providing supporting facilities and infrastructure for the School Literacy Movement, such as books, reading

*Rahmah, dkk (School Literacy Movement At State Elementary School In Kute Panang District, Central Aceh Regency)*



rooms, and internet access. This can be done by allocating a special budget for the School Literacy Movement and establishing cooperation with external parties. (3) Improving teacher skills through training and professional development. This can be done by the government, schools, and related organizations. (4) Cultivating a reading culture in schools with various interesting and innovative literacy activities. This can be done by holding poetry, short story, and other written work reading competitions, as well as providing reading corners in each class. (5) Increase cooperation with parents and the community in supporting the school literacy movement. This can be done by holding meetings with parents, involving parents in literacy activities at school, and establishing cooperation with literacy communities and libraries.

When compared to the findings of Kartikasari's research (2022), the obstacles to the School Literacy Movement were found to be 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) There is no reading space such as a library and reading corner needed for the implementation of 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. The selection of books is still quite small and has not changed. Because the books that can be accessed do not match their interests, this limitation can make children reluctant to read books. Only a few students are registered in the class. The types are the same. Students are forced to complete their own books because they are too bored to read the books provided by the school. This is in accordance with the analysis by (Rohman, 2017) and (Hidayat et al., 2018) who claim that one of the challenges faced by the School Literacy Movement is the cost of books and other library equipment. 5) Students have never read before. The lack of interest in reading among students is a result of reading habits that are not fostered at home by parents since childhood. Students know the literacy schedule because it is followed every day, but until the class teacher tells them that it is time to read a book, they have not gotten up from their chairs to hunt for books. They may not be interested in reading, which could explain this.

To improve the School Literacy Movement in order to foster lifelong learning habits through reading. Both encouraging and discouraging elements have an impact on the school literacy movement. The strong dedication of the principal and teachers in implementing the School Literacy Movement is one of the supporting variables, along with teachers and students in making the movement a success and other specific aspects in the school. 3) There are sufficient funds available to purchase books for the library. The large number of books that must be provided in the library is one of the obstacles. 2) Children's enthusiasm for reading is very minimal; 3) Parents do not participate much.

Schools, both principals and teachers, must be able to make literacy an integral part of the school culture. This can be done by including literacy in the school's vision, mission, and goals, developing policies that support the school literacy movement, and allocating a budget for literacy activities. As well as fostering students' interest and motivation to read. This can be done by providing interesting and quality reading materials; holding creative and innovative literacy activities; and giving awards to students who excel in literacy.

## **Conclusion**

School literacy movement is an important program to increase interest in reading and literacy culture in schools. School literacy movement has several benefits for students, such as increasing knowledge, critical thinking skills, and learning achievement. However, the school literacy movement still faces several obstacles that need to be overcome. With comprehensive and sustainable efforts from all related parties, it is hoped that the school literacy movement can run

*Rahmah, dkk (School Literacy Movement At State Elementary School In Kute Panang District, Central Aceh Regency)*

effectively and achieve its goals. Based on the results of the research and discussion, the following conclusions can be drawn: (1) The research findings mention the components in the implementation of the school literacy movement, namely planning and implementation. This study has added two components in the implementation of the school literacy movement. The additions are in the form of organizing and controlling components. By planning all good literacy activities, good results will be obtained. Likewise with its implementation, without planning, its implementation cannot be organized. (2) The obstacles faced in the implementation of the school literacy movement can be overcome with comprehensive and sustainable efforts from all related parties. By overcoming these obstacles, it is hoped that the school literacy movement can run effectively and achieve its goals of increasing interest in reading and literacy culture in schools. Based on the findings of this study, to overcome the obstacles of the school literacy movement, the following strategies can be used: (1) Increasing socialization. (2) Complete facilities and infrastructure. (3) Improve teacher skills. (4) Cultivate a reading culture. (5) Increase cooperation with parents and the community in supporting the school literacy movement.

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*Rahmah, dkk (School Literacy Movement At State Elementary School In Kute Panang District, Central Aceh Regency)*

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