The Role of The School Literature Movement in Increasing Reading Interest in Elementary School Students

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Abstract: This study aims to describe the School Literacy Movement in increasing reading interest of elementary school students. This study uses a qualitative approach to the type of media discourse study research The population used is a written document regarding the School Literacy Movement research in increasing reading interest of elementary school students. The written documents are in the form of books and journal articles. The data collection technique used is the documentation technique in the form of articles on google scholar. Data analysis used Miles, Huberman and Saldana models, namely data collection, data condensation, data display, and conclusion drawing / verification. The results showed that: 1) the implementation of the School Literacy Movement was carried out in 3 stages, namely the habituation stage, the development stage, and the learning stage. 2) based on the results of the analysis on the School Literacy Movement, it can increase the reading interest of elementary school students. 3) there are inhibiting factors and supporting factors in the application of the School Literacy Movement in increasing reading interest of elementary school students.

Keywords: **GLS***, Interest in reading, Elementary school*

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan Gerakan Literasi Sekolah (GLS) dalam meningkatkan minat baca siswa sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif jenis penelitian *literature review*. Populasi yang digunakan yaitu dokumen tertulis mengenai penelitian Gerakan Literasi Sekolah (GLS) dalam meningkatkan minat baca siswa sekolah dasar. Dokumen tertulis tersebut berupa buku dan artikel jurnal. Teknik pengumpulan data yang digunakan adalah teknik dokumentasi berupa artikel pada *google scholar*. Analisis data menggunakan model Miles, Huberman dan Saldana yaitu data *collection,* data *condensation,* data *display,* dan *conclution drawing/verification*. Hasil penelitian menunjukkan bahwa: 1) penerapan Gerakan Literasi Sekolah (GLS) dilaksanakan dengan 3 tahapan, yaitu tahap pembiasaan, tahap pengembangan, dan tahap pembelajaran. 2) berdasarkan hasil dari analisis tentang Gerakan Literasi Sekolah (GLS), GLS dapat meningkatkan minat baca siswa sekolah dasar. 3) terdapat faktor penghambat dan faktor pendukung dalam penerapan Gerakan Literasi Sekolah (GLS) dalam meningkatkan minat baca siswa sekolah dasar.

Kunci: GLS, Minat baca, Sekolah dasar

INTRODUCTION

Education is the main thing that supports the progress of a nation (Damayanti et al., 2020). This means education as a place to print the next generation of intelligent and analytical nations. In line with the demands in the world of education in the 21st century, students are required to have the ability to understand information critically, analytically, and reflectively.

To be able to make it happen requires good reading skills. Reading becomes a skill needed in the teaching and learning process. Reading is also one of the steps that determine success in the learning process (Faradina, 2017). When reading, students will try to understand what has

been read. Students will try hard to absorb the content of the reading so that reading becomes one of the important factors in the success of the learning process.

In addition, reading skills also have a strong impact on the development of student literacy. Student literacy will increase if students have good reading skills. However, until now the reading literacy achievements of Indonesian students are still relatively low, below the average international score. From the results of a survey conducted by Central Connectitut State University in New Britain, it was obtained that the literacy ability of Indonesian students was in the 60th position out of 61 countries surveyed. (Wandasari, 2017). This happens because students do not have a strong passion in reading activities so students are reluctant to read.

The Ministry of Education and Culture (Kemendikbud) also compiled an Activity Index on student reading literacy (Alibaca). Literacy activities are influenced by several factors, including proficiency, access, alternatives, and culture. The Alibaca Index category is divided into five categories, namely really low (0-20.00), low (20.01-40.00), medium (40.01-60.00), high (60.01-80.00), and really high (80.01-100). The Alibaca index shows that only nine provinces are included in the medium category, 24 provinces are low in the category, and one province is very low. The average National Alibaca Index is at 37.32% which is relatively low. Therefore, new changes or breakthroughs are needed in the world of education to improve students' literacy skills.

The government issued a policy to overcome the low literacy of these students, namely the School Literacy Movement. The School Literacy Movement, established through the Minister of Education and Culture Regulation No. 23 of 2015, aims to assist students in improving the culture of reading and writing literacy in schools and outside schools (Rohim & Rahmawati, 2020). This movement is applied by reading 15 minutes of non-learning books before the study time begins. The material read contains values of ethics, local, national and global wisdom made in accordance with the stage of student development (Hastuti & Lestari, 2018). This activity aims to stimulate students to like to read because by reading can enrich insight and science.

In 2016, the School Literacy Movement has been mass trialled in 1300 elementary and junior high schools throughout West Java. In Bogor Regency, it has been implemented by 44 Elementary Schools and 54 Junior High Schools. The trial is carried out to determine the implementation, obstacles, and solutions that can be recommended. With the implementation of the School Literacy Movement it is expected to improve students' reading skills..

One of the factors that determine a student's reading level is interest in reading (Mustika & Lestari, 2015). This will provide additional mental energy to find information in the reading text so that reading interest plays a very important role. According to Dalman in (Wulansari, 2020) Reading interest is a strong desire to read, people who have a high interest in reading will continue to try to find reading material on the basis of their own volition. Reading activities can also be habits or routine activities. Reading is very important for the student,they realize it but it is hard to build the readinghabbits (Aquariza, 2017). If the interest in reading is high, there will be a habit of reading.

Based on the results of the Programme for International Student Assessment (PISA), Indonesia's reading ability has decreased. Indonesia's position is also still below the OECD average score of 487. In 2015 the reading ability score of 15-year-old Indonesian students was 397, then in 2018 it decreased the score to 371. So that the reading ability rating of Indonesian students dropped to the position of 72 out of 79 countries surveyed. At the Asian level, the reading ability of Indonesian students is below Malaysia, Brunei Darussalam and Thailand. Indonesia is only ahead of the Philippines as seen on the chart. The data was obtained from the results of the Organisation for Economic Co-operation and Development (OECD) survey in 2018.

The School Literacy Movement was established in 2015 and began to be implemented in 2016, but in the PISA results conducted in 2018, the reading ability of Indonesian students actually decreased. In research conducted by Batubara & Ariani (2018) in the State Elementary School of the Miai River Cluster shows that:

The implementation of the School Literacy Movement (GLS) still finds obstacles. The obstacles faced by the school are 1) low teacher awareness, 2) enrichment books that suit the needs of children are difficult to find, 3) lazy teachers to read, 4) teachers do not understand the

implementation of the School Literacy Movement, and 5) schools still lack data to support the implementation of the School Literacy Movement.

This shows that the implementation of the School Literacy Movement has not been successful so that one of the purposes of its implementation, namely to increase students' reading interest, is not achieved. In another study conducted by Faradina (2017) titled The Influence of the School Literacy Movement on Students' Reading Interests in Muhammadiyah Integrated Islamic Elementary School An-Najah Jatinom Klaten, the results of the study showed that:

School Literacy Movement Program towards Student Reading Interest in Muhammadiyah Integrated Islamic Elementary School An-Najah Jatinom Klaten, with rxy = 0.550, r2xy = 0.302, thitung value (7,332)> ttabel (1,657); The results of the study showed that the influence of the School Literacy Movement Program on Student Reading Interests was significant.

From the results of the study showed that the School Literacy Movement can have a positive impact on students' reading interests even though there are still obstacles in its implementation. Therefore, researchers conducted a study entitled Discourse Analysis: School Literacy Movement in Increasing The Reading Interest of Elementary School Students. This research aims aims to describe the School Literacy Movement in increasing reading interest of elementary school students

METHODS

This research uses a qualitative approach to the type of literature review research. According to Nazir in (Dharma, 2020) This type of literature research is research with the study of systematic study of books, literature, and reports that have something to do with the problem to be solved. In connection with the problem raised by researchers, namely the Application of the School Literacy Movement in increasing students' reading interest, the researcher conducted an analysis of the articles that were collected. The analysis is about the application of the School Literacy Movement, students' reading interest through the School Literacy Movement, and inhibiting and supporting factors for the implementation of the School Literacy Movement in increasing students' reading interest.

Research This research is included in library research, so the place used for research is *Google Scholar*. Looking for relevant research results which then carried out the article analysis process. Looking for relevant research with the keywords "School Literacy Movement (GLS)" and "Reading Interests". This research was conducted from January 2021 to May 2021.

In a study, the data collection process can be carried out in various *settings*, various sources, and in various ways (Sugiono, 2018). In this research, the data collection technique is documentation.

In this study, the data collection technique used was a documentation technique in the form of articles on *Google Scholar*. The keywords used in the search on *Google Scholar* are "School Literacy Movement (GLS)" and "Reading Interests". In a study, the data collection process can be done with various settings, various sources, and various ways (Sugiono, 2018). In this research, data collection techniques are documentation. While the data validity test uses credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) tests. Data analysis techniques are activities after data from all respondents or other data sources are collected. (Sugiono, 2018). The study analyzed data using miles, huberman and saldana models.

RESULTS AND DISCUSSION

Based on the results of the analysis of 14 research articles, the authors will discuss the application of the School Literacy Movement, reading interest through the School Literacy Movement, and inhibiting and supporting factors for the implementation of the School Literacy Movement in elementary schools.

1. Implementation of School Literacy Movement in Elementary Schools

The implementation of the School Literacy Movement (GLS) in elementary schools is carried out in three stages, namely the habituation stage, the development stage, and the learning stage. Where the three stages are adjusted to the readiness of each school. This readiness includes the physical readiness of the school (availability of literacy facilities, facilities and infrastructure), the readiness of school residents (teachers, students, parents, and the surrounding community), as well as the readiness of other support systems (public participation, institutional support, and relevant policy tools). Here are the steps in the implementation of the literacy movement:

Table 1. the School Literacy Movement Steps

No	Phase Habituation	Development Stage	Phase Learning
1	Read 15 minutes before lessons begin	Guided reading	Providing guided learning based on literacy
2	Organizing literacy-rich means and environments	Read together	Organize literacy-based classes
3	Creating a text-rich environment	Various works of creativity such as Workbook, Skill Sheets (Triarama, easy sit book, Flip flop book)	Organizing materials
4	Choosing a reading book in elementary school	Discussing the book	Carry out integrated literacy in accordance with themes and subjects
5	Public engagement	*Story-map* outline	Create a literacy schedule

The implementation of the School Literacy Movement in elementary schools can be said to be successful if it meets all the following indicators of success achievement:

Table 2. the School Literacy Movement success indicators

No	Phase Habituation	Development Stage	Phase Learning
1	There is a 15-minute reading activity: reading aloud and reading silently	There is a reading activity 15 minutes before the lesson	There are enrichment books used in the learning of all subjects
2	Reading activities are carried out every day (at the beginning, middle, or towards the end of the lesson)	There are activities responding to enrichment books at literacy lesson hours or hours of activity in school libraries/classroom reading corners or relevant lesson hours	There are reading strategies used to improve students' understanding of reading in all lessons
3	Books read to or read by learners are recorded as the title and name of the author in daily defects	There is a varied collection of enrichment books	There are activities responding to reading in the form of oral, written, artistic, craft, etc., activities in accordance with students' literacy skills
4	Teachers, principals, and other education personnel engage in a 15-minute activity by reading a book or reading silently	There are activities to respond to reading through interactive loud reading activities, guided reading, reading together, and reading independently	There are learning activities taking place in the school library, classroom reading corner, school reading area, etc

No	Phase Habituation	Development Stage	Phase Learning
5	There is a school library or a special room for storing non-lesson books	There are activities to appreciate the achievements of student literacy	There are academic awards that take into account students' literacy skills
6	There is a class reading corner in each class with a collection of non-textbook books	There is a School Literacy Team	There is a School Literacy Team, in collaboration with public elements, which organizes literacy activities in schools periodically and regularly
7	There are posters of reading campaigns in classes, corridors, and other areas of the school	-	-
8	There are text-rich materials in each class	-	-
9	School gardens, canteens, and UKS became a rich environment of literacy. There is habituation of healthy living, cleanliness and beauty in school gardens, canteens, and UKS. The food in the school canteen is processed cleanly and healthily	-	-
10	The School strives to engage the public (parents, alumni, and other elements of society) to develop the school's literacy activities	-	-

The School Literacy Movement is a participatory literacy activity as an encouragement to students to have a high interest in reading and build a literacy ecosystem so that they become lifelong learners (Anjani et al., 2019). The School Literacy Movement Program (GLS) in each school has different stages of implementation. Generally there are 3 stages in its implementation. The three stages are the habituation stage, the development stage. and learning stage.

At each stage of the School Literacy Movement (GLS) there are indicators of success. In the indicator of the habituation stage, there are many research results that meet it, such as in the first indicator, namely the 15-minute reading activity. There are 9 articles that say that the School Literacy Movement is implemented through reading activities for 15 minutes every day. In other studies, 15-minute reading activities were not delivered, but the researchers applied other reading strategies. The next indicator is that there is a special room or library to store non-lesson books, there is a reading corner in each class, posters for reading campaigns in the classroom, corridor and in the canteen. These indicators can be seen in 12 research articles. In other studies, no such indicators of success were found.

While the indicators for achieving the success of the development stage there are 7 research articles that achieve this success. Of the 14 research articles analyzed, it turns out that there are still many schools that are still at the development stage. Even in the development stage, several indicators of success are still lacking, especially indicators of the existence of a School Literacy Movement (GLS) team. Of the 14 research articles, none was found to have made the School Literacy Movement (GLS) team. The school does involve the public such as

parents, the community, and even the regional library, but there is no own team in implementing the School Literacy Movement.

The indicators for achieving the success of the learning stage that appear to meet the criteria are the research by Imanugroho (2019). Starting from the existence of enrichment books used in learning, there are reading strategies that are used to improve students' understanding of reading in all lessons, there are activities to respond to reading in the form of oral, written, art, craft, etc. activities, according to students' literacy skills, There are activities learning that takes place in the school library, classroom reading corner, school reading area, there are also academic awards that take into account the literacy skills of students, as well as the School Literacy Team in collaboration with the public element, which organizes literacy activities in schools on a regular and regular basis.

According to Yunianika (2019), each stage of the School Literacy Movement (GLS) has different goals. In the first stage, namely the habituation stage, it aims to foster student interest in reading activities. At the development stage, it aims to maintain student interest in reading activities and improve students' reading fluency and understanding. Furthermore, the learning stage, in this third stage, aims to maintain student interest in reading activities and improve student literacy skills through enrichment books, textbooks, and non-lesson books.

1. Students' Interest in Reading Through the School Literacy Movement (GLS)

The literacy movement includes schools, families and communities which begins with the growth of reading interest. With the Literacy Movement program, it can increase students' interest in reading. This is in accordance with the results of research by Dewantara, et al (2017) at SD Negeri 3 Banjar Jawa that in 2016 the percentage of student interest in reading was 48%, then in 2017 it increased to 75%. The increase rate is 27%. These results indicate that students' reading interest has increased since the implementation of the School Literacy Movement (GLS).

According to Hendrayati, interest is a high heart tendency or a great desire for something (Rohim & Rahmawati, 2020). Meanwhile, according to the Big Indonesian Dictionary (KBBI) reading is concluded as seeing and understanding the contents of what is written (by speaking or only by heart). Reading is one of the activities in literacy. Literacy is a means for students to recognize, understand, and apply the knowledge they have acquired through school so that literacy cannot be separated from the world of education (Wandasari, 2017). Reading interest means a great tendency or desire to read on their own accord without coercion from others and is done with pleasure.

According to Siswati, there are 2 factors that influence students' reading interest. *First*, the characteristics of the text (reading). In many studies, the characteristics of reading will make reading activities more interesting. *Second*, changes in specific aspects of the learning environment. This second element relates to the way the text is presented, the strategy for providing the subject matter, and the self-regulation of the reader (Khoiruddin et al., 2016).

Inculcating an interest in reading in the School Literacy Movement (GLS) is carried out by familiarizing students with reading activities 15 minutes before the lesson begins (Berliana, 2019). The books read are non-lesson books, such as novels, biographies of heroes, children's stories, fairy tales, and others. Through these activities students become accustomed to reading and obtain a lot of information. Agree with the results of research by Safitri et al, that: The reading program 15 minutes before the lesson starts at SD Negeri I Karanglewas Lor in addition to familiarizing students with reading also familiarizes students with sharing information obtained after students read.

Besides factors from students, another factor that affects reading interest is the role of the teacher (Putri, 2019). According to Berliana, the teacher acts as a motivator whose job is to always remind students to be diligent in reading (Berliana, 2019). The teacher as a motivator becomes an encouragement for students to love reading. The teacher explains the importance of reading activities for students because by reading students can understand the subject matter given.

In order for students to be more comfortable when reading, the library or a place to read must be made interesting. Some schools make reading corners as a place for students to read. In accordance with research conducted by Kurniawan at SDN 34/1 Teratai. The existing reading corner must be made as comfortable and attractive as possible so that students feel interested and feel at home and always want to visit the reading corner (Kurniawan et al., 2020).

In implementing the literacy program, reading strategies and reading texts need to be varied, and must be adjusted to the level of education (Ramandanu, 2019). The teacher arranges learning activities by integrating school literacy activities. Literacy-based learning in lower grades aims to train students' reading skills. While in high grade literacy-based learning aims to enrich students' knowledge in order to be able to conduct discussions, exchange ideas and to appreciate literature.

According to Permatasari (Permatasari, 2015) reading skills can be improved through the following activities:

a. Improving the quality and equity of education in order to encourage higher literacy rates. All facilities and human resources need to be developed so that no more areas are left behind.
b. Provide local libraries to develop reading skills.
c. Programming activities to get to know books better and increase interest in reading at school and in the general public.
d. Publishers to publish quality books.
e. Support the community to work together with the government and all parties involved to build a spirit of reading culture.

2. Inhibiting and Supporting Factors for the School Literacy Movement (GLS)

In the implementation of the School Literacy Movement (GLS) there are still some things that become obstacles. And basically each school has different obstacles. However, there are 2 basic things why these obstacles can arise, namely cooperation and allocation of funds (Hidayat et al., 2018). The lack of cooperation between students, teachers, parents, the community, and the government causes miscommunication as a result, the purpose of implementing the School Literacy Movement (GLS) cannot be achieved. Then, the funds allocated for literacy activities are also very minimal, so if you want to hold an activity you have to think again and again.

However, each school also has its own efforts to overcome these obstacles so that the School Literacy Movement (GLS) can still run well.

In general, according to research by Yunianika (Yunianika & ., 2019) the factors that hinder the implementation of the School Literacy Movement are as follows:

a. Inadequate books. There are not enough books in each class, both in terms of number and type of books or readings. This causes students to be bored reading books because books are just that and there are no choices.
b. Students are not used to reading. Even though students already know the literacy schedule because it is done every day, students are still reluctant to move from their seats so the teacher always reminds them that it is time to read.
c. Schools should look back at the current state of the GLS. In the early years of implementation, schools should make a schedule by focusing on literacy activities so that students get used to reading first. After that, the school can change the schedule according to the needs and abilities of the school.

Meanwhile, according to research by Sutrisna (Sutrisna et al., 2019) solutions that can be applied to support the implementation of the School Literacy Movement are as follows:

a. Carry out reading activities 15 minutes before the lesson. There are 2 options for this activity. *First*, reading can be done by reading aloud by one of the students or the teacher. *Second*, students read books in their hearts.
b. Language corner facility. The language corner is a facility in every corner of the classroom which is a place to store a collection of books that are arranged as attractively as possible so that students are interested in reading.

c. The entire school environment should always be provided with reading books so that students can read wherever they are.

d. Text work environment or like a school wall magazine. Through school posters, teachers can give appreciation to students by attaching student works such as poetry, short stories, and others.

e. By holding various literacy competitions.

CONCLUSION

From the description above, several conclusions can be drawn. *First*, the School Literacy Movement (GLS) is carried out in 3 stages, namely the habituation stage, the development stage, and the learning stage. In the habituation stage, the school carried out reading movements 15 minutes before the lesson started, arranging the school library and mini-libraries in the classroom, arranging a text-rich environment. Make a reading corner, and Saturday literacy. Meanwhile, at the stage of business development carried out by schools such as language Fridays, literacy Saturdays and mandatory library visits. Then, at the learning stage, students were asked to write down all their reading activities which were packaged in the *my book journal*.

With the implementation of the School Literacy Movement (GLS) students' reading interest can increase. Through some efforts, students become accustomed to reading and like to read. In addition, literacy activities can also generate confidence and make students brave because students are trained to be able to tell stories in front of their friends.

There are several obstacles in implementing the School Literacy Movement (GLS), including: Human Resources (HR) are of low quality. Human Resources (HR) referred to here are librarian who are not graduates of the library field or cross paths. The lack of participation and support from parents and the surrounding community, the method in developing literacy is less varied, and the lack of infrastructure in the form of interesting books.

To overcome these obstacles, the school made several efforts as follows: the library held various activities such as April *books expo*, *talk shows*, *retelling, fun yourbooks*, competitions, and giving *rewards* for students who often visited the library. Socializing the importance of reading to students and parents, applying various literacy methods. From the discussion above, the School Literacy Movement (GLS) program is very important to be implemented in elementary schools.

In the description of the conclusions above, the authors provide suggestions that can help schools that have implemented the School Literacy Movement (GLS) in order to improve the quality of their application so that their goals can be achieved. For schools that have not implemented the School Literacy Movement (GLS) it can be used as an illustration or reference. The following suggestions can be given: 1)to the school to pay more attention to the evaluation of the policies that have been carried out, especially the School Literacy Movement (GLS) in increasing students' reading interest. Because this evaluation will be the key to the success of the policies that have been implemented. 2) For other research, it is recommended to add more reference sources or increase the amount of data to be analyzed. The more data obtained, the better and more credible the results obtained.

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