

The Process of Strengthening Reading Interest in Students Through School Literacy Movement Activities

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Abstract

Reading interest in Indonesian students is still relatively low based on data from the Central Bureau of Statistics (BPS). In 2018 reading levels ranging from reading newspapers, in the countryside shows 7.43 and in urban 22.68 and rural and urban areas 15.06. Reading textbooks in rural areas also showed a figure of 19.03 and in urban 21.95 and rural and urban 20.49. This study explores the planning, implementation, and evaluation and supporting and inhibitory factors in strengthening reading interest through the School Literacy Movement's activities. This research uses a qualitative descriptive research method which is a research method that aims to describe phenomena that occur objectively. The results show that this School Literacy Movement activity provides excellent benefits for the school and students. It started from the increased interest in reading and many characters' education values such as discipline, and responsibility gained from the activity.

Keywords: Reading, Literacy, School Literacy Movement

History:

Received : 07 August 2020

Revised : 08 September 2020

Accepted : 28 September 2020

Published : 1 October 2020

Publisher: Undiksha Press

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Introduction

Education is a need that must be met in the life of society, nation, and state. The level of progress and development of a country or government can be seen from the quality of education and the nation's generation's quality. Education is also a very appropriate forum to develop the nation's children in academic and non-academic fields (Antasari, 2017; Hasyim 2016). The problem in Indonesian education lies in its society, which can be problematic in its lack of interest in education. Judging from the data presented in 2016, the survey published by the Organization for Economic Co-operation and Development, Indonesia ranks 57th out of 65 countries. While in 2017, in the ASEAN region education rankings, Indonesia ranked 5th with a score of 0.603 based on UNESCO. 44% of the country's population is middle-class educators. 11% of pupils fail to complete an education, aka drop out or drop out of school. The data above has shown that Indonesia's teaching lies in the community itself with little interest in educating. In contrast, education is a necessity that can be very beneficial for human beings in living a better and quality life and not getting caught up in the darkness of ignorance (Batubara & Ariani, 2018; Hidayah, 2017).

Compulsory Learning Program that aims to invite children to be compulsory in school nine years. The success of compulsory nine-year learning provided by the following government is data on the nine-year Compulsory Learning Program that has been compiled by the Central Statistics Agency (BPS). There was an increase in the school participation rate (APS) aged 7-12 years from 97.83 (in 2000). 8) to 99.08 (in 2017) and APS ages 13-15 from

84.41 (in 2008) to 94.98 (in 2017). It means that the majority of Indonesians aged 7-15 years are studying/ attending school. The increasing number of school participation makes the government continue the education program previously obliged to study nine years to be compulsory twelve years of study. It means that education must be felt and owned by every Indonesian citizen for twelve years elementary-junior high school level. Compiled by the Central Bureau of Statistics (BPS), an increase in the school participation rate (APS) aged 16-18 from 1994, about 45.31 until 2018, shows a very rapid graph or development. In 2018 about 71.82 have received compulsory education for twelve years. Of course, it becomes a development of how aware the public of the importance of education, especially compulsory learning 12 years (Hidayat & Basuki, 2018; Khotimah & Sa'dijah, 2018)..

The realm of education is never separated from reading and writing activities. Starting from the early childhood education level, we have been taught to read and also write. Compiled by the Central Bureau of Statistics (BPS) shows data on Indonesians' reading rate in urban and rural areas. Starting from reading newspapers, the countryside offers 7.43 and in urban 22.68 and rural and urban 15.06. Reading textbooks in rural areas also showed a figure of 19.03 and in urban 21.95 and rural and urban 20.49. As the knowledge books, the countryside has a model of 12.49 than in the city of 15.67 and the country and the urban 14.08. Judging from the data, it is true that public awareness of the importance of reading as a storehouse of science and science is still lacking.

The public's reading interests, especially in Indonesia, have been fairly showing below-average figures with existing data. Such a phenomenon is a fact that should have been handled and overcome, especially by the government at least in increasing the interest in reading society that is fairly below average. Most Littered Nation in The World data conducted by Central Connecticut State University in March 2016 states that Indonesia is ranked 60th out of 61 countries on reading interests. The data has shown that Indonesia has problems in the field of reading. Within two years, the government, especially in education, drafted activities to support students' literacy culture to instill interest in reading and introduce early reading culture (Aswat, 2020; Azis, 2018).

Based on the survey results from the World Culture Index Score 2018, the reading craze of Indonesians increased significantly, with Indonesia ranked 17th out of 30 countries. In this case, the average Indonesian reads six hours/week, beating Argentina, Turkey, Spain, Canada, Germany, the United States, Italy, Mexico, England, Brazil, and Japan by three hours/week each. The government itself already has a program to raise awareness of reading to the public, such as creating a TBM (Taman Baca Masyarakat) program. However, TBM is also quiet because of the lack of facilities offered, ranging from the lack of complete books, the absence of decent bookshelves, and not even supported by other facilities. If needed, this TBM will be the government's spearhead in combating the lack of interest in reading the community if all facilities are feasible and complete to be offered to the community (Teguh, 2020; Wulanjani & Anggraeni, 2019).

The School Literacy Movement program can be a good and positive program for increasing reading interest, especially in elementary school students (Suyono et al., 2017; Wandasari, 2017). It is ideal for instilling reading interest in elementary school students, especially if it has implemented the School Literacy Movement. Facilities and infrastructure also have an important role in the implementation of the School Literacy Movement. Starting from the availability of books with standardization ready to be exploited by students to generate knowledge and information. Then with a place like a library that would otherwise be appropriate for students to develop an interest in reading it. From the data that Satu Data Indonesia has written, urban areas such as DKI Jakarta have 84 elementary schools with library facilities. Banten District 44 Elementary Schools already have a library that is eligible for use and meets the standardization of libraries that have been set.

Making students more active in learning is one of them by instilling interest in reading by referencing literacy activities in each school, especially at the elementary education level. The School Literacy Movement has begun to be launched by the government to improve Indonesia's education quality. The School Literacy Movement in Primary School is the development of the ability to access, understand, and use things intelligently through various activities, such as reading, seeing, listening, writing, and speaking (Suyono et al., 2017; Wandasari et al., 2019). In general, the School Literacy Movement in elementary schools aims to develop students' ethics through the culture of school literacy atmosphere embodied in the school literacy movement (Wiratsiwi, 2020).

Literacy programs have a good impact and provide benefits that are very helpful to students cognitively (Pangesti, 2016; Yosol, 2009). In Banten, in particular, many elementary schools have started to implement and familiarize literacy programs for their students. This program is held to develop the interest in reading in students since elementary school level. When the literacy program has been run and become habituation, the knowledge gained will be a provision for students later in running the next level's education level. Therefore, we as prospective educators need to strengthen the interest in reading through literacy programs.

This study explores the planning, implementation, and evaluation and supporting and inhibitory factors in strengthening reading interest through the School Literacy Movement's activities.

Methods

This research is research using a qualitative research approach. This research is descriptive, describing phenomena that occur objectively (Sugiyono, 2012). This study illustrates the process of strengthening students' reading interest through the school literacy movement program. Data collection techniques in this study use triangulation techniques, namely interviews, observations, and documentation. The research focuses on teacher planning and supporting and inhibitory factors in implementing school literacy movement activities. The collected data is analyzed descriptively and qualitatively. The information obtained will be objective and holistic.

Results and Discussion

Teacher Planning in Strengthening Reading Interest in Students through School Literacy Movement

This School Literacy Movement activity was held to become interested in reading, get used to reading, and make that reading is a culture that cannot be eliminated in the academic world. Students are given freedom in reading packaged in a program with facilities and infrastructure such as books and libraries that are enough to bring students into science that they may not get on textbooks (Didiharyono & Qur'ani, 2019). This literacy activity emphasizes reading and writing activities where after students are given time to read, students write what they read and reread in the future of the class. It is supported by the theory put forward by Kern that literacy is the ability to read and write. Also, literacy has a similar meaning to learning and understanding reading sources (Kern, 2000).

According to the interviewee, the School Literacy Movement's underlying activity is to see from the modern education era at this time. Education in the contemporary era requires students to seek information and knowledge both in books and reliable sources. It is the basis of the School Literacy Movement, which invites students to grow their reading interests. If starting from elementary school level has been allowed to increase interest in reading, it is impossible to continue students become the next generation of qualified people because many books are read, and a lot of knowledge.

The type of literacy taught to children who are at the elementary school level is basic literacy. This type of literacy aims to optimize listening, speaking, reading, writing, and calculating. In basic literacy, the ability to listen, speak, read, write, and count relates to the ability of analysis to calculate, perceiving, communicating, and describing information based on personal understanding and conclusion making (Fauziah & Lestari, 2018).

This School Literacy Movement activity itself was first planned by the principal of SDN Banjar Sari 5 Serang city, who was eager to see the students in the school diligently read at least have an interest in reading. Therefore, he made the literacy activities with the teachers' approval, the School Literacy Movement activities became realized. When associated with the recent educational phenomenon, the Minister of Education Nadiem Makarim stated that the National Examination (UN) would be removed and replaced by the Education Assessment, divided into Literacy and Numeration. If this happens, it is not unlikely that students' literacy culture will be raised at every level of education. Many students are interested in reading and reading diligently not because of the stressful system but because they realize that task is part of life, especially in education.

Before the School Literacy Movement, there was also almost the same activity but only a reading movement 15 minutes before studying. The move is considered less efficient and less effective because the packaging is less attractive so that students become less enthusiastic and less excited about running the program. The school provides the latest innovations, namely school literacy movement activities that are packed quite attractive to students. The school believes that this activity will provide positive benefits and develop reading interests in students themselves. The development of education in the modern era has referred to technological advances that were reading through print media and penetrated electronic media and other media. If the school emphasizes the early reading interest in its students, it is not unlikely that education development in this modern era will be easy for students to face.

Now literacy is related to the ability to read and write text only. It because now "text" has been expanded, it is mean into includes "text" in the form of visual, audiovisual, and comparative dimensions. Therefore, in the "text," together appear cognitive, affective, and intuitive elements (Antasari, 2017; Silvia & Djuanda, 2017). With the discussion about teacher planning in the School Literacy Movement activities, it can be concluded that this activity was implemented to foster reading interest in students at SDN Banjar Sari 5 and face education in this modern era.

Implementation of School Literacy Movement Program

The School Literacy Movement program's implementation was held to support the literacy movement to all students in general and foster a special interest in reading in students. School Literacy Movement activities are also supported by interesting facilities and infrastructures and activity systems that make students more enthusiastic. Creating a reading corner in each classroom and a schedule of visits to the school library and regional library became things that the students themselves liked. The School Literacy Movement activity system itself has a gradual but definite impact. So far, this activity is done by students showing quite good development. Starting from the teachers' initial impression, students seemed not interested in participating in the activity. Until now, students are very and always look enthusiastic in participating in the School Literacy Movement activities. At least the child has begun to enjoy reading books in adding knowledge, not just in the context of pleasure. Students are also expected always to understand what they are reading by explaining what they have read in front of the class.

Seeing the development of students who have developed in a better direction. It is related to the theory of terminology. Teachers are often interpreted as responsible for

students' development by seeking the development of all potential (fithrah) students, cognitive potential, affective potential, and psychomotor potential. A teacher also means an adult responsible for assisting students in physical development and ruhaninya to reach maturity level. It means they can stand alone, fulfilling their duties as a servant ('abd) and caliph of Allah (Khalifatullah), and able as a social being and as an independent individual being (Rochman, 2016). From the theory and the research results, we can find a correlation that students' development is produced solely because of teachers' efforts as educators ready to provide the best for them. The school, including teachers, innovated an activity that can support reading and literacy in students, namely the School Literacy Movement. Students' development is the teacher's responsibility as an educator in the school.

Considering that this activity ran from 2018 until now in 2020, it can be concluded that this activity is always a routine activity every week held at SDN Banjar Sari 5. Although some problems may not be meaningful and do not interfere with this School Literacy Movement activity as it comes from students, this activity goes well. This School Literacy Movement activity provides good benefits to the teacher and the students themselves. From this activity, there are many benefits obtained in addition to science.

The procedures of the School Literacy Movement are arguably highly coordinated and well structured. The pre-activity, implementation, and implementation have been planned and included in each teacher's schedule or guidelines to implement school literacy movement activities. Researchers' observations or observations also support this discussion focused on teachers and students implementing school literacy movement activities. It relates to the classification of teachers' professional assignment skills, i.e., (1) Skills of planning learning. Teacher's tasks in learning planning include the ability and understanding of learning objectives, conducting defense analysis, recognizing student behavior, identifying student characteristics, formulating learning goals, developing test items, developing teaching materials, developing media and learning methods, applying lesson resources, orienting all supporting factors, developing and conducting initial assessments of learning plans, revising learning and conducting final assessments of learning plans (2) Learning implementation skills. This skill refers to the teacher's professional task in creating a system or performing learning activities and closing the learning. There are three main activities in education: opening lessons, managing learning, and closing learning. (3) Learning assessing skills. The teacher's task in assessing education includes conducting assessments using assessment instruments developed at the time of planning learning, making modifications and scoring, providing input and follow-up on process improvement, and providing remedial lessons (Rahman & Amri, 2013).

School Literacy Movement activities include learning that helps students know what literacy is to develop and grow reading interest students. Teachers use their professionalism and professionalism in carrying out these School Literacy Movement activities to impress more coordinated and well-structured. Teachers plan School Literacy Movement learning that is good for students. Run School Literacy Movement lessons that are good for students and at the end of the teacher assess whether how to plan and how this School Literacy Movement is implemented according to the class's criteria or students in the class.

A new thing gives the impression that sometimes stiff even more this activity is targeted at students. School Literacy Movement activities initially gave a less attractive impression to the students themselves. Starting from boredom, lazy and until you want to finish the activity immediately. It is an important evaluation material for teachers in particular. Innovation is needed and realized by the teachers towards the activity, giving a better impression. After the School Literacy Movement activities are packed with more interesting, students' response becomes more enthusiastic at the time of implementation, no longer lazy. Students look more enjoyable, diligent, focused, and conducive considering

students also enjoy this School Literacy Movement activity. Responding to the response of students' teachers become more excited because of the actions that have been created to grow interested in reading in students, realized and running well. Being a teacher, both related to himself, subject matter, and students or students. Especially on points Terms relating to students. (1) Let's teach only the pleasure of Allah, the One True God, spreading knowledge, reviving religion, asserting the truth, eliminating ignorance, and preserving the people's benefit. (2) Do not reject students who do not have a sincere intention to learn. (3) Let him evaluate his teaching and learning activities. (4) Be fair and wise to all disciples. (5) Strive to help meet the interests and needs of students, both materially and with positions. (6) Be constantly monitoring the student's development, both intellectual and moral aspects (Rochman, 2016; Wanelly, 2019).

The sixth point is very related to School Literacy Movement activities held at SDN Banjar Sari 5. Because the teacher always monitors the student's development, both intellectual aspects through what students read and what students understand and watches the student's development on the moral element here are reviewed from the character education obtained during School Literacy Movement implementation.

Evaluation and Development of School Literacy Movement Program

This School Literacy Movement activity indicates students in the development of reading interest. In the interviews and observations of researchers, students' indicators at SDN Banjar Sari 5 are growing in reading. One of the students who often read books during recess either in the reading corner or in the library. Students who are very enthusiastic about participating in the School Literacy Movement activities. When the activity is over, students are often seen reading books both in the reading corner and the school library both during recess. It can indicate that reading in students has started to grow and show fairly good development. The interest in reading is the first step for students to open a window into the world of knowledge. According to Far, "reading is the heart of education," which means reading is the heart of education. In this case, the person who reads often, his teaching will progress and will have a broad insight (Fadillah & Khoirida, 2013;). Of course, the results of reading it will be a schematic for him. This schematic is the knowledge and experience that a person has. So, the more often a person reads, the greater the chance of getting a blink and the more advanced the education. It is the background of many people who say that reading is the same as opening the world's window. By reading, we can know the whole world, and our thinking patterns will develop.

In addition to students who have indicated that their reading interest is in good development, students also show that they have a development in terms of character gained from School Literacy Movement activities. From the details of the School Literacy Movement activities that researchers can, the character of discipline, discipline, and responsible is prominent in carrying out activities. Starting from the character of students' field, one of which is to create a predetermined time is one of the disciplinary characters that is time discipline. Then the character of an orderly is shown, one of which is to carry out activities with procedures established by the teachers and the school. The last is the character responsible shown by returning books that have been borrowed from both the reading corner and the school library.

This School Literacy Movement activity also answers school expectations with the initial intention of fostering reading interest in students. The beginning of this School Literacy Movement activity is planned. It only has one goal: to increase reading interest in students assessed today very rare and less in students. Then, the principal realized this activity was supported by an agreement with the teachers and the school concerned, which was then carried out quite well. This activity also teaches students that reading is a culture

that must be preserved, especially in education. Because the task is a window of science or reading the same as opening a window of the world, this is another factor of the School Literacy Movement. So far, School Literacy Movement activities provide quite good benefits and will probably be given many other innovations in the future so that students are happier in reading.

With the School Literacy Movement activities implemented and implemented at SDN Banjar Sari 5 in line with the theory according to (Khotimah & Sa'dijah, 2018; Suyono et al., 2017; Yulianto et al., 2018), The Literacy Movement is divided into three stages, namely: (1) Habituation. Habituation aims to foster interest in reading and reading activities in school residents. The growth of the reading part is fundamental to the development of students' literacy skills. The focus of activities in the habituation stage includes: (a) Fifteen minutes of reading every day before the lesson hours through reading books aloud or all school residents reading silent reading. (b) Building a literacy-rich physical environment of the school, among others, provides a school library, reading corner. Comfortable reading area, developing other facilities (UKS, canteen, school garden), provision of printed text collection, visual, digital, and multimodal accessible to all school residents, the manufacture of print-rich materials.

Based on its description, the School Literacy Movement in this habituation stage is characterized by the growth of fun reading interest activities in school residents' reading and reading activities. (2) Development. Literacy activities at this stage aim to develop the ability to understand reading and associate it with personal experience, critical thinking, and process communication skills creatively through activities responding to enrichment reading. The focus of activities in the development stage include. (a) Fifteen minutes of reading every day before lesson hours through reading books aloud, reading in the heart, reading together, and reading guided followed by other activities with nonacademic bills, for example: creating a story map, using graphic organizers, book talk. (b) Develop a physical, social, affective environment rich in literacy and create a school ecosystem that values openness and penchant for knowledge with various activities, including rewarding the achievement of positive behavior, social care, and the spirit of learning of learners. The award can be done every Monday flag ceremony and other commemorations, other academic activities that support creating a school's literacy culture. It can be done by learning in the school garden, studying in the outside school environment, city/local library tours, community reading parks, etc. Development of literacy skills through activities in school libraries/city libraries/regions or community reading parks or classroom reading corners with various activities such as reading books aloud, reading in the heart of reading together (shared reading), guided reading, watching short films, and reading visual/digital text (material from the internet). Students respond to text (print/visual/digital), fiction and nonfiction, through simple drawing, creating concept maps, discussing, and talking about books.

As explained above, in the development stage of the Literacy Movement, there is a process of developing the ability to understand reading and process communication creatively by responding to enrichment readings. (3) Learning. Learning translation from the word "instruction" means self-instruction (from internal) and external instructions (from external). External learning, among others, comes from teachers called teaching. In external learning, the principles of learning by itself will be the principles of learning (Dalman, 2013; Iif & Khoiru, 2011).

At this stage, there is an academic bill (related to the subject). Reading activities to support the implementation of curriculum 2013 requires students to read non-text books. It can be in general knowledge books, favorites, special interests, or multimodal texts. It can also be associated with many as six books for elementary school students, 12 books for junior high school students, and 18 books for high school / vocational students. The homeroom teacher provides the reading activity report book at this stage of learning. The focus of the

activities in this learning phase includes (a) Fifteen minutes of reading every day before lesson hours through reading books aloud, reading in the heart, reading together, and reading guided followed by other activities with nonacademic and academic bills. (b) Literacy activities in learning, tailored to educational accounts in the 2013 curriculum. (c) Implement various strategies for understanding text in all subjects (e.g., using graphic organizers). (d) Using an effective, social, and academic environment accompanied by various readings (print, visual, auditory, digital) outside of textbooks enriches knowledge in subjects.

With this, researchers can collude that the School Literacy Movement activities have a very good impact and benefits that are so meaningful for teachers and students. School Literacy Movement activities are also carried out for a long time, considered routine exercise, coordinated, structured, and conceptualized. The school itself is very proud that beyond expectations in the context of providing good benefits.

Supporting Factors and Inhibitions from the Teacher's Side

In terms of supporting factors from the teacher's side after conducting interviews and observations, teachers become important tools in the School Literacy Movement's activities. Teachers always put themselves as a guide and a good teacher, especially in guiding this School Literacy Movement activity. Through the observation guidelines that researchers create where the focus is on teachers, it has reflected that the supporting factor from the teacher side is teachers' existence in this School Literacy Movement activity.

While the inhibitory factor from the teacher's side is only fundamental at the beginning of this activity is carried out. The initial concept planned at the first time of the School Literacy Movement activity was implemented to make the teachers a little confused and a few problems related to students. Moreover, the inhibitory factors that come are not so meaningful that they do not interfere with activities.

Supporting factors and inhibitions from the teacher side are related to teachers' duties in the P2TK Directorate General of Higher Education Department. In Regulation No. 20 in 2003, teachers' duties and responsibilities are to educate students. These educational behaviors include guiding, teaching, and training learners. (1) Guiding others (a) Understanding learners' identity (name, class, address, and family background). (b) Understand student characteristics (such as physical condition, intelligence, ideas, attitudes, temperament, and learning habits). (c) Motivate students to study diligently. (d) Create a pleasant classroom atmosphere. (e) Provide opportunities for students to ask questions, express opinions, or comment. (f) Be friendly to all students. (g) Helping students with learning difficulties. (h) Provide a good example to students in performing worship, speaking, behaving, dressing, discipline, and maintaining healthy hygiene. (i) Marking and assisting students experiencing problems. (j) Respect students' opinions and work. (k) Mark talented students (intelligent, creative, and diligent in learning) and help to develop. (l) Integrating the values of guidance into the subjects and the material developed attitudes of love, tolerance, honesty, laughter to YME, the introduction of the world of work). (m) Collaborate with counseling in developing potential learners addressing difficulties problems (Kalida & Mursyid, 2015).

The results of research and understanding of teacher duties from Law No. 20 of 2003, namely, the teacher's obligations will be in or out of the classroom, then the main priority is to be a good guide for all students. Every student's needs that he thought must be met. Teachers have a lot of ways to meet those needs. Therefore, teachers as unsung heroes are very attached and suitable for educators to advance Indonesia's education dynamics.

Supporting Factors and Inhibitions from the Student Side

The student was deeper in supporting factors from the student's side after conducting interviews and observations. Because at the beginning of the School Literacy Movement activity, students are not used to it and seem to get bored quickly. However, when this activity has been running for quite a long time and slowly acceptable to students. The students' enthusiasm and the students' sense of curiosity are the supporting factors present from the student side (Setyadi, 2018; Somadayo, 2011). This supporting factor is one of the things that helps the School Literacy Movement activities to be carried out well and run into routine activities.

While the student side's inhibitory factor is not long-term, the student side's inhibitory factor is more visible at the beginning of this School Literacy Movement activity because of the teacher's statement. Students get bored quickly, seem to dispassion us to participate in activities, and always want to have this activity ended or completed. After this School Literacy Movement activity is packed very well and become more varied and innovative, students become more excited and enthusiastic for the better.

Supporting factors and inhibitions in terms of Facilities and Infrastructure

There is easy access to updating the stock of books in the reading corner and school library regarding supporting factors in facilities and infrastructure after conducting interviews and observations. The school committee will then supply books to update insights in both the reading and school libraries. Then access to the regional library is also easier considering there are many children's reading books there. The school also provides several additional facilities in the form of a reading corner and a school library specifically for school literacy movement activities.

The inhibitory factor itself is not so meaningful, considering it only occurs when the activity begins. Starting from libraries that lack reading books, the lack of access to regional libraries, and the initial concept of implementing the School Literacy Movement are still confusing teachers and students. After the activity lasted long enough, the inhibitory factor has been resolved by innovations and access that facilitates the School Literacy Movement's activities well and provides good benefits.

With adequate facilities and infrastructure, support, and appropriate for students, this becomes a supporting factor that supports the initial purpose of School Literacy Movement activities itself. Literacy is not a new term. It's just that the word is a foreign word that has no known meaning for some people. It is not surprising, considering that the word has a complex and dynamic sense, while many people continue to define it in various ways and points of view. The benefits of the literacy movement are: (1) Adding to our vocabulary (2) Optimizing the work of the brain. (3) Add new insights and information. (4) Improving interpersonal skills. (5) Sharpen yourself in capturing the meaning of the information being read. (6) Develop verbal abilities. (7) Train the ability to think and analyze. (8) Improve one's focus and concentration. (9) Train in writing and stringing meaningful words (Laksono & Retnaningdyah, 2018).

With the School Literacy Movement's various benefits, facilities and facilities' needs are considered very important to be met. Because proper facilities and infrastructure allow the implementation of very high activities and support the initial purpose of the activities that have been made. Therefore, the School Literacy Movement activities at SDN Banjar sari five have been supported both from the facilities and infrastructure available and provided by the school.

Conclusion

Literacy Movement activity provides excellent benefits for the school and students. It started from the increased interest in reading and many characters' education values such as discipline, and responsibility gained from the activity. School Literacy Movement activities was implemented to foster reading interest in students at SDN Banjar Sari 5 and face education in this modern era. School Literacy Movement activities held at SDN Banjar Sari 5, because the teacher always monitors the student's development, both intellectual aspects through what students read and what students understand and watches the student's development on the moral element here are reviewed from the character education obtained during School Literacy Movement implementation.

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