



Program Analysis of the School Literacy Movement in Central Java Elementary Schools

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Abstract. Elementary School is a child's time at the golden age so it is important to instill noble ethical values. The literacy movement is one of the ways that can be done to instill noble ethics. This study aims to find out 1) reveal the planning of the school literacy movement in Central Java Elementary School of central java, 2) reveal the implementation of the school literacy movement in Elementary School of, 3) reveal the evaluation of the school literacy movement in Central Java Elementary School. The type of research that will be used by researchers is included in descriptive research with a qualitative approach. The presence of the researcher in this qualitative research, the researcher acts as an instrument and as a collector of research data. The data collection technique in this study used documentation techniques. The validity of the data used by researchers in this study is data triangulate with *cross check* data. The data analysis technique used in this study researchers used content analysis. Based on the results of the study, it can be concluded that, the Analysis of the School Literacy Movement Program in Central Java Elementary Schools includes a) the planning of the school literacy movement in Central Java is carried out through the preparation, planning, and schedule making stages b) the implementation of the school literacy movement in Central Java is carried out with the habituation stage, development stage and habituation stage, c) evaluation of the school literacy movement in central java elementary schools is carried out by evaluating the context, input components, and evaluation of the school literacy movement process.

Keywords: Central Java · Elementary School Literacy Movement · School Literacy

1 Introduction

Elementary school is a formal education where children start literacy by reading. Reading is one of the most important functions in life. All learning processes are based on the ability to read. With the ability to read in every child, the success rate in school and in life in the community will open opportunities for better life success.

The low level of reading in Indonesia according to Teguh (2013) [1] is not competitive because Human Resources lack mastery of science and technology, as a result of weak interest and ability to read and write. Reading and writing have not become a necessity

of life and have not become the culture of the nation. The number of libraries and books far from meeting the demands of reading as an educational base the problem of reading culture has not been considered a critical problem, while many other problems are considered more urgent.

The development of technology that is increasingly developing has penetrated the world of education where books have begun to be alienated and replaced by sophisticated technologies such as gadget which can be accessed by all circles because gadget is considered more practical and fast in obtaining information. In this millennial era, gadgets are more popular with children because of many interesting and innovative features. This triggers a decrease in the interest in learning students, especially elementary school children, because learning with books is considered boring learning.

Elementary School is a period of children at the *golden age*, so it is important to instill noble ethical values. The literacy movement is one of the ways that can be done to instill noble ethics. Teachers have an important role in stimulating students to learn, where teachers can teach noble ethics with literacy movements through 15-min reading. Research Based on the Ministry of Education and Culture through Ministerial Regulation number 23 of 2013 launched a school literacy movement to foster noble ethical attitudes to children through language. The school literacy movement is more than just reading and writing but includes thinking skills according to the stages and components of literacy. Based on research by Imanugroho (2017), [2] the growth of reading interest is carried out in 3 stages, namely the Habituation Stage, Development Stage, and Learning Stage. Meanwhile, according to Teguh (2013), [1] in good practice, it is necessary to emphasize the principles of the school literacy movement.

The Prague Declaration in 2003 mentioned that literacy also includes how a person communicates in society. Literacy also means practices and social relationships related to knowledge, language, and culture (Kemendikbud, 2016). In Law No. 3 of 2017 concerning the Book System, literacy is interpreted as "the ability to interpret information critically so that everyone can access science and technology as an effort to improve their quality of life." According to the *World Economic Forum* (Kemendikbud, 2016) [3], students need 16 skills to survive in the XXI century, namely the foundation of basic literacy (how students apply literacy skills to daily life), competence (how students respond to complex challenges), and character (how students respond to changes in their environment).

Kusumawati's relevant research (2018) [4] the benefits of applying the literacy movement, can arouse students' love for reading culture, students can think Problem solving their own problems, students' curiosity continues to increase. The literacy movement according to Antasari (2018) [5] can be carried out by increasing reading aloud in the form of storybooks, not just textbooks. In the success of the literacy movement according to Widayati (2018) [6] teachers can play an active role by introducing local wisdom for student character education, teachers need to provide local wisdom books to reduce students who often play *games* on *gadgets*. In Imanugroho's research (2017) [2], fostering students' interest in reading through the School Literacy Movement Program which was carried out at Elementary School of Kuripan Lor 01 Pekalongan was carried out in 3 stages, namely the Habituation Stage, Development Stage, and Learning Stage.

Research Silvia & Djuanda (2017) [7], *Literature Based* learning model is used to create a 15-min reading activity before learning into a fun, varied activity and to increase interest in reading and the ability to respond to students' books. Research of Syawaluddin & Nurhaedah (2018), school literacy [8] programs must be further developed with teachers able to improve the implementation process of the school literacy movement at the habituation stage, especially in the implementation of reading activities 15 min before learning is carried out, students must try to increase students' interest in reading and reading skills. School Literacy Movement.

The school literacy movement is expected to increase interest in reading, especially elementary school children, so that they are not always glued to *gadget* because in elementary school age is a play phase, so it requires activities related to the environment. Improving school literacy also has an impact on improving the quality of education in Indonesia.

2 Method

The type of research that will be used by researchers is included in descriptive research with a qualitative approach. This research design uses the *Study Literature* approach where literature study is another term for literature review, literature review, theoretical study, theoretical foundation, literature review, and theoretical review. The data used in this study is qualitative data, where in this study the researcher used secondary data published or used by organizations that are not processors. Researchers get secondary data from Journals, Theses, and Scientific Articles. The data sources used by researchers in this study used secondary data obtained through journals, scientific articles, and theses.

The presence of the researcher in this qualitative research, the researcher acts as an instrument and as a collector of research data. The presence of researchers is needed to collect data through *Study Literature*. The data collection technique used in this study used Documentation Techniques, in this study using documents found from relevant journals, theses and scientific articles then analyzed and summarized to get the results of the analysis in the form of answers to the problem formulation. The validity of the data used by researchers in this study is to use data triangulation by *cross-checking* data with facts from other sources. This triangulation is carried out by looking for relevant journals, theses and scientific articles and then analyzed to get the results of the analysis in the form of answers to the problem formulation.

The data analysis techniques used by researchers in this study used content analysis techniques. Content Analysis is a technique of analyzing a message with a systematic procedure to obtain valid inference. Steps of content analysis [9] in this study.

- a. Formulating the Problem
- b. Literature Review (Conceptual Framework or Frame of Thought)
- c. Drawing up a Methodology Device-Operational definition -Defining the unit of analysis & its categorization:
 - (1) Thematic
 - (2) Physical

- (3) Reference
 - (4) Syntax
- d. Validity & reliability test Determine population and sample: topic & time
 - e. Determining data collection methods: documentation Define analytical methods
Analysis and interpretation of data.

3 Result and Discussion

3.1 Result

See Table 1.

3.2 Discussion

3.2.1 Planning for the School Literacy Movement in Central Java

Preparatory Stage of School Literacy Movement Planning Preparation stage of planning for the school literacy movement were found in the journals Afifuddin (2018), Rini (2018), Ni'am (2019), Huda & Rohmiyati (2019), Wiratsiwi (2020), [10] Wana & Dwiarno (2018), Respati (2018), and [11, 12] Sulistyio [13–15] which can be implemented through three stages, namely [16, 17] training the school literacy movement to principals and teachers, implementing school literacy movement policies, and socializing teachers, parents, and students. Learning is not only done in class but can also be done anytime and anywhere (Sukmawati et al., 2020).

The results of the research are strengthened by Teguh theory (2013) [1] program action from the School Literacy Movement can be carried out by offering, inviting or appointing schools or school communities (students, teachers, school management, principals and committees) in order to be able to carry out school literacy movement activities which are a form of action/activity, and mengadakan Socialization about understanding to teachers, principals, committees or parents of students about what and how the school literacy movement.

Planning Phase of the School Literacy Movement The results of research findings at the planning stage of the school literacy movement planning were found in the journals Afifuddin (2018), Rahmawati (2019), Ni'am (2019), Wiratsiwi (2020), [10] Wana & Dwiarno (2018), Azis (2018), Kusumarizky (2018), Anastasya (2019) [12, 14, 15, 18], and Sulistyio [17, 19–21] can be implemented through five stages. Namely, holding teacher meetings to form a school literacy movement team, conceptualizing activity programs, compiling and determining reading programs, inventorying facilities, infrastructure, reading materials owned and procuring the necessary reading facilities and materials, and developing a collection of reading books. Critical reading skills require creativity (Utami et al., 2020).

The results of the study were corroborated by the theory of Antasari (2018) [5] which states that, efforts to realize the establishment of a class reading corner or library corner, need a literacy-rich environment by realizing the creation of wall magazines,

Table 1. Data Acquisition

No.	Problem Formulation	Aspects	Findings
1.	Planning for the School Literacy Movement in Central Java Elementary Schools	<p>a. Preparatory Stage of School Literacy Movement Planning</p> <p>b. Planning Stage of School Literacy Movement</p>	<p>Training the school literacy movement to principals and teachers</p> <p>Implement school literacy movement policies</p> <p>Socialization of teachers, parents, and students</p> <p>Holding teacher meetings to form a <i>school</i> literacy movement team</p> <p>Conceptualizing a program of activities</p> <p>Structuring and defining a read program</p> <p>Inventoring the facilities, infrastructure, reading materials owned and procuring the necessary facilities and reading materials</p> <p>Development of a collection of reading books</p>
		<p>c. School Literacy Movement Program Schedule Preparation Phase</p>	<p>Create a read program schedule</p> <p>Create a budget plan for a collection of books and facilities for reading such as a reading room, reading corner, reading terrace and reading garden)</p>

(continued)

Table 1. (continued)

No.	Problem Formulation	Aspects	Findings
2.	Implementation of the School Literacy Movement in Central Java Elementary Schools	<p>a. Habituation Stage of School Literacy Movement</p> <p>b. Development Stage of School Literacy Movement</p> <p>c. Habituation Stage of School Literacy Movement</p>	<p>Application of 15-min reading activities which include interactive, integrated, joint reading activities and discussions about the books read</p> <p>Arranging literate means and environment</p> <p>Create a rich-text environment</p> <p>Choosing a primary school reading book</p> <p>Public involvement (parents can communicate with the school through electronic devices)</p> <p>As a follow-up to the development of reading activities in the form of appreciation of the literacy achievements of students and school literacy teams, language Friday activities, teachers become models in reading activities, each student has a haria reading journal that is filled every day by students, there is a mandatory policy of reading books available in the library</p> <p>The habituation stage is the development of all student activities in the implementation of learning and in the wild learning ranging from reading strategies in all subjects, mandatory hours of library visits, empowerment of class making, to making portfolios</p>

(continued)

Table 1. (continued)

No.	Problem Formulation	Aspects	Findings
3.	Evaluation of the School Literacy Movement in Central Java Elementary Schools	a. Context Evaluation on the Implementation of School Literacy Movement Programs	Context evaluation reviews whether the school literacy movement is a school need, the purpose of the school literacy movement, the target of the school literacy program
		b. Evaluation of Input Components in the Implementation of the School Literacy Movement Program	Evaluation of input components reviews what programs have been implemented in realizing the school literacy movement in elementary schools
		c. Evaluation of the Components of the Process of Implementing the School Literacy Movement Program	Evaluation of process components is used to find out the extent to which the plan has been implemented and what components need to be improved from the role of the teacher to the implementation of the program
		d.d.d.Evaluation of Product Components of the Implementation of the School Literacy Movement	Evaluation of product components is used to measure the extent of the achievement of a program in achieving goals by holding a literacy program

If the classroom reading corner or *library corner* has been established, there should begin to be assistance (help) students in choosing reading books, public involvement can be expanded with a more community a lot, so that it can be opened the acceptance of donations of reading books from the wider community.

School Literacy Movement Program Schedule Preparation Phase The results of research findings at the schedule stage of the school literacy movement program found in the journals Afifuddin (2018), Ni'am (2019), Kusumarizky (2018), and [10] Sulisty (2017 [12]) [20] can be carried out through two stages, namely, making a reading program schedule, making a budget plan for book collections and facilities for reading such as reading rooms, reading corners, reading terraces and reading gardens [17].

The results of the research in line with the theory of relevant journals by Teguh (2013) which states that, [1] Technical Literacy Concepts can be implemented by making a schedule (1) Daily (2) Weekly (3) Monthly (m holding visits to Literacy centers, holding family literacy festivals, (4) Per semester/six months (memberi *reward* to students who get the best grades in the field of literacy, encouraging parents to become contributors to children's books at the end of the semester (5) Monitoring and Evaluation.

3.2.2 Implementation of the School Literacy Movement in Central Java

Habituation Stage of School Literacy Movement The results of research findings at the habituation stage of the school literacy movement found in the journals Rini (2018), Rahmawati (2019), Azmi (2019), Anindya et al. (2019), Imanugroho & P.G (2017), Huda & Rohmiyati (2019), Azis (2018), Antasari (2017), Respati (2018), [11] Sudaryanto [18] ([22] 2018 [23]) [13, 16, 19, 24–26] Salma & Mudzanatun (2019), and [27] Ramanadanu (2019) can be carried out through five stages, namely, [28] the application of 15-min reading activities which include interactive, integrated, joint reading activities and discussions about the books read, arranging facilities and a literate environment, creating a text-rich environment, choosing elementary school reading books, and *public involvement* (parents can communicate with schools through electronic certificates).

The results of the research in line with Faizah's theory (2016) School literacy movement (GLS) are contained [29] in the Ministry of Education Regulation Number 23 of 2015 in Indonesia (2015) [30] which contains the growth of ethics. One of the activities is to read about 10 to 15 min when you want to start learning. The School Literacy Movement is a comprehensive effort in order to realize a school or madrasah as an educational organization for every citizen to be literate throughout life through public participation. The relevant journal Imanugroho (2017) [2] also states that, Elementary School of Kuripan Lor 01 Pekalongancarries out the habituation stage as the initial stage. The reading activity 15 min before class at Elementary School of Kuripan Lor 01 Pekalonganwas carried out after the Qur'an Literacy activity by utilizing the collections that were already available in the classroom reading corner.

Development Stage of School Literacy Movement The results of research findings at the stage of developing the school literacy movement were found in the journals Rini (2018), Rahmawati (2019), Pusparini (2019), Ni'am (2019), Azmi (2019), Imanugroho & P.G (2017), Huda & Rohmiyati (2019), Respati (2018), Sudaryanto (2018) [11, 12, 18,

22, 31], and Ramandanu [24] ([13] 2019 [16, 26]) [28] can be carried out as a follow-up to the development of reading activities in the form of appreciation of the literacy achievements of students and school literacy teams, Language Friday activities, teachers become models in reading activities, each student has a habit reading journal that is filled every day by students, there is a mandatory policy of reading books available in the library.

The results of the study are in accordance with the theory of the relevant journal by Imanugroho & P.G (2017) [24] which states that, the development stage has a focus on literacy activities, namely listening, reading, speaking and writing. From the four literacy activities, it is hoped that students' literacy skills can develop where they can understand reading, think critically and can respond to enrichment books with their communication skills by utilizing learning activities in the school environment, including school grounds, school libraries, city library tours, giving rewards to diligent participants to the library.

Habituation Stage of School Literacy Movement The results of research findings at the habituation stage of the school literacy movement were found in the journals Rini (2018), Rahmawati (2019), Azmi (2019), Anindya et al. (2019), Imanugroho & P.G (2017), Huda & Rohmiyati (2019), [11] Wiratsiwi (2020), Respati (2018), Sudaryanto (2018), and [18, 22] Ramandanu [23] (2019 [13, 24]) [14, 16, 26, 28] is the development of all student activities in the implementation of learning and outside of learning ranging from reading strategies in all subjects, mandatory hours of library visits, empowerment of class making, to making portfolios.

The results of the research are corroborated by the theory of Imanugroho & P.G (2017), [24] the learning stage that has been carried out at SDN Kuripan Lor 01 Pekalongan City, namely applying an introduction in the form of improving writing skills by utilizing enrichment books in subjects. The purpose of introducing this literacy activity is intended so that students have an interest in reading by utilizing the collection of enrichment books from the library.

3.2.3 Evaluation of the School Literacy Movement in Central Java

Context Evaluation on the Implementation of School Literacy Movement Programs The findings of the research on evaluating the context of the school literacy movement were found in the journal Sulistyono (2017) reviewing whether the school literacy [17] movement is a school need, the purpose of the school literacy movement, the target of the school literacy program.

The findings are corroborated by the theory of Mas et al. (2019), context [32] evaluation in the implementation of the school literacy movement program is at a good qualification, this shows that the evaluation of the research context which includes policies at the habituation stage, policies at the development stage and policies at the learning stage are already at good qualifications.

Evaluation of Input Components in the Implementation of the School Literacy Movement Program The findings of the research on the evaluation of the input components of the school literacy movement were found in the journals Afifuddin (2018), Ni'am (2019), Kusumarizky (2018), [10] and Sulistyono (2017 [12]) [20], the [17] evaluation of the

input components reviewed what programs have been carried out in realizing the school literacy movement in elementary schools.

The results of the study were corroborated by the theory of Mas et al. (2019) [32], the evaluation of input components in the implementation of the school literacy movement program was on good qualifications. This shows that the identification of school readiness, the implementation of the habituation stage, the implementation of the development stage, and the implementation of the learning stage are in accordance with the provisions, so that what is the next stage in the implementation of this school literacy movement program can run smoothly, because the input component is the starting point for an activity to be carried out.

Evaluation of the Components of the School Literacy Movement Program Implementation Process The findings of research on the evaluation of the school literacy movement process were found in the journals Afifuddin (2018), Rahmawati (2019), Anindya et al. (2019), Huda & Rohmiyati (2019), Wiratsiwi (2020), Wana & Dwiarno (2018), Antasari (2017), and Sulisty (2017) [10, 13, 15, 17, 18, 23, 25] evaluation of process components used to find out the extent to which the plan has been implemented and what components need to be improved from the role of the teacher to the implementation of the program.

The findings are corroborated by the theory of Mas et al. (2019) [32] which states that, the evaluation of the components of the process of implementing the school literacy movement program is at a good qualification. This shows that the implementation of the habituation stage, the implementation of the development stage, and the implementation of the learning stage are in accordance with the flow and implementation instructions to achieve the goals that have been set.

Evaluation of Product Components of the Implementation of the School Literacy Movement The findings of the research evaluation of the product components of the school literacy movement were found in the journals Afifuddin (2018), Azmi (2019) [10], and Sulisty ([22] 2017) used to measure the extent of the achievement of a program in achieving goals by holding a literacy program [17].

The results of the study were corroborated by the theory of Mas et al. (2019) [32] which stated that, the evaluation of the product components of implementing the school literacy movement was at a good qualification. This shows that the results of the implementation of the refraction stage program, development stage, and learning stage have achieved the expected goals, so that the implementation of the school literacy movement program in the following year is sought to be implemented optimally and run in accordance with the provisions.

4 Conclusion

- 1) Planning for the School Literacy Movement in Central Jawa
 - a. The Preparation Stage of School Literacy Movement Planning can be carried out by going through three stages, namely, training the school literacy movement to principals and teachers, implementing school literacy movement policies, and socializing teachers, parents, and students

- b. The planning stage of the school literacy movement planning can be carried out through five stages, namely, holding teacher meetings to form a school literacy movement team, conceptualizing activity programs, compiling, and determining reading programs, inventorying facilities, infrastructure, reading materials owned and procuring the necessary reading facilities and materials, and developing a collection of reading books.
- c. The schedule stage of the school literacy movement program can be carried out through two stages, namely, making a reading program schedule, making a budget plan for a collection of books and facilities for reading such as a reading room, reading corner, reading terrace and reading garden)

2) Implementation of the School Literacy Movement in Central Java

- a. The habituation stage of the school literacy movement can be carried out through five stages, namely, the application of 15-min reading activities which include interactive, integrated, joint reading activities and discussions about the books read, arranging facilities and literate environments, creating a text-rich environment, choosing elementary school reading books, and public involvement (parents can communicate with the school through electronic devices)
- b. The development stage of the school literacy movement can be carried out as a follow-up to the development of reading activities in the form of appreciation of the literacy achievements of students and school literacy teams, language Friday activities, teachers become models in reading activities, each student has a daily reading journal filled in every day by students, there is a mandatory policy of reading books available in the library
- c. The habituation stage of the school literacy movement is the development of all student activities in the implementation of learning and outside of learning ranging from reading strategies in all subjects, mandatory library visit hours, empowering classrooms, to making portfolios.

3) Evaluation of the School Literacy Movement in Central Java

- a. Evaluation of the context of the school literacy movement reviews whether the school literacy movement is a school need, the purpose of the school literacy movement, the target of the school literacy program
- b. Evaluation of the input components of the school literacy movement evaluation of the input components reviews what programs have been carried out in realizing the school literacy movement in elementary schools
- c. Evaluation of the school literacy movement process evaluation of process components is used to find out to what extent the plan has been implemented and what components need to be improved from the role of the teacher to the implementation of the program

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