



# Implementation of Three Language Literacy by Literacy Ambassadors in Elementary Schools

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**Abstract.** Backgrounds: This study aims to describe the implementation of three-language literacy by literacy ambassadors in developing language literacy and increasing literacy interest in students at SD Negeri Nayu Barat 02. Methods: The method used in this study is qualitative with a case study design. Sources of data were collected by conducting observations, interviews, and documentation. While data analysis using an interactive analysis model includes the stages of data collection, data reduction, data presentation and conclusion. The data validity technique is technique triangulation and source triangulation. Results: The literacy program at SDN Nayu Bart 02 is carried out by literacy ambassadors. Literacy ambassadors are selected students from the class tasked with introducing three languages. Three-language literacy is implemented using the habituation method, the habituation method with greetings in three languages. This program can improve students' language literacy, improve excellent and correct language skills, develop students' independence and self-confidence as students who are creative, innovative, productive, and have character. Novelty: The role of literacy ambassadors is as an information exchange, modeling and reinforcement of peer norms and values and invites students to play an active role in library activities. In this study, there is one role of literacy ambassadors, namely as a modeling model who exemplifies the pronunciation of vocabulary correctly and adequately according to the speech introduced to his colleagues through three languages, namely Javanese, Indonesian, and English.

**Keywords:** Literacy · Three Language Literacy · Literacy Ambassador

## 1 Introduction

### Backgrounds

Elementary school is a period of children at the golden age (golden age) So it is essential to instill noble character values. Schools are involved in implementing a program to develop a quality culture. School literacy culture is necessary because you can learn more information and get to know science through literacy. Literacy culture can be applied in everyday life, so literacy culture is essential to improve the nation's quality [1]. The literacy movement is one way that can be done to instill noble character. Literacy skills will be helpful for students to improve their thinking processes. Students are formed from

an early age to play an influential role in life together. They are expected to participate in local, national and international categories. So it is necessary to realize literacy for students to form a literacy culture in Indonesia.

Literacy is known as the ability to read, but over time literacy has developed meaning. In its development, literacy is related to other skills, namely, listening, speaking, reading, and writing. The purpose of literacy is to improve character, and literary culture in schools and the community and to develop an understanding of reading. In addition to the drive, the benefits of literacy can increase vocabulary, maximize the brain in thinking, and add new knowledge[2]. So literacy is a skill that every student must possess.

Language is a sign or symbol of an object and shows specific purposes such as words, and sentences, giving rise to new meanings. Language is also used as a means of oral communication between humans in the form of oral, written or sign. Language development for Early Childhood focuses on the four aspects of language: listening, speaking, reading, and writing. The four aspects are the most supportive unit in communication. By using language to communicate, children can add vocabulary and express themselves; they can also learn how to share and participate in a conversation, which can be used to solve problems.

### **Problem of Study**

The use of language in Indonesia began to experience a shift. It is undeniable that the existence of speech is threatened with extinction when speakers under hundreds of thousands are a concern of many parties, especially the community, who will have a significant impact, especially in the field of education. The effect of language extinction in education can be seen in how children communicate with peers, family, community and teachers. With the conditions described, education in terms of schools is required to have the ability to educate and develop polite language ethics so that students can communicate better. Often these three languages intersect with each other. In this case, education plays a major role in improving and developing language skills.

Students assume that using slang will be accepted by the school environment. This triggers the decline in students' use of sound and correct Indonesian, especially when communicating formally and informally [3]. Therefore, students should be more able to control their speech because the school environment is where they study and form character. Along with the development of science and technology, there is a tendency to require languages other than Indonesian. Given that there are three languages in Indonesia, namely: regional languages, Indonesian, and foreign languages.

The need for guidance on the current condition of students because students are the nation's next generation. If left with their current language, they will likely be born as an arrogant and rude generation. In the world of education and a teacher, the use of language is a real form of direct communication. In this problem, the teacher is one of the main factors in improving students' language skills. Therefore, teachers are expected to be mentors and role models for students to use language appropriately and correctly.

The teacher must pay attention to students' manners in communicating not issue words that offend the feelings or honor of others.

### **State of the Art**

Several studies related to literacy. The notion of literacy is proliferating, but it is still associated with language. Thus, the meaning of literacy develops from simple to complex. According to [4] Literacy is a tangible skill, especially a cognitive skill in reading and writing that is independent of the context in which the craft was acquired, from whom the skill was developed and how they received it. According to [5] literacy is a person's social behavior in accessing, understanding and using information related to knowledge, language and culture through various activities, including reading, viewing, listening, writing, and speaking to give birth to a prosperous life. [6] Explained that literacy is critical thinking, can calculate, solving problems, how to achieve goals, develop one's knowledge and potential explained that literacy is a skill and ability to solve problems by developing thinking skills, namely criticizing, analyzing, and evaluating information from various sources in the context of multiliteracy, multiculturalism, and multimedia through multi-intelligence empowerment.

Literacy ambassador is a title for students who like and are diligent in reading and writing explained about the task of literacy ambassadors as information exchange, modeling, and reinforcement of peer norms and values. In addition, literacy ambassadors tend to guide and invite students to play an active role in library activities. Literacy ambassadors collaborate with libraries to optimize the library's function [7]. At SD Negeri Nayu Barat 02, there is a literacy ambassador program in which the literacy ambassador gives examples of good and correct pronunciation in the vocabulary introduced to students. For students who have the competence and skills to become literacy ambassadors, they will be directed by a team tasked with coordinating literacy ambassadors and teachers. At this stage of habituation, the teacher is an example who forms the mindset of students that literacy is needed.

Language literacy is the ability to understand limited letters or words seen directly in the text and make connections with things around or outside the text [8]. In other words, language literacy is the ability to not only think by relying on the text, but also to think by relying on things around or outside the text. This is in line with the explanation [9] regarding literacy skills, that language literacy is the ability in language, namely the ability to understand, use, transform, analyze, and design language texts. This view emphasizes that modern literacy in language is no longer seen in a rigid and narrow perspective, namely only in reading and writing activities.

### **Gap Study and Objective**

The difference between this study and previous studies is that this study describes the implementation of the literacy ambassador program at SD Nayu Barat 02. Previous studies have not discussed the implementation of language literacy applied directly in the school environment; in this study, the performance is in the form of morning greeting activities using three languages Javanese, Indonesian, and English which other students then imitate. The author wants to do this study to see the pandemic that has been going on for approximately two years, making the author wish to find and explore students' language skills. According to [10] The standard vocabulary mastery for elementary

school students is 9,000 words. While the current condition of children tends to play games and rarely interact with new people, the potential of students in language decline is very large. Communication between students and teachers shows that the attitude of politeness in children is low, for example, students do not use good language when communicating with teachers.

## **2 Method**

### **Type and Design**

The type of study used is descriptive qualitative. This study was conducted at SD Negeri Nayu Barat 02. This study used the principal, teachers, and students as literacy ambassadors. The data source for this study is the implementation of the literacy ambassador program at SD Negeri Nayu Barat 02. Data collection techniques used interviews, observation, and documentation. The data validity technique uses technical triangulation and source triangulation.

### **Data and Data Sources**

The object of this study is SD Negeri Nayu Barat 02. The subject of this study is focused on the principal, teachers, and students. The study data is in-depth information about implementing three-language literacy by literacy ambassadors in the school environment. This study's data sources were taken from resource persons, namely school principals, teachers, and students. The data sources for this study were SD Negeri Nayu Barat 02 and the academic community at SD Negeri Nayu Barat 02.

### **Data Collection Technique**

Data collection techniques using observation, interviews, and documentation. The statement used in this study is to use direct observation when students carry out three-language literacy by literacy ambassadors. Interviews were conducted with school principals and teachers to deepen further information on the study topic. The documentation in this study is in the form of a vocabulary schedule book. The author observed directly what was happening and observed the teachers and students who served in this literacy ambassador program. The aspects observed by the authors are as follows: (1) observing the implementation of literacy ambassadors (2) observing the design of implementing literacy ambassadors (3) observing teacher evaluations of students (4) observing literacy in the school environment.

### **Data Validity**

The validity of the data used by the author is a triangulation of techniques and triangulation of sources. This aims to see the reality of the author. Source triangulation means testing data from various sources, namely principals, teachers, and students whose data will be taken triangulation techniques obtained by observation, interviews, and documentation.

### **Data Analysis**

The interactive data analysis technique according to Huberman consists of four steps, namely data collection (data collection), data reduction (data reduction), data display (data presentation), and conclusion drawing (withdrawal or verification of conclusions).

### 3 Result

#### **Literacy Habit**

Literacy habituation at SD Negeri Nayu Barat 02 reads a book for 15 min before learning. In the 15-min reading activity, students are trained and accustomed to carrying out the reading process, primarily through reading non-lesson books in the classroom. Reading 15 min before starting the lesson is carried out by utilizing the reading corners found in each class. Students read primarily non-lesson books and encyclopedias that contain moral values and local, national, and global wisdom. This 15-min literacy aims to foster students' interest in reading and reading activities and to improve students' reading fluency and comprehension. According to the principal, this method is suitable for strengthening and honing students' reading skills.

This activity is carried out to stimulate students to love reading and improve reading skills to enrich their knowledge. In this activity the teacher as an educator also participates in reading books for 15 min. As stated by the principal of SD Negeri Nayu Barat 02, the literacy applied is literacy 15 min before starting learning, reading corners, making madding, and extracurricular activities. This activity aims to improve literacy skills, especially for students. Principals and teachers have made various efforts to foster a literacy culture at SD Negeri Nayu Barat 02 so that the literacy program in schools runs as expected.

#### **Implementation of Trilingual Literacy by Literacy Ambassador**

The creation of a three-language literacy program by literacy ambassadors so that students have good and correct language skills, improve and deepen students' learning motivation, and develop students' independence and confidence as creative, innovative, productive, and characterized students. Make school a fun learning park. Develop student achievement in increasing insight and knowledge for high literacy interests. The trilingual literacy program by this literacy ambassador applies to all members of the school environment. Students and school community members feel the influence and benefits of the existence of a three-language literacy program by literacy ambassadors.

The implementation of three-language literacy by the literacy ambassador at SD Negeri Nayu Barat 02 was carried out during greetings in the morning (Table 1).

In shaping students' ethics into polite human beings, it can be done with 5S culture. The implementation of three-language literacy by the literacy ambassador begins in the morning by assigning students according to the schedule of each class determined by the literacy ambassador and teacher coordination team to welcome the arrival of both student friends and teachers as well as school residents who come by giving greetings, greetings, and greetings. Smile, be polite, and courteous and provide examples of the pronunciation of the vocabulary introduced according to the division of language given by the teacher. After that, students who come will imitate the accent of the speech mentioned by the literacy ambassador according to the language. The order of implementing three language literacy by the literacy ambassador starts with Javanese, Indonesian and then English.

The morning greeting activity was accompanied by a picket teacher and a coordination team in charge of controlling the implementation of three-language literacy by the literacy ambassador and handling violations of rules such as neatness in uniform,

**Table 1.** Three-language literacy implementation program by literacy ambassadors

Program	Implementation	Description of Implementation
Trilingual literacy by literacy ambassador	Morning greetings	<p>Three-language literacy activities include:</p> <ul style="list-style-type: none"> <li>• Vocabulary is introduced in the form of three languages: Javanese, Indonesian, and English.</li> <li>• The literacy ambassador is tasked with setting an example of good and correct vocabulary pronunciation</li> <li>• Literacy ambassadors are held when students greet students leaving for school.</li> <li>• Literacy ambassadors and teachers welcomed the arrival of fellow students and school members.</li> <li>• Literacy ambassadors and teachers carry out the morning greetings according to the picket schedule.</li> </ul>

students who were not orderly in the performance of three-language literacy by the literacy ambassador and other laws and regulations. Principals and teachers continually monitor, evaluate, and reflect on the smooth implementation of the three-language literacy program by literacy ambassadors every day to minimize the shortcomings faced and follow up in each activity. This habituation program aims to make students accustomed to literacy activities so that students at SD Negeri Naya Barat 02 do not feel burdened by literacy activities. This program also aims to improve character, character, manners.

Language is the most critical tool for communication. One aspect that supports improving good and correct communication and language skills is mastering a lot of vocabulary. The more terminology students dominate, the smoother and better the communication and language used. The implementation of trilingual literacy by the literacy ambassador is carried out every morning greetings. In this implementation, the literacy ambassador coordination team has prepared a predetermined schedule, the literacy ambassador is assigned to the upper class, and each class will get a quota according to the schedule determined by the team or teacher. The previous homeroom teacher guided literacy ambassadors (Table 2).

Based on the data above, these data are some examples of greeting greetings, grade levels, and family genealogy in three languages introduced to students during the morning greeting spoken by the literacy ambassador. Three-language literacy is taught to students because with the development of science and technology, there is a tendency to need another language, a language other than Indonesian. There are three languages in Indonesia: regional, Indonesian, and English.

The use of the Javanese language has begun to fade and is decreasing, meanwhile Javanese is the language used daily to communicate by Javanese people, especially in Central Java and East Java. Even the standard Indonesian language is rarely used in oral

**Table 2.** Vocabulary introduced to students

Javanese Language	Indonesian	English
Wilujeng enjing	Selamat pagi	Good morning
Wilujeng siang	Selamat siang	Good afternoon
Wilujeng sonten	Selamat sore	Good evening
Wilujeng dalu	Selamat malam	Good night
Wilujeng sare	Selamat tidur	Nice to sleep
Wilujeng nedha enjing	Selamat makan pagi	Have breakfast
Wilujeng sinau	Selamat belajar	Happy learning
Wilujeng dugi	Selamat datang	Welcome
Wilujeng ambal warsa	Selamat ulangtahun	Happy birthday
Wilujeng tindak	Selamat jalan	Good bye
Kelas setunggal	Kelas satu	First grade
Kelas kalih	Kelas dua	Second grade
Kelas tigo	Kelas tiga	Third grade
Kelas sekawan	Kelas empat	Fourth grade
Kelas gangsal	Kelas lima	Fifth grade
Kelas enem	Kelas enam	Sixth grade
Lare pinter	Anak pandai	Smart boy
Lare sae	Anak baik	Nice/good boy
Lare hebat	Anak hebat	Great boy
Lare jaler-jaler	Anak laki-laki	Son
Lare estri	Anak perempuan	Daughter
Putu pertami	Cucu pertama	First grandson
Putu kaping kalih	Cucu kedua	Second grandson
Putu kaping tigo	Cucu ketiga	Third grandson
Putu kaping sekawan	Cucu keempat	Fourth grandson
Putu kaping gangsal	Cucu kelima	Fifth grandson
Putu kesayangan	Cucu kesayangan	Beloved grandson
Putu galer	Cucu laki-laki	Grandson
Putu estri	Cucu perempuan	Granddaughter

or written communication. This English vocabulary is intended so that students have an introduction to primary material about basic English and can pronounce basic words and sentences in English related to everyday life. As stated by the principal of SD Negeri Nayu Barat 02 that vocabulary in these three languages is introduced so that students can know local languages that must be preserved and use excellent and correct Indonesian, and have basic international language skills, namely English.

The literacy of three languages by this literacy ambassador makes students more able to express themselves in front of teachers, and friends, and also in the surrounding environment, can recognize many language vocabularies that previously only knew the language in their environment. The three-language literacy program by this literacy ambassador can increase students' vocabulary or vocabulary, improve students' ability to assemble meaningful words, improve students' interpersonal skills, and help improve students' focus and concentration abilities. Creating a three-language literacy program

by this literacy ambassador also makes schools more developed and competitive in education. In addition, the literacy program is an opportunity that will be able to make schools more successful.

The obstacles in implementing trilingual literacy include difficulty in choosing the exemplary literacy ambassador. Children elected as their class representatives tend to be irresponsible in their duties, student discipline towards the rules of procedure, consistency and low awareness of students in becoming literacy ambassadors is one of the obstacles in implementing the three language literacy program by this literacy ambassador. In addition, the lack of confidence in students is an obstacle in implementing trilingual literacy.

Students have the potential to become literacy ambassadors. Therefore, teacher guidance is needed to increase student confidence and shape student character so that they can be responsible for carrying out their duties as literacy ambassadors. In terms of infrastructure, The school does not yet have adequate infrastructure because several literacy ambassadors who wear masks make the voice in their pronunciation less clear. Therefore, schools need loudspeakers so that they can be used by ambassadors who have low voices. In terms of administration, it is still inadequate because it does not have complete documentation regarding the rotation schedule of literacy ambassadors.

## 4 Discussion

Literacy ambassadors are one of the efforts made by schools to improve literacy. Programs that school principals and teachers have designed need support and active participation from school residents to facilitate the program's implementation. Literacy ambassadors can be role models and motivations for other students to foster interest in literacy. Literacy Ambassadors are selected students tasked with developing literacy programs in schools. Literacy ambassadors will be trained and equipped with reading and writing skills.

This literacy ambassador hopes to be an example in reading and writing for other students. The task of literacy ambassadors is to motivate their peers to love reading, manage reading corners, and manage class creation. [11] The activity is carried out by selecting literacy ambassadors for each class chosen by the homeroom teacher to become literacy ambassadors welcoming the arrival of students' friends and giving examples of three-language literacy pronunciation.

Language skills are needed for all individuals. This is because language skills are the capital to develop students' intellectual, social, and character abilities [11]. This study can be used as a benchmark in language skills. Language skills become essential for students because they can have high confidence in expressing themselves with these skills. The three-language literacy program by the literacy ambassador is one way to sharpen children's mentality.

The literacy of three languages can strengthen children's mental. Children's mental courage will be honed by appearing to speak in public [12]. The ability to speak in public can also make children become more confident individuals. Self-confidence is a deep belief that a person has all his skills, is aware of the shortcomings in himself, and can do something useful for himself and others. [13] This is what makes the writer interested



in implementing the three-language literacy program by this literacy ambassador, which can affect students' language skills.

All literacy is based on language literacy, because everything that is read and written is text in the form of language [9]. Language literacy is the ability of someone with views and habits to obtain language that is actualized in an idea, critical, and tactical language [13]. Literacy is the ability to read, write, listen, and speak to find out one's knowledge both orally and in writing [15]. Therefore, literacy is closely related to language and how to use that language either orally or in writing. Literacy is a person's social behavior in accessing, understanding, and using knowledge-related information through various other activities such as reading, viewing, listening, writing, and speaking. Language is part of language because when discussing language, of course, it cannot be separated from what culture the language originates from.

The role of language literacy when students are in school needs to be reviewed. This can be seen in the behavior of students at school. Teachers in schools provide an understanding of the importance of language literacy to students. Language literacy can encourage students' language development, because it can encourage children to express themselves in front of others. Someone with adequate language skills will more easily absorb and convey information orally and in writing [15].

Language literacy aims to train students to be skilled in speaking. Speaking skills students can be trained by providing opportunities for students to express opinions orally [13]. The benefits of language literacy can add new insights, and increase students' creativity in writing and arranging words. Therefore, the principal and teachers of SD Negeri Nayu Barat 02 created a three-language literacy program by literacy ambassadors that can make students meet vocabulary mastery standards at the elementary school level and help students increase their self-confidence when socializing in the school and community environment.

Success in implementing literacy programs does not only come from one activity, but can also be done in various ways to foster interest in literacy in students. A literacy program that is implemented in a coordinated manner will be able to support the achievement of reading and writing success in schools. The support of all relevant stakeholders such as school principals, classroom teachers, parents, and the surrounding community will further open up the program's success [13]. So it is imperative to involve parents and the surrounding community in the school environment to help preserve school literacy facilities so that schools will get better trust from parents, community elements, and school accountability will increase [18].

In the implementation of trilingual literacy by the literacy ambassador at SD Negeri Nayu Barat 02, the habituation method is used, because this method is one way that can be done to familiarize children with thinking, acting, and acting. This habituation is expected to improve students' basic literacy and can improve students' cognitive, intellectual, and character abilities.

This is in line with the explanation [19] regarding the literacy program which aims to develop student's character by cultivating the school literacy ecosystem so that they become lifelong learners. The trilingual literacy activity by the literacy ambassador of SD Negeri Nayu Barat 02 was carried out during the morning greeting, where greeting

the morning was an important activity to do because students had a good attitude in everyday life [17].

The school environment is a school condition that has an impact on students' learning abilities. This is in line with the explanation [21] regarding the school environment which is one of the variables that affect the growth and development of children, especially in terms of intelligence. Because the completeness of learning facilities and infrastructure, as well as sound environmental conditions, are very significant in supporting the formation of a pleasant learning environment, the school environment plays an essential role in developing student attitudes.

The habituation program at SD Negeri Nayu Barat 02 aims to make students accustomed to doing literacy activities so that students do not feel burdened by literacy activities. This is in line with the opinion [18]. The habituation method can encourage and provide space for students for theories that require direct application so that heavy views can become light for students if they are often applied.

Principals, teachers and students feel the benefits of the trilingual literacy program by the literacy ambassadors. The familiarization of trilingual literacy by literacy ambassadors and other literacy activities in schools in the form of a 15-min reading program before starting learning, coupled with a physical environment rich in literacy (class reading corners, reading campaign posters, and three-language literacy magazines by literacy ambassadors) can shape students' new skills. These skills include expressing opinions, daring to appear in public and easy-to-understand lessons using literacy strategies. Principals, teachers, and teaching staff at SD Negeri Nayu Barat 02 have high competence and dedication to realizing quality education.

## 5 Conclusion

The literacy ambassador activity is an effort made by the school to improve and develop literacy. Programs that school principals and teachers have designed need to get support and active participation from school residents to facilitate the program's implementation. Literacy ambassadors can be role models and motivations for other students to foster interest in literacy. Literacy ambassadors are selected students tasked with developing literacy programs in schools. Literacy ambassadors are trained and equipped with reading and writing skills. This literacy ambassador is expected to be an example in literacy, reading and writing for other students.

The implementation of three-language literacy by the literacy ambassador begins with greetings in the morning by the literacy ambassador who welcomes the arrival of both student friends and teachers or school residents by providing 5S namely greetings, greetings, smiles, politeness, and courtesy as well as exemplifying the pronunciation of vocabulary introduced following language. The implementation of three-language literacy by the literacy ambassador starts with Javanese, Indonesian and then English. Language literacy carried out by literacy ambassadors is helpful in developing polite language skills in communicating. Polite language skills can be formed through habituation and behavior exemplified by literacy ambassadors, such as greetings such as wilujeng afternoon.

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