



# Literacy Cafe: An Innovation for Reading Interest for Elementary School Students

Latifah Tiara Meilanny<sup>(✉)</sup> and Fitri Puji Rahmawati

Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

a510190078@student.ums.ac.id

**Abstract.** Of this study is to find out literacy cafes as an innovation of reading pleasure by students in the school literacy movement and to find out the results of using literacy cafes. Used is a descriptive qualitative study with a case study design. The subjects of this study were classroom teachers and students. Data collection techniques used are observation and interview techniques. As well as checking the validity of the data using data triangulation in the form of sources and techniques. The results to be obtained from this study are the habituation stage which aims to grow students' interest in reading and reading activities. The development stage which aims to maintain interest in reading and innovation in reading pleasure and to improve students' reading comprehension and fluency. The learning stage aims to maintain students' interest in reading and in reading activities, as well as improve students' literacy skills through literacy cafes. Innovation Literacy cafe is an arena where you can read books with an atmosphere like a cafe. There is a booth to place a bookshelf equipped with chairs and a table for reading books. A comfortable atmosphere is expected to attract students to read and love books. This cafe is made in several strategic locations in the school environment, with a comfortable atmosphere design for reading books and interacting. The collection of types of reading on display is quite complete, such as types of encyclopedias, fables, science, comics. The existence of this literacy cafe is to support the library's function because not every child has the interest and time to go to the library, so by trying to make an alternative procurement of literacy cafes. Literacy cafe innovation is a new breakthrough to increase students' reading interest.

**Keywords:** Literacy Cafe · School Lliteracy Movement

## 1 Introduction

The study, conducted by Progress In International Reading Literacy Research (PIRLS), which assesses fourth-grade reading ability, revealed that Indonesia ranks 45th out of 48 countries in the reading category. This means that Indonesian students' reading ability remains very low (Wiedarti, 2016: 2). Furthermore, it is evident from a separate study titled World's Most Literate Nations Ranked, which was conducted in March 2016 by Central Connecticut State University. Indonesia had the lowest ranking of any country, ranking 60th out of 61 [5] countries.

© The Author(s) 2023

M. H. Hikmat et al. (Eds.): ICOLAE 2022, ASSEHR 757, pp. 1132–1145, 2023.

[https://doi.org/10.2991/978-2-38476-086-2\\_95](https://doi.org/10.2991/978-2-38476-086-2_95)

It can be concluded that the Indonesian people's reading interest is a critical issue that must be addressed. In dealing with these issues, literacy activities that promote reading interest are used. Problems with low reading interest prompted the government to issue a new regulation, Permendikbud No. 23 of 2015, concerning character development. This regulation serves as the foundation for the development of the School Literacy Movement policy, which includes the literacy movement in the school setting.

The School Literacy Movement (expected to mobilize and make this movement a part of daily life. Literacy in the Classroom According to the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture, when implementing the School Literacy Movement program in [7], there are three stages regarding the sustainability of the Movement's objectives School Literacy, including (1) The habituation phase aims to foster students' interest in reading and reading activities, (2) The development phase aims to maintain interest in reading and reading activities, and (3) The implementation phase aims to implement the School Literacy Movement program.

Aside from a lack of interest in reading, students have a low interest in visiting the library. This can happen when there is a lack of reading materials, and the available reading materials do not change, causing students to be lazy to read. Because good reading skills can serve as a foundation for learning more. These abilities are necessary for all students' intellectual development and will benefit them throughout their lives. As a result, in order to increase public interest in reading, schools must organize literacy activities.

When carrying out the literacy movement, there are various ways to develop students' interest in reading through the management of the school library. This literacy activity is ideal for use in schools, particularly elementary schools, to foster an early interest in reading. According to Wildova [14], if someone has the linguistic skills of reading and writing from a young age, they can be said to have literacy skills by making school an appealing and child-friendly learning environment by displaying various reading books and providing various reading strategies. to promote learning continuity Suranganga (19th).

The School Literacy Movement is a collaborative enterprise or activity that brings together the school community, academics, publishers, mass media, citizens, and stakeholders. The School Literacy movement's goal is to familiarize and stimulate students' interest in reading and writing. The School Literacy Movement requires special support and attention from all parties because it encourages students to engage in knowledge activities such as reading and writing, with the goal of making a constructive contribution to the world of education and the environment.

Several influencing elements emerged throughout the execution of literacy programs, including external and internal ones. According to Ichsan [9], external issues included a paucity of libraries in each school, while internal factors included students' lack of understanding of what literacy is. According to the Director General of Primary and Secondary Learning of the Ministry of Education and Culture Huda [8], there are three problems in implementing the GLS nationally: the first is a lack of reading books in schools; the second is that two teachers have not fully mastered the procedures or methods

in carrying out literacy activities; and the third is a lack of reading places such as reading corners and libraries that support the impoverished.

Based on this description, there are numerous factors to consider when executing the GLS program. Both external and internal variables are significant and pose a challenge for the Indonesian people to improve, because a country's supremacy may be reflected in its literacy culture. Each school has its own supporting facilities to encourage youngsters to read. According to Fuad Hassan [23], the literacy program is a facility for kids to investigate, master, and practice the knowledge gained at school in order to enhance enthusiasm in reading.

According to research on the School Literacy Movement by [18], reading comprehension caused people to act in accordance with their knowledge and skills. According to Almerico [2], "Good literature with character development themes has the power to develop, shape, and reinforce dispositions essential for instilling in students important core ethical values. Developing character-themed lessons that combine high quality appropriate children's literature with effective literacy instruction can be a challenging task.

### 1.1 Problem of Study

The school literacy movement with literacy cafes was found to be an innovation for reading enjoyment in grade IV, according to the findings of observations at the Muhammadiyah Elementary School, the Special Program for the West City of Surakarta. There are still some students who gripe about the dearth of books they enjoy reading and the infrequency of book renewals.

Education Literacy There are three stages regarding the sustainability of the goals of the School Literacy Movement, according to the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture in the implementation of the School Literacy Movement program in Faradina [7]: (1) The habituation stage aims to foster student interest in reading and reading activities. (2) The development stage attempts to retain students' enthusiasm in reading and reading-related activities and to enhance their reading fluency and comprehension. (3) The learning phase seeks to keep kids interested in reading and reading-related activities while also enhancing their literacy abilities through text and enrichment materials.

The teacher must take an active part in the issues that develop in order to supervise students and offer more context for the school literacy movement. As a result, the teacher's role is crucial to ensuring that pupils succeed in the school literacy movement program. It is intended that this will prevent children from falling behind in the school's literacy movement program and creating a problem. The school literacy movement is the main topic of this study. This study will concentrate on the innovative literacy movement's reading enthusiasm movement's literacy component. Where the emphasis is squarely on the teacher's responsibility to judge the efficacy of the use of literacy cafes. The goal of this study is to learn about creative initiatives and the outcomes of the usage of literacy cafés in school literacy movement activities in an effort to foster a love of reading in SD Muhammadiyah West City Special Program fourth grade students. In order to advance the reading fondness movement in primary schools that are focusing on literacy cafes, the goal of this research is to identify these establishments. Therefore, it is believed that

this study will provide instructors with helpful insights for overcoming challenges in the school's literacy movement program, particularly in the case of the movement of students' reading interests.

## 1.2 State of the Art

Literacy was defined as the capacity to obtain, comprehend, and make appropriate use of information through speaking, listening, writing, or reading activities [4]. According to a different viewpoint, literacy is a set of abilities associated to reading, writing, and cognitive exercises that improve the capacity to analyze information critically, creatively, and innovatively [18]. Literacy encompasses critical thinking abilities using information sources in the form of print, visual, and digital sources in addition to reading and writing.

According to the study [15], one of the government-sponsored initiatives is the School Literacy Movement (GLS), which attempts to enhance students' literacy abilities as they are integrated into the educational program. The government published Permendikbud Number 23 of 2015 Concerning the Growth of Character in an effort to increase literacy skills. Every school at every level must apply the GLS in an effort to boost reading interest, and the school is also expected to serve as a hub for the development of life-long learning motivation (Hastuti & Lestari, 2018). The GLS aims to create a culture of reading and writing literacy among students, increase civic capacity, create a fun learning environment in schools, and maintain the continuity of the educational process by providing a variety of reading materials and employing a variety of reading strategies [21].

### Reading Interest

Interest is a strong inclination or desire in the heart for anything (Hendrayanti, 2018). While reading is described as "viewing and understanding the contents of what is written orally or merely in the heart" by the Big Indonesian Dictionary. While a child's enthusiasm for reading serves as a motivating factor for them to engage in reading activities, pay attention to them, and enjoy them, it is not the only factor (Maharani, Laksono, & Sukartiningsih, 2017).

If the students read something they are not very interested in, they will not read it with passion, but if they read it out of their own free will, they will read it with passion (Ruslan & Wibayanti, 2019). The capacity to read is what fuels the increase in reading interest, and the habit of reading is what fuels the development of a reading culture. A reading culture can be built on a foundation of interest in reading that is fostered from an early age.

The lack of parental encouragement to encourage children to buy books—parents are more interested in buying toys so that they do not understand the types of books that are suitable for early childhood development—and the lack of book updates are some of the factors that affect the low interest in reading. Students can be motivated to read books other than subject books by educational institutions, especially teachers.

Seven titles from previous studies were cited by the writers in this pertinent investigation. The writers would describe the parallels and discrepancies between the planned investigation and earlier studies. The first study was carried out by Ernando Andi Bayu

(2014) at SDN Wiyoro and was named *The Influence of Parents' Motivation on Reading Interest in Class IV and V Children*. demonstrates the high association between youngsters' enthusiasm in reading and their parents' drive.

This study differs from the last one in that it looked at the extent to which parents' motivation affected their children's interest in reading. While this study shared certain characteristics with others in that it sought to increase students' interest in reading through a particular activity. Second, Farhannah Nazatul (2017), who carried out a study at SD Tumbuh 1 Yogyakarta titled *The Effect of Stories on Students' Reading Interest*. The findings demonstrated a strong and favorable association between the tale and the results. The difference between this study and it is that in this study, we want to know how much influence stories have on children's interest in reading, whereas in both studies, the same is true. *The Effect of the School Literacy Movement Program on the Reading Interest of 35 Students at Muhammadiyah An-Najah Integrated Islamic Elementary School, Jatinom Klaten*, is the third paper by Faradina [7]. revealed from the data that the GLS program significantly affects the Integrated Islamic Elementary School's interest in reading. The literacy program is applied by employing the library, which is different from this study in that it fosters pupils' enthusiasm in reading. While there are parallels, the School Literacy Movement is equally used to encourage student interest in reading. And finally, Lestari [11]. The study's title is *The Impact of Comic Media on Third Grade Students' Intensive Reading Skills et al. Amanah Islamic Elementary School in South Tangerang*. The use of comics media has an impact on the pupils' intense reading abilities. This study differs from others in that it examines how these abilities are influenced by comic books.

However, they both increase kids' interest in reading, which is where they have similarities. In fifth place is Febriana Ramandanu (2019), who wrote a paper titled *School Literacy Movement via Utilization of Class Reading Corners as an Alternative Means of Growing Student Interest in Reading at SD Negeri Pamongan 2, Guntur District*. This demonstrated the school's success in increasing kids' reading interest. There is growing interest in SD Negeri Pamongan 2, Guntur District, Demak Regency. The School Literacy Movement program, which uses reading areas in every class, is to blame for this. The school's effectiveness in utilizing the reading corner sets this research apart. The effectiveness of the school in increasing pupils' interest in reading is the dependent variable in this study. *Analysis of Elementary School Literacy Movements in Increasing Students' Interest in Reading at SD Negeri 63*, by Lewis Julita (2022), is the sixth. According to Rejang Lebong, reading location and interest both have an impact.

### 1.3 Gap Study and Objective

The difference between this study and previous studies is that the study described the school literacy movement as an effort to increase students' reading interest. Previous studies have not combined the literacy cafe as an innovation for reading, most of the previous studies only discussed one of them.

The reason the author wants to do this study is looking at the pandemic that has lasted approximately two years, making the author want to find and explore the emergence of a decline in student interest in reading during the pandemic until now. For this reason,

the authors want to know the school literacy movement on the application of innovative literacy cafes like reading in elementary school.

## **2 Method**

### **2.1 Type and Design**

This type of study was a descriptive qualitative study. Sugiyono in Siagian (2021) suggested that a qualitative study was a study presented in the form of a narrative text. This qualitative research was used to describe the results of the analysis of the innovative program of reading enthusiasts in terms of the results of the use of literacy cafes.

### **2.2 Data and Data Source**

The object of this study was SD Muhammadiyah Special Program for the West City of Surakarta. The data and study consisted of observations and interviews with the teacher and fourth grade students taken from the teacher and two students. The data sources of this study were fourth grade teachers and fourth grade students.

### **2.3 Data Collection Techniques**

#### **Observation**

Observations in this study were carried out directly. The process of the school literacy movement with the application of literacy cafes as an innovation in reading fondness in elementary schools, observation focuses on literacy cafes. Observations were also carried out directly when students visited literacy cafes.

#### **Interview**

Interviews in this study were conducted in a semi-structured manner. The meaning of semi-structured interviews is a kind of interviewing technique that is carried out by the researcher first asking questions that have been structured so that then one by one they are deepened to extract further information in depth about the research topic that he wants to study [3].

### **2.4 Data Validity**

The author used two types of triangulation, the first triangulation of sources obtained through various sources. The two triangulation techniques were obtained from checking data on the same data but with different techniques, in this study the data obtained through documentation was checked again with data from interviews that have been carried out. The meaning of triangulation was the technique of checking the validity of the data by comparing the results of interviews with the object of research.

### 3 Result and Discussion

#### 3.1 Result

##### **Implementation Stage of the School Literacy Movement**

The School Literacy Movement carried out at the West city Special Program Elementary School is reading at every break for approximately 15 min during recess. A new breakthrough in literacy cafes as an innovation for students' love of reading to increase students' reading interest. The reading corner of students can read without having to go to the library. This is also a form of new breakthrough to increase students' reading interest in addition to literacy cafes as a new breakthrough at Muhammadiyah Elementary School, West City, Surakarta. Concepts related to literacy are used in a variety of ways and the range of concepts tends to represent each context more precisely [13]. According to Leu et al. [12] literacy was understood as a social activity, not just individual cognitive skills and this development is accelerating [16]. This movement is in line with the GLS which is carried out in three stages, namely habituation, development and learning [4]. The habituation stage is an activity to grow students' interest in reading through 15-min reading activities. The development stage is the stage of increasing literacy skills through activities responding to enrichment books. Reading activities at this stage are followed by follow-up activities where students are encouraged to demonstrate productive activities both orally and in writing. The third stage is the learning stage, namely the stage of improving literacy skills in each subject through the use of enrichment books and reading strategies in each subject.

##### **Literacy Cafe**

The literacy cafe is a new breakthrough in the application of the school literacy movement. Literacy cafes serve to grow and increase students' interest in reading. Based on the results of research observations related to the school literacy movement program at the Muhammadiyah Elementary School, the West City Special Program, especially in class IV. The facilities and infrastructure in this elementary school are good to support the school literacy movement program. The existence of a reading corner in every corner of the classroom will provide new innovations with the formation of a literacy cafe. In the implementation of the school literacy movement program at Muhammadiyah Elementary School, the West City Special Program refers to the Minister of Education and Culture Regulation No. 23 of 2015 which was later developed independently by the school, by making the literacy cafe an innovation of the reading movement. Therefore, the school made various breakthroughs to support this school literacy movement program. One of the school literacy movement programs at SD Muhammadiyah West City Special Program, with a literacy cafe that is always visited by students during break hours without having to go to the library which takes place effectively. The existence of this literacy cafe would make students increase their enthusiasm for reading. Students can enjoy their break time by enjoying their food and drinks as well as reading books in the literacy cafe. This results in an increase in the mood of the students themselves and certainly adds to the enthusiasm for reading (Fig. 1).



**Fig. 1.** Literacy Cafe

### **Reading Corner in the Corner of the Class**

Reading corners are effective for fostering interest in reading in students. Based on the results of research observations related to the school literacy movement program at the Muhammadiyah Elementary School, the West City Special Program, especially in grade IV, the corner has been decorated. This can be self-interested by students to read books in the reading corner. Books with a reading corner can be read in the morning before class or during break time, which is fifteen minutes. There is a Qur'an that can be used for reciting and other reading book (Fig. 2).

Based on studied that have been carried out at the Muhammadiyah Elementary School, the West City Special Program, especially in class IV, the bookshelf in front of the class is also an effort to increase students' reading interest. Students can choose what book they like, then can read the book. These books can also be used as literacy if the teacher gives assignments related to literacy. Students can read the book in their spare time or while waiting for the teacher to come in and teach in class and fifteen minutes before the lesson (Fig. 3).

According to (Faradina, 2017: 62) which suggests that there are three stages regarding the sustainability of the goals of the School Literacy Movement, including (1) The habituation stage aims to foster student interest in reading and reading activities. (2)



**Fig. 2.** Bookshelf in front of the Class





**Fig. 3.** Bookshelf in front of the Class

The development stage aims to maintain interest in reading and in reading activities, as well as improve students' reading comprehension and fluency. (3) The learning phase aims to maintain students' interest in reading and reading activities, as well as improve students' literacy skills through enrichment books and text books.

The conclusion from the statement made is that literacy activities have three stages, namely, the stages of habituation, development and learning. Each stage has different steps. At the habituation stage, fifteen minutes of reading activities are carried out during recess, through reading books aloud or all school members reading silently. Development of a literacy-rich school physical environment such as the provision of literacy cafes, libraries, and reading corners.

### **3.2 Discussion**

In the next stage, the interview data conducted in the field showed that students' interest in the school literacy movement was very large, almost 99% of students who liked to read with the literacy cafe media. This literacy cafe is a very good breakthrough to facilitate students to be fun of reading. The literacy cafe is a place to read books whose atmosphere is set like a cafe. There is a booth to place a bookshelf equipped with chairs and a table for reading books. A comfortable atmosphere is expected to attract students to read and love books. This cafe is made in several strategic locations in the school environment, with a comfortable atmosphere design for reading books and interacting. The collection of reading types on display is quite complete, such as encyclopedias, fables, science, comics, Islamic stories, and children's magazines. The existence of this literacy cafe is to support the library's function. Because not every child has the interest and time to go to the library, therefore by trying to create an alternative literacy cafe. The expectation is that whenever there is free time or during breaks, students can play while reading books.

Meanwhile, reading is a complex activity involving various activities including people having to use understanding, imagination, observing, and remembering [17]. The ability to read that is in line with the implementation of the GLS is the ability to read carefully. The implementation of the School Literacy Movement, of course, has an obstacle that needs to be considered. Classes that can motivate and channel students' interests

and talents. harmonious interaction between students and teachers, students and students, students with a cheerful environment can create their own pleasure in learning. The presence of these activities creates a harmonious, productive and fun class. This interaction does not occur when students receive passive information around them. Awareness to seek enlightenment through independent reading must be encouraged so that students can actively think during the learning process. However, there are bound to be obstacles in reaching the desired goals. Such as the lack of completeness of books and the absence of book updates which resulted in students becoming bored and the decline in students' interest in the reading movement.

Based on Andi Bayu's (2014) research on the Effect of Parental Motivation on Children's Reading Interest in Grades IV and V at SDN Wiyoro, the research that has been conducted at SD Muhammadiyah West City Special Program, especially in grade IV, has similarities. The similarity is to increase students' reading interest with a certain activity. The activities referred to in the study that has been carried out at SD Muhammadiyah are literacy cafes, reading corners, and bookshelves in front of the class. The existence of reading books fifteen minutes before the lesson begins can increase students' reading interest. The existence of literacy cafes, reading corners, bookshelves in front of the class, and reading books fifteen minutes before the lesson started was declared successful in increasing students' interest in reading. This is because the interview data conducted in the field shows that students' interest in the school literacy movement is very large, almost 99% of students who like to read.

This study has similarities with previous stud, with the title The Effect of Stories on Students' Reading Interest at SD Grow 1 Yogyakarta by Farhannah Nazatul (2017). The similarities are both growing students' reading interest. The study used stories to increase children's reading interest, in the study conducted at the West City Special Program Muhammadiyah Elementary School, especially in grade IV using literacy cafes. The literacy cafe is designed to attract students to come and read books at the literacy cafe.

The same previous research, namely the Effect of the School Literacy Movement Program on the Reading Interest of 35 Students at the Integrated Islamic Elementary School of Muhammadiyah An-Najah Jatinom Klaten. The results show that the GLS program has a significant effect on reading interest in the Integrated Islamic Elementary School [7]. The same goal is the application of the School Literacy Movement to foster student interest in reading. In this study using a library, while research at the West City Special Program Muhammadiyah Elementary School, especially in class IV, used literacy cafes. Both are equally used to foster student interest in reading.

The same previous study is the Influence of Comic Media on Intensive Reading Skills of Third Grade Students of Al Amanah Islamic Elementary School, Tangerang Selatan [11]. This study used comics media to increase students' reading interest. In the study at the Muhammadiyah Elementary School, the West City Special Program, especially in grade IV, using various kinds of books, but packaged in the form of a literacy cafe.

Others previous study, namely the School Literacy Movement (GLS) through the Utilization of Class Reading Corners as an Alternative Means of Growing Student Interest in Reading at SD Negeri Pamongan 2, Guntur District by Ramandanu (2019) was

similar with the study by the authors. This study used reading corners to increase students' reading interest. Research at the West City Special Program Muhammadiyah Elementary School, especially in grade IV, uses a reading corner but is added to the existence of literacy cafes which are placed in strategic places.

From the results of interviews with BA teachers at the West City Special Program Muhammadiyah Elementary School, there is a school literacy movement that is always carried out by students during recess. The implementation is carried out by reading aloud and silently. That the purpose of reading aloud is done so that it can motivate other students to want to read and read silently so that students can concentrate on the books they are reading. Mr. BA said literacy activities were the basic for children to read. Reading is needed for early childhood by learning to read it will be easy to understand various questions and learning. 15 min of reading activity during the break. Mr. BA said that the 15-min reading activity at Muhammadiyah Elementary School in West city of Surakarta had been running well and effectively.

According to Faziah [6] after students read a book, students will record the title of the book that they read was read in his diary. However, at the Muhammadiyah Elementary School, the Special Program for the West City of Surakarta, especially in grade IV, students read reading books instead of writing into diaries but through booths called literacy cafes that exist in several strategic locations in the school environment, with a comfortable atmosphere design for reading books and interacting. as for some of the obstacles that exist when the literacy movement program is implemented. There are several obstacles. The school greatly facilitates students with various adequate facilities to support students' literacy skills. From the results of interviews with NS and YY students, the reading books read by students are in the form of textbooks or non-learning books. According to Azis [1] this reading activity is in the form of non-lesson books that contain moral values and can be adapted to the conditions of each school. This is in line with the results of interviews with students of NS and YY, who said that they prefer non-lesson books such as novels and comics because the stories are interesting, with pictures and interesting characters and the language conveyed is easy for students to understand.

Muhammadiyah elementary School Special Program for the West City of Surakarta has made a School Literacy Movement program, in carrying out the program of activities it is appropriate to know that there will be supporting factors and inhibiting factors in the process, the supporting factors for the implementation of the School Literacy Movement in Muhammadiyah Elementary school Special Program for the West City of Surakarta, namely the active role of all citizens In schools, the support provided by the principal and teachers in the form of motivation can encourage students to be enthusiastic in carrying out literacy activities at school. In line with the commitment given by the principal or teacher in providing support so that the GLS can be carried out properly, facilities and infrastructure, at the Muhammadiyah Elementary School Special Program for the West City of Surakarta in supporting students to be closer to the world of reading with the existence of literacy cafes and reading corners. Can be accessed easily and a library containing various types of reading books, and teacher supervision and preparation, preparations made by teachers before literacy activities take place, namely by preparing students' interest in reading and interesting reading books. Supervision is carried out

when literacy activities take place by involving teachers in directing and supervising so that literacy activities can run in a calm and conducive manners.

The reading corner and bookshelf in front of the class at the Muhammadiyah Elementary School Special Program for the West City of Surakarta, especially in class IV, are used to increase students' reading interest. The reading corner and bookshelf are used routinely for fifteen minutes of reading before class. This literacy is accompanied by a teacher who teaches. This reading habit will increase students' reading interest. Books in the reading corner and bookshelves in front of the class can be read other than fifteen minutes before class starts.

The inhibiting factor experienced by SD Muhammadiyah Special Program for the West City of Surakarta, namely, the lack of the latest reading books because it had been stopped for approximately two years due to Covid-19, based on the results of interviews conducted by the BA Class Teacher. There is no specific time or day specified during literacy activities (reading 15 min). At the Muhammadiyah Elementary School Special Program for the West City of Surakarta, there is no specific time or day specified to carry out literacy activities by reading 15 min, causing school residents to be unable to engage in activities read 15 min. From the observations made, one of the supports provided by the school is the school library. The reading books in the school library are complete with various types of reading books. However, it still cannot fully support the School Literacy Movement program. One of them is by creating a friendly atmosphere that can encourage students' reading literacy. However, the use of the library during learning has not been used optimally according to Mr. RI as the library manager. In addressing the need for reading at the Muhammadiyah Elementary School, the Special Program for the West City of Surakarta, in each class there is a reading corner located in the corner of the classroom and literacy cafes located in several strategic locations in the school environment, with a comfortable atmosphere design for reading books and interacting.

## 4 Conclusion

The conclusions obtained are based on the results of study and discussion regarding the implementation of the School Literacy Movement with literacy cafes as an innovation for reading happiness. In the implementation of the School Literacy Movement program in Muhammadiyah Elementary school, the west city special Program has taken place effectively. The implementation of literacy activities takes place in a conducive manner with supervision from teachers in their respective classes. There are supporting factors, namely, the active role of all school members in supporting the success of the School Literacy Movement, the existence of adequate infrastructure facilities such as literacy cafes, libraries and reading corners in each class, and the preparation and supervision carried out so that literacy activities can run conducive.

**Acknowledgments.** Primary School Teacher Education study program at the University of Muhammadiyah Surakarta which has supported the implementation of this research.

## References

1. A. Azis, "Implementasi gerakan literasi sekolah pada pembelajaran bahasa Indonesia di sekolah dasar," *Autentik: Jurnal Pengembangan Pendidikan Dasar*, 2(1), 57–64, 2018.
2. G. M. Almerico, "Building character through literacy with children's literature," *Research in Higher Education Journal*, 26 (1), 1–13, 2014.
3. S. Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2010
4. B. Budiharto, T. Triyono, & S. Suparman, S., "Literasi Sekolah sebagai Upaya Penciptaan Masyarakat Pebelajar yang Berdampak pada Peningkatan Kualitas Pendidikan," *Jurnal ilmu-ilmu Sejarah, Sosial, Budaya dan Kependidikan*, 5(2), 153–166, 2018.
5. E. Devega, "Teknologi Masyarakat Indonesia: Malas Baca Tapi Cerewet Di Medsos," *Kominfo*, 2017, [Online]. Tersedia: [https://www.Kominfo.Go.Id/Content/Detail/10862/Teknologi-Masyarakat-Indonesia-Malas-Baca-Tapi-Cerewet-Di-Medsos/0/Sorotan\\_Media](https://www.Kominfo.Go.Id/Content/Detail/10862/Teknologi-Masyarakat-Indonesia-Malas-Baca-Tapi-Cerewet-Di-Medsos/0/Sorotan_Media) [Diakses: 30 November 2022]
6. F. D. Utama, "Panduan Gerakan Literasi Sekolah Dasar," *Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan*, 2016.
7. F. Nindya, "Pengaruh Program Gerakan Literasi Sekolah Terhadap Minat Baca Siswa di SD Islam Terpadu Muhammadiyah An-Najah Jatinom Klaten," *Jurnal Hanata Widya*, 6(8), 60–69, 2017.
8. M. H. Hidayat, & I. A. Basuki, "Gerakan literasi sekolah di sekolah dasar," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 3(6), 810–817, 2018.
9. A. S. Ichsan, "Gerakan Literasi Sekolah di Sekolah Islam (Sebuah Analisis Implementasi GLS di MI Muhammadiyah Gunungkidul)," *Al-Bidayah: jurnal pendidikan dasar Islam*, 10(1), 69–88, 2018.
10. G. R. Kress, *Literacy in the new media age*. London: Routledge, 2003.
11. R. Lestari, "Pengaruh Media Komik Terhadap Keterampilan Membaca Intensif Siswa Kelas III SD Islam Al Amanah Tangerang Selatan Tahun Pelajaran 2015/2016," Bachelor's thesis, UIN Syarif Hidayatullah Jakarta, 2016.
12. D. J. Leu, C. K. Kinzer, J. Coiro, J. Castek, & L. A. Henry, "New literacies: A dual-level theory of the changing nature of literacy, instruction, and assessment," *Journal of education*, 197(2), 1–18, 2017.
13. J. McDougall, M. Zezulkova, B. van Driel, & D. Sternadel, *Teaching media literacy in Europe: evidence of effective school practices in primary and secondary education*. Luxembourg: Publications Office of the European Union, 2018.
14. L. S. Mitasari, & R. D. Utami, "Peran Kegiatan Literasi Dalam Meningkatkan Minat Membaca Dan Menulis Siswa Kelas Atas diSDN Gumpang 1," Doctoral dissertation, Universitas Muhammadiyah Surakarta, 2018.
15. P. Mutia, Atmazaki, & Nursaid, "Implementasi aktivitas literasi di sma negeri batusangkar," *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 7(3), 257–266, 2018.
16. J. Rowsell, C. McLean, & M. Hamilton, "Visual literacy as a classroom approach," *Journal of Adolescent & Adult Literacy*, 55(5), 444–447, 2012.
17. Soedarso, *Speed Reading: Sistem Membaca Cepat dan Efektif*. Jakarta: Gramedia Pustaka Umum, 2004.
18. S. Suyono, T. Harsiati, & I. S. Wulandari, "Implementasi Gerakan Literasi Sekolah pada Pembelajaran Tematik di Sekolah Dasar," *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan*, 26(2), 116–123, 2017.
19. I. Suragangga, "Mendidik Lewat Literasi Untuk Pendidikan Berkualitas," *Jurnal Penjaminan Mutujurnal Penjaminan Mutu*, 3 (2), 154–163, 2017.
20. M. Tarnanen, & A. Palviainen, "Finnish teachers as policy agents in a changing society," *Language and Education*, 32(5), 428–443, 2018.

21. A., H, S. K. Widayoko, & M. Muhardjito, "Analisis Program Implementasi Gerakan Literasi Sekolah (Gls) Dengan Pendekatan Goal-Based Evaluation," *Jurnal Tatsqif*, 16(1), 78–92, 2018.
22. W. Wiratsiwi, "Penerapan gerakan literasi sekolah di sekolah dasar," *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 10(2), 230–238, 2020.
23. Zubaedi, *Strategi Taktis Pendidikan Karakter (Untuk PAUD Dan Sekolah)*. Bengkulu: Rajawali Pers, 2017.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

