

Implementation of the school literacy movement to increase reading interest among elementary school students

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Abstract: This study aims to describe the implementation of the School Literacy Movement (GLS) in increasing reading interest in elementary school students and identify supporting and inhibiting factors in its implementation. This study is a synthesis of several previous studies analyzed using a qualitative approach using interviews as the main data collection technique, supported by observation and documentation. Key informants consisted of school principals, class teachers, and students at the upper elementary school level. The results of the study indicate that the implementation of GLS in several elementary schools has been running quite well. Dominant literacy activities include 15 minutes of reading before class, the provision of reading corners in the classroom, literacy competitions, and the development of libraries and school environments that support a culture of literacy. This program also involves the participation of parents and the community in encouraging children's reading habits. Factors supporting the success of GLS include the active involvement of teachers in guiding students, the availability of interesting and relevant reading materials, and the existence of supportive school policies. However, several obstacles remain, such as limited variety of reading books, limited implementation time, and the condition of literacy facilities that are not optimal. From the overall findings, it can be concluded that the implementation of GLS that is carried out consistently and involves all school parties is able to foster students' interest in reading. Therefore, ongoing support from schools, parents, and the government is needed to build a strong literacy culture from the elementary education level.

Keywords: School Literacy Movement, Reading Interest, Elementary School.

INTRODUCTION

Elementary school students' literacy skills are a crucial aspect in supporting the learning process. One form of basic literacy is reading interest, which serves as the foundation for students' understanding of various subjects. Unfortunately, student reading interest in Indonesia remains relatively low. According to a 2020 National Library report, the Indonesian reading interest index is in the moderate category, indicating the need for concrete efforts from educational institutions to build a culture of literacy from an early age.

In response to this situation, the government launched the School Literacy Movement (GLS) through Ministerial Regulation No. 23 of 2015. This program aims to foster a reading culture and develop a school environment that supports literacy activities. The implementation of the GLS includes three stages: establishing a reading habit, developing literacy skills, and reinforcing literacy in learning. In practice, these activities can include 15 minutes of reading before class, providing a reading corner, teacher guidance, and student engagement in responding to reading through writing activities or simple discussions. Based on observations and interviews conducted at Al Azhar Syifa Budi Telaga Bestari Elementary School in Tangerang Regency, the implementation of the School Literacy Movement (GLS) has been running routinely. Students are accustomed to reading before starting lessons, teachers provide reading corners in the classroom, and the library is used as a supporting space for reading activities. In addition, several additional activities such as literacy competitions and commemorations of Book Day are also part of the school's strategy to foster students' enthusiasm for reading. However, the results of the interviews also indicated that the implementation of the GLS has not been fully optimized. Some challenges still faced include limited implementation time outside of main lesson hours, the lack of a variety of reading materials that are still interesting for all student ages, and the lack of a dedicated school literacy team. Similar obstacles have also been encountered in various other elementary schools, where support facilities, parental involvement, and the availability of reading materials are determining factors for the success of literacy activities. This study aims to describe how the implementation of the School Literacy Movement can increase students' interest in reading at Al Azhar Syifa Budi Telaga Bestari Elementary School, as well as to identify factors that support and hinder its implementation. This study uses a qualitative approach with the main technique being interviews, supported by direct observation and documentation at the school. Data was obtained from the principal, class teachers, and senior students who were the main informants in the implementation of literacy activities.

RESEARCH METHODOLOGY

This study employed a descriptive qualitative approach, with data collection techniques including observation, interviews, and documentation studies. The subjects were teachers and students at Al Azhar Syifa Budi Telaga Bestari Elementary School. Data were analyzed descriptively to describe the implementation of the School Literacy Movement

(GLS) and its supporting and inhibiting factors.

RESEARCH RESULTS AND DISCUSSION

The implementation of the School Literacy Movement (GLS) at Al Azhar Syifa Budi Telaga Bestari Elementary School has generally gone well and demonstrates the characteristics of a school that cares about strengthening students' literacy culture. Based on observations and interviews conducted during PLP 1, several important aspects can be discussed as follows:

1. Incorporating Literacy into Daily Routines

One of the main characteristics of the GLS implementation at this school is a 15-minute reading activity before class begins. This activity has become a consistent habit. Students are encouraged to bring their own reading books from home or borrow them from the reading corner provided in the classroom. Some teachers also actively provide motivation before starting reading activities, such as reading inspirational quotes or asking students about the book they are reading.

This habit supports the development of a love of reading and aligns with the findings of Farlidy et al., who emphasized that literacy activities are most effective when integrated into a structured daily routine. This habit at Al Azhar Syifa Budi Telaga Bestari Elementary School also strengthens the character education dimension, particularly in instilling the values of discipline and responsibility in reading.

2. The Role of Teachers as Literacy Agents

Teachers at this school play a crucial role in encouraging and maintaining consistent implementation of GLS. Interviews with several teachers revealed that they not only supervise reading activities but also provide opportunities for students to retell their reading in simple oral or written form. For example, fourth- and fifth-grade teachers frequently ask students to write "reading impressions" in their literacy notebooks.

Furthermore, several teachers use literacy integration strategies in thematic learning. For example, in Indonesian language lessons, students are directed to identify story elements from books they have previously read. This demonstrates the synergy between GLS activities and curriculum learning, which, according to Batubara & Ariani, is an important indicator of successful literacy implementation in schools.

However, there are differences in the level of implementation across classes. Not all teachers have the same strong approach to GLS implementation. Some classes appear to

be more routine and varied, while others implement it only as a formality. This presents a challenge in standardizing the program's implementation.

3. Literacy Supporting Facilities and Environment

Physically, Al Azhar Syifa Budi Telaga Bestari Elementary School has adequate supporting facilities to support the implementation of GLS. Each class has a reading corner, although the book collection is still limited and needs to be updated regularly. The school library is also well-organized and provides a variety of children's reading materials, although observations indicate relatively low student visits due to the lack of a structured routine schedule for each class.

The school environment also demonstrates a strong literacy identity. Motivational posters adorn the school walls, as well as student work, such as short stories or reading summaries, displayed on classroom bulletin boards. This aligns with the opinion of Magdalena et al., who stated that a literacy-rich school environment will strengthen a reading culture among students. However, informal interviews with students revealed that some admitted to reading solely out of obligation, rather than out of personal interest. This suggests that despite the availability of these facilities, a more creative approach is still needed to foster a love of reading in students.

4. Challenges in Implementation

Some of the obstacles schools face in implementing GLS include:

- 1) Lack of free time due to busy studies and non-academic activities.
- 2) Unequal reading interest among students, especially in lower grades, who tend to get bored easily and are not yet accustomed to independent reading activities.
- 3) Limited and insufficiently varied book collections to attract students' interest.
- 4) Inadequate training or mentoring for teachers in developing classroom-based literacy strategies.

Nevertheless, schools continue to demonstrate commitment through internal efforts such as awarding students who actively read and holding simple literacy competitions between classes.

CONCLUSION

Based on the results of research on the implementation of the School Literacy Movement (GLS) at Al Azhar Syifa Budi Telaga Bestari Elementary School, it can be concluded that the GLS has generally been running quite well and consistently as part of the

students' daily routine. Reading for 15 minutes before class is an effective habit-forming activity for instilling a culture of literacy from an early age. Teachers play a crucial role in maintaining the sustainability of this program, from assisting students while they read to integrating literacy into thematic learning.

Although supporting facilities such as reading corners and libraries are available, several challenges remain, including a limited book collection, uneven student reading interest, and limited time and teacher training to develop literacy strategies in the classroom. However, the school has demonstrated its commitment to overcoming these obstacles through simple innovations and creative literacy activities.

RECOMMENDATIONS

Based on the research findings, it is recommended that schools continue to strengthen the implementation of the School Literacy Movement by increasing the variety and number of book collections appropriate to students' age levels, providing regular training to teachers on classroom-based literacy strategies, and creating enjoyable activities to naturally foster students' interest in reading. Furthermore, parental involvement should be increased through home reading mentoring programs integrated with school literacy activities. Collaborative efforts between schools, teachers, students, and parents are expected to create a more comprehensive and sustainable literacy ecosystem.

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