

# **Implementation of The School literacy Movement at Jember Lor 03 State Elementary School to Increase Students' Reading Interest**

## **Implementasi Gerakan Literasi Sekolah Dalam Meningkatkan Minat Baca Siswa di Sekolah Dasar Negeri Jember Lor 03**

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### **Abstract**

The Literacy Movement is implemented for all pupils at Jember Lor 03 State Elementary School in order to improve their interest in reading. A reading hut and a reading classroom corner or the Library Corner, which is accompanied by a representative library, encourage pupils to read not just textbooks but also non-textbooks.

This study focuses on 1) the implementation of the school literacy movement at the habituation stage, 2) the implementation of the school literacy movement at the development stage, and 3) the implementation of the school literacy movement at the learning stage in increasing student interest in reading at Jember Lor 03 State Elementary School.

The research technique employs a qualitative approach, and the study type is phenomenological. Methods of data gathering using observation, interviews, and documentation, as well as methods of data analysis employing interactive models, including data collection, data condensation, data presentation, conclusion drawing, and verification.

The findings of this investigation are: First, the habituation stage, consisting of daily 15-minute reading tasks performed aloud or by heart (beginning, middle or near the end of the lesson). Titles and authors of books read or read by pupils are noted in a journal along with the date.

Second, the development stage consists of 15 minutes of reading exercises prior to the session. Activities based on enrichment books during literacy lesson hours, activity hours in the library or classroom reading area, or pertinent lesson hours. A selection of diverse enrichment books.

Third, the learning stage used at Jember Lor 03 State Elementary School is an enrichment book utilized for the study of all courses. Reading methods are used to enhance students' comprehension of reading across all disciplines. Activities to react to reading in the form of oral, written, creative, and craft activities, based on the students' literacy abilities.

**Keywords:** *Literacy, Elementary School, SDN Jember Lor 3*

### **Abstrak**

Dalam rangka meningkatkan minat baca, Sekolah Dasar Negeri Jember Lor 03 melaksanakan Gerakan Literasi untuk semua peserta didik. Terdapat pondok baca dan pojok kelas baca atau *Library Corner* juga didukung dengan adanya perpustakaan yang representatif serta memotivasi

agar anak tidak hanya terpaksa membaca buku teks pelajaran, melainkan membaca buku non teks pelajaran.

Fokus penelitian ini adalah : 1) Bagaimana implementasi gerakan literasi sekolah pada tahap pembiasaan, 2) Bagaimana implementasi gerakan literasi sekolah pada tahap pengembangan, 3) Bagaimana implementasi gerakan literasi sekolah pada tahap pembelajaran dalam meningkatkan minat baca siswa Di Sekolah Dasar Negeri Jember Lor 03.

Metode Penelitian menggunakan pendekatan kualitatif dan jenis penelitian studi fenomenologi. Metode pengumpulan data menggunakan observasi, wawancara dan dokumentasi, dan analisis data menggunakan model interaktif yaitu *data collection, data condensation, data Display, Conclusion drawing and verivication*.

Hasil penelitian ini : *Pertama*, tahap pembiasaan yaitu kegiatan membaca 15 menit dengan nyaring atau didalam hati dan dilakukan setiap hari (awal, tengah atau menjelang akhir pelajaran). Buku yang dibacakan atau dibaca peserta didik dicatat judul dan nama pengarangnya dalam catatan harian

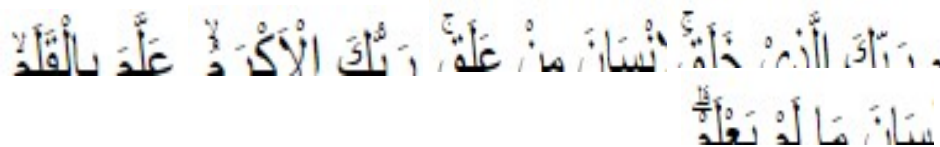
*Kedua*, tahap pengembangan yaitu kegiatan membaca 15 menit sebelum pelajaran. Kegiatan menanggapi buku pengayaan pada jam pelajaran literasi atau jam kegiatan di perpustakaan atau sudut baca kelas atau jam pelajaran yang relevan. Koleksi buku pengayaan yang bervariasi.

*Ketiga*, tahap pembelajaran yang sudah dilaksanakan di Sekolah Dasar Negeri Jember Lor 03 yaitu buku pengayaan yang digunakan dalam pembelajaran semua mata. Strategi membaca yang digunakan untuk meningkatkan pemahaman peserta didik terhadap bacaan di semua mata pelajaran. Kegiatan menanggapi bacaan dalam bentuk aktivitas lisan, tertulis, seni, kriya dan lain-lain sesuai dengan kecakapan literasi peserta didik.

**Kata Kunci:** *Literasi Sekolah, Sekolah Dasar, SDN Jember Lor 3*

## Introduction

Education has a crucial part in ensuring the growth and continuation of a nation's way of life. Education is also fundamentally an endeavor to humanize individuals. In other words, it is intended that the educational transformation process would boost the cognitive, emotive, and psychomotor capacity of individuals. According to UU RI No. 20 of 2003 regarding the national education system, "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic aristocracy." According to the Qur'an, the first revelation that commanded education for all humanity, Allah states in QS. Al-'Alaq verses 1-5: "Education is a basic need for the survival of the country in Islam."



Meaning: "Read by (mentioning) the name of your Lord who created. He has created man from a clot of blood. Read, and your Lord is the Most Gracious. The one who teaches (humans) by means of kalam. He taught man what he did not know."

The passage implies that Allah SWT created human-like beings from humble substances, then elevated them by teaching them to read, write, and acquire knowledge.

Indonesia ranked 64th out of 72 nations, according to the findings of a study performed by the Program for International Student Assessment (PISA) in 2015 and released in early December 2016. From 2012 to 2015, PISA reading scores increased from 396 to 397, science scores increased from 382 to 403, and math scores increased from 375 to 377. The test findings indicate that 9- to 14-year-old Indonesian youngsters have the tenth-worst reading proficiency in the world (Dadang Sunendar: 2017; 4).

In 2016, Indonesia rated 60th out of 61 nations in the World Most Literate Countries research performed by the president of Central Connecticut State University (CCSU), John W Miller. And Indonesia still lost to Finland, which was rated number one that year. Two of Miller's five categories were the size and quantity of libraries and newspaper reading habits. Due to a shortage of resources, they were only able to analyze 61 of the 200 nations in the globe. Finland, Norway, Denmark, Iceland, and Sweden displayed this effect as the top five nations.

The 17th of May has been proclaimed by the Indonesian government as National Book Day. The selection of the date was based on the date of the National Library's opening on May 17, 1980. National Book Day has been celebrated annually since 2002, when Education Minister Abdul Malik Fadjar began the event. National Book Day is directly associated with a passion for reading. Because one of the reasons to expressly designate a national book day is to eliminate illiteracy and foster a culture of reading among Indonesians.

According to 2014 UNDP statistics, the adult literacy rate in Indonesia was 92.8 percent, while the youth literacy rate was 98.8 percent. This number demonstrates that Indonesia has past the period of a literacy crisis (Ranti Wuladari: 2017; 6).

The Ministry of Education and Culture released Regulation of the Minister of Education and Culture Number 23 of 2015 about the Development of Character in July 2015. The law stipulates that students must study non-textual textbooks for 15 minutes every school day prior to the commencement of instruction. The Directorate General of Primary and Secondary Education (Ditjen Dikdasmen) created the School Literacy Movement (GLS) initiative in response to this directive.

Elementary, middle, and high schools have incorporated the School Literacy Movement. Because this movement is a manifestation of nine key agendas (Nawacita) whose four points are strongly tied to the literacy component as capital for the production of quality, productive, and competitive human resources with character and nationalism. This movement examines the preparation of schools, school inhabitants, and other variables. By executing in three steps, namely the phases of habituation, development, and

learning. The school literacy movement will ensure that all students are literate in reading and writing.

Based on the results of the initial observation and interview with the principal, Mr. Nanang Hidayat, it was determined that at the Jember Lor 03 State Elementary School, all classes in both the lower and upper grades had implemented the Literacy Movement in order to increase their students' reading interest. Clearly, the upper class includes those who like reading. Class Literacy and Library Literacy are also separated inside the school. This school has a reading classroom corner or Library Corner, an atmosphere rich in literacy, a representative library, and encourages pupils to read beyond textbooks by encouraging them to attend the reading area during free time or school breaks. via the District Government's Mobile Reading Bus and Regional Libraries (Observation on 2 June 2022).

In addition to doing follow-up observations and interviews, the researcher also joined one of Mrs. Riska's classrooms, class 2B. Class 2B engages in literacy exercises for fifteen minutes prior to the start of class, reading books brought from home and then storing them in the classroom closet. Class 2B also offers a literacy corner with Islamic publications, tale books, and quark periodicals, as well as a variety of literacy sessions with motivating lines and student work.

The following research topics are the subject of this study:

1. How is the adoption of the school literacy movement at the habituation stage improving student reading enthusiasm at Jember Lor 03 State Elementary School?
2. How is the development stage implementation of the school literacy movement encouraging student interest in reading at Jember Lor 03 State Elementary School?
3. How has the adoption of the school literacy movement throughout the learning stage increased the reading interest of pupils at Jember Lor 03 State Elementary School?

The terms that need to be defined are as follows:

1. School Literacy Initiative: The School Literacy Movement is an endeavor by the whole school community to transform schools into learning organizations whose citizens are lifelong literate via public engagement.
2. Reading Enjoyment: This research defines reading interest as a strong desire accompanied by attempts to investigate the meanings inherent in the writing in order to comprehend the concepts stated in the text.
3. Implementation of the school literacy movement to increase student interest in reading: The Jember Lor 03 State Elementary School is implementing the school literacy movement in an attempt to increase students' reading interest during the even semester of the 2018-2019 school year. The school's goal is to assist students in comprehending and identifying effective learning methodologies.

## **Research Methods**

### **1. Research Approach and Type**

This research employs a qualitative methodology. According to (Creswell: 2010; 261), the characteristics of qualitative research include examining the natural environment, researchers as key instruments, various data sources (interviews, observations, documentation), inductive data analysis, meaning from participants, developing designs, theoretical perspectives, and an interpretive, holistic view. A qualitative methodology is used since it may offer in-depth information on the Implementation of the School Literacy Movement in Increasing Students' Reading Interest at Jember Lor 03 State Elementary School.

A phenomenological investigation is used, which is a research approach in which the researcher attempts to explain or expose the meaning of ideas or experience events based on the consciousness that happens in several persons.

The phenomenological method, according to Creswell, postpones any judgements on natural attitudes until a specific foundation is established. This delay is referred to as an epoche (timeframe).

The purpose of the epoche idea is to differentiate between the data area (subject) and the researcher's interpretation. The idea of epoche becomes the focal point around which researchers assemble and organize their early hypotheses about occurrences in order to comprehend what respondents are saying (Creswell: 2015; 105).

### **2. Research Location**

Researchers are interested in doing study at Jember Lor 03 State Elementary School due to the efforts of the school and school residents in implementing the school literacy movement, which is essential for improving children's interest in reading.

Each class at Jember Lor 03 State Elementary School has a literacy classroom corner, a library representative, and encourages students to visit reading places provided by the Regency Government via Mobile Reading Buses and Regional Libraries during free time and school holidays so that they are not solely focused on reading textbooks.

### **3. Research subject**

The primary data to be collected directly from the first source, namely interview researchers, are as follows:

- 1) Principal
- 2) Deputy Head of State Jember Lor 03 Elementary School Curriculum
- 3) State Elementary School Teacher 03 Jember Lor

### **4. Data Sources**

The main data sources are obtained from interviews or actions, the rest comes from documents, archives and so on. The main data were obtained from informants, namely all parties directly involved in the activities that became the focus of the research. Data collection can be divided into two, namely:

Primary Data, namely data that is obtained, collected and processed and presented comes from the main source. The following are primary data sources, including:

- 1) Principal
- 2) Deputy Head of Curriculum
- 3) Teacher of grades 1 to 4

Secondary data in this study include:

- 1) RPP
- 2) Teacher notes student notes reading books after reading books in diaries in diaries
- 3) A varied collection of enrichment books
- 4) Portfolio of students' work in responding to reading activities
- 5) Literacy Team structure
- 6) Academic awards that take into account the literacy skills of students

#### **5. Data collection technique**

It describes the data collection techniques that will be used, such as participant observation, open and in-depth interviews and documentation. The techniques used in the research are as follows:

##### ***Observation***

According to Nasution, the foundation of science is observation. Thus, scientists can only deal with data, i.e., facts about the actual world that are gathered by observation. Through these observations, researchers may learn about the reality of human behavior or objects in a given setting and the significance of that behavior. There are several methods for implementing observation techniques. The determination and selection of this approach is highly reliant on the circumstances around the thing being investigated.

Participatory observation is the method of observation employed in this research. Participatory observation is when the researcher goes to the location where people's actions are being observed via observation and sensing, and becomes engaged in the respondent's everyday life.

The purpose of this observation is to collect data in three stages: (1) the habituation stage, (2) the development stage, and (3) the deep learning stage, which is related with students' reading interest as well as physical circumstances and supporting infrastructure in the School Literacy Movement.

##### **Interview**

Interview or interview is a strategy for collecting data by directly interrogating the subject in line with the topic of the research. The objective of research interviews is to collect diverse information on what was said, thought,

and felt. Interviews are intended to reveal what is concealed behind events or what individuals say.

This research used unstructured and open interviews. The objective of unstructured interviews is to allow researchers to unearth as much material as necessary without compromising the accuracy and natural significance of the process.

The purpose of interviews is to collect observational data. Principal, Deputy Head of Curriculum, Teachers, and Students were interviewed at three different stages: (1) the habituation stage, (2) the development stage, and (3) the learning stage of the School Literacy Movement and reading interest.

### **Documentation**

Documents are records of past events. Documentation technique is a technique of collecting data obtained through documents. Bogdan says "Publish autobiography provide a readily available source of data for the discerning qualitative research". Research results from observations and interviews will be credible if they are supported by photographs or existing academic and artistic writings.

The data obtained by the documentation technique are:

- 1) At Jember Lor 03 Public Elementary School, the School Literacy Movement at the habituation stage includes (1) teacher notes after reading books in the diary, (2) records of students reading books in diaries, and (3) a checklist table containing indicators in the habituation stage that have been implemented.
- 2) The School Literacy Movement in the development stage at Jember Lor 03 State Elementary School consists of (1) a variety of enrichment book collections; (2) a portfolio of student work in responding to reading activities and (2) observation sheets for educators in each reading activity; (3) the structure of the Literacy Team; and (4) a checklist table containing indicators in the development stage that have been implemented.
- 3) The School Literacy Movement at the Jember Lor 03 State Elementary School includes (1) a portfolio of student work in response to reading activities; (2) observation sheets for educators in each reading activity filled out by teachers and students in the form of self-assessment and friends; and (3) academic awards that take into consideration students' literacy skills.

### **6. Data analysis**

Data analysis is a crucial step of a study because it allows researchers to offer meaning and context to the topic being investigated and to act as a problem solution. The analysis consists of three concurrent streams of activity: data condensation, data display, and conclusion drawing / verification (Miles, Matthew: 2014; 9).

Qualitative research data collected from a variety of sources using a variety of approaches. Data analysis demands creativity and a high level of intelligence. Each researcher seeks a methodology that he deems appropriate for the subject he is investigating.

During the investigation, data analysis methodologies researchers used a Miles Huberman and Saldana interactive model. According to Miles and Huberman, qualitative data analysis activities are carried out continually and interactively until the data is saturated.

The researcher's data analysis consisted of the following steps:

a. *Data Collection*

Data collection is the process of collecting data related to research conducted by researchers, namely about three stages in the School Literacy Movement which include the habituation stage, development stage and learning stage associated with students' reading interest at Jember Lor 03 State Elementary School. At this stage The researcher collects all the data that is considered and believed to have a relationship and relevance to the research focus.

b. *Data Condensation*

“Data condensation refers to the process of selecting data, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions”. Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data contained in the field notes and transcripts in this study, which are described as follows:

1) *Selecting*

Researchers must act selectively, ie determine which dimensions are more important, which relationships may be more meaningful and as a consequence, what information can be collected and analysed. Information related to the School Literacy Movement and students' reading interest is collected at this stage. Researchers collect all the information to strengthen the research.

2) *Focusing*

Focusing on data is a form of pre-analysis. At this stage, the researcher focuses on data related to the formulation of the research problem. This stage is a continuation of the data selection stage. Researchers only limit the data based on the formulation of the problem.

3) *Abstracting*

Abstraction is an attempt to make a summary of the core, processes and questions that need to be maintained so that they remain in it. At this stage, the data that has been collected is evaluated, especially that which has been collected is evaluated, especially with regard to the quality and adequacy of the data.

4) *Simplifying and Transforming*



The data in this study were further simplified and transformed in various ways, namely through strict selection with a summary or brief description, classifying the data in a broader pattern and so on. Simplifying the data, the researcher collects data on each process and social context in a table

5) *Display Data*

Presentation is a collection of information arranged by giving the possibility of drawing conclusions and taking action (Miles: 2007; 17). By looking at the presentation, we can understand what happened and what should be done.

c. *Conclusion drawing and verification*

Conclusions in qualitative research are possible to answer the problem formulation that was formulated from the start. This conclusion is a new finding that has never existed before. Findings can be in the form of descriptions or descriptions of objects that were previously still dim so that after research it becomes clear (Arikunto: 2006; 246). The above analysis stages and data collection activities are cyclical and interactive processes.

## 7. Data Validity

Triangulation of data is used to validate and assess the veracity of data. Triangulation is a strategy for determining the validity of data by using: (1) several data sources, (2) numerous methodologies, (3) a great deal of time, and (4) numerous investigators. And according to Sugiyono, the data credibility test may be conducted by prolonged observations, greater research tenacity, triangulation, conversations with colleagues, negative case analysis, and member checks (Sugiyono: 2010; 121)

The purpose of data credibility is to demonstrate that the acquired data is consistent with reality and truly occurred. Several strategies, including source triangulation techniques, method triangulation, and expanding the presence of researchers in the field, are used to establish credibility. Denzin differentiates four forms of triangulation, which he defines as an assessment methodology that employs sources, methodologies, researchers, and theories.

Researchers used source and technique triangulation in their investigation. In order to do source triangulation, the Principal of Jember Lor 03 State Elementary School is questioned about the veracity of particular data collected, and then the information is confirmed by additional sources. Observation, interviews, and documentation are also used to compare data or information for method triangulation. Additionally, researchers utilize tenacity in their research and exchanges with peers to strengthen the validity of the findings.

## Result and Discussion

The implementation of the school literacy movement in increasing students' reading interest at Jember Lor 03 State Elementary School includes three stages, namely the habituation stage, the development stage and the learning stage.

### Implementation of the school literacy movement at the habituation stage in increasing students' reading interest at Jember Lor State Elementary School 03

a) 15 minutes of reading aloud or silently

The 15-minute reading activity was carried out after reading the prayer together, the teacher opened the beginning of the lesson by greeting, asking how the class was and yelling. The 15-minute reading activity is carried out aloud or silently according to the students. Students read books they brought from home. After reading the 15-minute activity, the teacher points one of the children to reveal what they have read.

b) 15-minute activities carried out every day (beginning, middle or towards the end of the lesson)

The 15-minute activity was carried out by all classes at the beginning, middle or end of the lesson. This activity is after school activities that apply on a daily basis. Like praying Duha in congregation, lining up before entering class and praying together guided by their respective class teachers. 15 minutes of activity as stated in the lesson plan. literacy culture is included in the 15-minute learning activity.

c) Books read or read by students are recorded with the title and author's name in the diary

The books read by the teacher are not recorded and only students record the books in the diary which is pasted above the reading corner of the class. The children filled in after each reading for the day and returned them to their original place. The teacher teaches the children to write the title of the book they have read. It aims to see the enthusiasm of the children in reading the various books available in the classroom reading corner.

d) All school members are involved in 15 minutes of reading a book or reading silently

School residents also participate in 15-minute school literacy. Literacy culture must also be included in the school community, meaning that not only teachers but school residents must also be concerned about the literacy values that exist in schools. So all school members do not indiscriminately motivate them to love reading. Not only reading books but newspapers and the Qur'an as well. But in terms of reading the Qur'an, all school residents have activities twice a week reading the Qur'an.

- e) School library or special room for storing non-lesson books

The school library has less room for the ratio of students. The library has one table and chairs for librarian, there are also thematic books used in learning and there is no special room for non-lesson books. Only the bookshelf is located in the middle to the right of the entrance. On the left side of the bookshelf there is a large table for students to read or write.

- f) There is a classroom reading corner in each class with a collection of non-lesson books

Classroom reading nooks a small number of classrooms feature reading nooks. The reading area of the Class 1 classroom is only stocked with theme learning books from the government and special companion study books for students who cannot read. Other courses for student collecting books are stored in the classroom cabinet and be read during class breaks. In addition to attending class, during recesses children go immediately to the library to read.

- g) Reading campaign posters in classrooms, corridors, and other areas of the school

Posters read in the neighborhood area and are in each classroom. In other areas, several cultures are installed such as the culture of going up and down stairs, culture in the library, culture at the mosque, culture at the ablution area, ablution procedures including reading the intention of ablution and reading after ablution, culture in UKS, student discipline culture, and throwing garbage in place.

- h) Rich text material in each class

Text-rich materials are already fulfilled with various creations from each class. This effort is made as attractive as possible so that students are comfortable and enthusiastic in the learning process every day. By filling their class in the form of student works resulting from learning. Like the product of photo frames made of materials that are easily available and inexpensive, the student portfolios are collected in one folder which is placed inside the wall hanging in a row with a number of students in the class.

- i) School gardens, canteens and UKS become literate-rich environments

Gardens, canteens and UKS for the literacy environment are still not fully fulfilled. In the canteen there is only the words "Queue Culture" and UKS there is a culture in UKS and school gardens that are still not visible.

- j) The school seeks to involve the public (parents, alumni and community elements) in developing school literacy activities.

Schools engage the public in the development of school literacy programs by encouraging parents to motivate their children with media at home. Socialization

with print and electronic media to promote literacy, as well as the organization of a book market after the conclusion of school examinations.

### **Implementation of the school literacy movement at the development stage in increasing student interest in reading at Jember Lor State Elementary School 03**

a) Reading activity 15 minutes before class

The 15-minute reading activity at the development stage is carried out by reading aloud, guided reading, group reading and independent reading. How to read like this can be done according to the needs of teachers and students.

b) Activities responding to enrichment books during literacy lesson hours or activity hours in the library or class reading corner or relevant lesson hours

After reading the prayer together, the teacher opens with greetings and asks how they are. Followed by class yells that are done together. The teacher asks students to quickly open one of the thematic book pages in groups and give a star symbol to the fastest group. After that, all the children read aloud. The activity of responding to the text of the enrichment book aims to develop the ability to understand the text and relate it to personal experience, think critically and cultivate creative communication skills.

c) Varied collection of enrichment books

First grade there is no enrichment book. First grade is still on the introduction of the alphabet and learning to read. First graders use the Thematic Books from the Government and companion books. In other classes, the use of enrichment books is quite varied. Books can be brought from home and placed in the classroom cupboard. Read during literacy hours or activities in the library. Enrichment books can be in the form of fiction and non-fiction such as daily life stories, Kuark magazines and others.

d) Responding to reading activities through interactive aloud reading activities, guided reading, group reading and independent reading.

Class 1a after reading the prayer together, the teacher opened with greetings and asked how they were doing. Followed by class yells that are done together. The teacher asks students to quickly open one of the thematic book pages in groups and give a star symbol to the fastest group. After that, all the children read aloud.

e) Activities to appreciate the literacy achievements of students

Appreciation of student literacy by giving special rewards for those who read intensely in the library or in class. Appreciation of student literacy in the form of books or other writing tools.

f) School Literacy Team

It has not been formed and there is no structure for the School Literacy Team which is usually placed in the principal's office or the teacher's office in the form of written documents. However, the literacy culture is already on target, namely

students. After literacy has become entrenched, it can be attempted to form a school literacy team.

### **Implementation of the school literacy movement at the learning stage in increasing students' reading interest at Jember Lor State Elementary School 03**

a) Enrichment books used in learning

Enrichment books can be in the form of companion books to Government books, story books, novels, comics and Kuark magazines. Enrichment books are available in the library in accordance with the subject matter.

b) Reading strategies used to improve students' understanding of reading in all subjects

Lower grades still need assistance in terms of reading. Like grade 1, students are still transforming from Kindergarten to elementary school. It is undeniable that teachers provide extra learning and there are still children who still haven't read. High grades in reading strategies can be done by reading independently or by appointing one child to take turns reading and the other child to listen. This is to anticipate students who do not concentrate in terms of listening when their friends read.

c) Activities to respond to reading in the form of oral, written, artistic, craft and other activities in accordance with the literacy skills of students.

At the beginning of the lesson, after praying and yelling, the class carried out a 15-minute reading activity. The teacher guides and assists by listening to the students' readings. Followed by the teacher providing stimulation and assignments for each student to respond to reading through writing. The assignment will be corrected by the teacher and the best work will be pasted on the wall created by students.

d) Learning activities that take place in the school library, classroom reading corner, school reading area and others

Classes in which there is no classroom reading corner, the use of the library is carried out during breaks for students who will read books or during the learning process by borrowing and bringing them into class.

The library also has a monthly program on literacy activities by giving rewards to students who always read or borrow books from the library. Rewards can be in the form of stationery or books.

e) Academic awards that take into account the literacy skills of students

Academic awards have been carried out at the learning stage about appreciation of student literacy achievements. A school library whose monthly program gives rewards to students.

- f) The School Literacy Team cooperates with the public element, which organizes literacy activities in schools on a regular and regular basis

The School Literacy Team at the Jember Lor 03 State Elementary School has been described in the development stage. The school literacy team does not exist and has not been formed, but the literacy culture is already on target, namely teachers and students.

### Conclusion

1. Implementation of the School Literacy Movement during the Habituation Phase to Increase Students' Interest in Reading at Jember Lor State Elementary School 03

The School Literacy Movement at the habituation stage, which has been implemented at the Jember Lor 03 State Elementary School, consists of the following components: First, 15 minutes of reading activities out loud or in silence. Second, daily 15-minute exercises are performed (beginning, middle or towards the end of the lesson). Third, the title and author of the book that is read or read by pupils are entered in the journal. Everyone in the school must spend 15 minutes reading a book or reading quietly. Fifth, the collection of non-lesson literature in each classroom's reading nook. Text-heavy content in each sixth grade class. The seventh objective of the school is to include the public (parents, alumni, and community members) in the development of school literacy programs.

The habituation level of the school literacy movement has not been reached in Jember Lor 03 Public School. This phase must be completed for school literacy to function efficiently and become a long-term school program.

2. Implementation of the school literacy movement at the development stage in increasing student interest in reading at Jember Lor State Elementary School 03

The School Literacy Movement is in its development phase, which has been implemented at the Jember Lor 03 State Elementary School: first, 15 minutes of reading exercises before to class. Second, the action of reacting to enrichment books during literacy lesson hours, activity hours in the library or classroom reading corner, or pertinent lesson hours. Third, an assortment of enrichment books. Fourth, reacting to reading activities via interactive read-alouds, guided reading, individual reading, and group reading. Fifth, exercises to recognize pupils' reading successes.

In the growth stage of the school literacy movement at Jember Lor 03 Public School, there was just one criteria that was not met: the absence of a School Literacy Team. A school literacy team oversees the 15-minute reading exercise and ensures that a variety of enrichment materials is available in the library and reading area.

3. Implementation of the school literacy movement at the learning stage in increasing student interest in reading at Jember Lor State Elementary School 03

The School Literacy Movement at the learning level that has been implemented at the Jember Lor 03 State Elementary School, namely the all-subjects enrichment book. Second, reading methods are used to enhance students' comprehension of reading

across all disciplines. Third, reacting to reading activities via oral, written, creative, and other activities based on the students' literacy abilities. Fourth, learning activities that occur in the school library, classroom reading corners, school reading areas, and other locations. Fifth, academic rewards that take pupils' reading skills into consideration.

The learning stage of the school literacy movement at Jember Lor 03 Public School is identical to the unfulfilled development stage, in that there is no School Literacy Team working in partnership with the public element to arrange literacy activities in schools on a regular and consistent basis. The existence of a school literacy team in collaboration with public elements, which organizes literacy activities in schools on a regular and consistent basis, with the objective of establishing a sustainable school literacy program and fostering the growth of literacy activities to garner broader community support.

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