

Teachers' Perceptions of Literacy Implementation in Elementary Schools

Intan Aulia Rahmi

Universitas Negeri Padang

E-mail: intanauliarahmi1903@gmail.com

Arfa Novia Santi

Universitas Negeri Padang

E-mail: arfanoviasanti0100@gmail.com

Syahrul Ramadhan

Universitas Negeri Padang

E-mail: syahrul_r@fbs.unp.ac.id

Elfia Sukma

Universitas Negeri Padang

Email: elfiasukma@fip.unp.ac.id

Submitted: 25-12-2023

Accepted: 14-01-2024

Published: 03-02-2024

Abstract

This study is motivated by “The Programme for International Student Assessment (PISA)” data that Indonesia is the country with the lowest literacy, therefore the government has made a program, namely *Gerakan Literasi Sekolah* (GLS), which has been implemented since 2015 and almost all schools have implemented it, for that, the author is interested in examining the teacher's perception of the implementation of literacy that has been running for almost 8 years. Knowing how teachers feel about the implementation of literacy at *Sekolah Dasar Negeri/SDN* Gugus 1 North Padang District, Padang City is the aim of this research. A descriptive quantitative research method was used, using a literacy questionnaire, surveys were distributed as part of the data collection method. Both positive and negative comments from aspects of literacy application described in this research. Judging from the proportion of scores obtained through distributing surveys and providing explanatory tables. The results showed that instructors generally have a good perception tendency. The teacher's involvement in reading activities at school can be seen from his very good attitude. The components that cause teacher perceptions, namely structural and functional aspects, are analyzed to obtain these results. In short, it can be concluded that the instructor is successful in increasing reading literacy.

Keywords: teachers' perception, literacy implementation, elementary schools

INTRODUCTION

Excellent and quality human resources are very important in the 21st century. Human resources must have skills that are by the needs of the modern world because it is one of the variables that affect the success of a country in the era of globalization and technology (Sari et al., 2020). Indonesian society influences the position of the human development index (HDI) in terms of health, economic growth, quality of education. A literate, civilized, and active society contributing to the progress of global society is a hallmark of a great nation.

The information literacy of Indonesians has been the subject of several studies. The Programme for International Student Assessment (PISA) has out a well-known research detailing the level of literacy in Indonesian society. (Oscar et al., 2022). In a survey of 70 nations, Indonesia is reported to have the 62nd lowest literacy rate. Coordination and Development of the Economy (OECD) published the results of its PISA survey in 2019 (Adawiyah & Gunansyah, 2018). This demonstrates how illiterate the Indonesian population is and how far behind other nations they are. Consequently, literacy is now defined as the capacity to apply the knowledge and skills gained from reading to one's daily life as well as the ability to write and read.

According to Alneyadi et al. (2023) Literacy in terms of reading and writing is one of the needs that must be met and cannot be separated in everyday life. According to Oktafiyani & Yaqub (2020) literacy is a significant basis for lifelong learning and aims at fundamental learning education. This is in accordance with the concept of education in Indonesia, namely education is lifelong learning that can be done from birth to the end of life. National literacy must continue to increase and even higher than other developed nations so that the Indonesian nation plays a role in the global era (Pantiwati et al., 2020). The success of the GLS program is measured by the cultural expansion of student literacy as a means of lifelong learning, and teachers are needed to help the program achieve this goal (Ekayani & Suwedawati, 2023). Being the spearhead for these GLS achievements is valuable to teachers because they serve as models for students in the classroom. The experience of teachers during the implementation of GLS activities is an important component of the evaluation procedure of the school's GLS program (Adawiyah et al., 2019). Literacy activities have an important role for the advancement of education because with literacy students will get a variety of new information from a reading text, so this will add new insights to students (Safitri & Sukartono, 2023).

Whether it was in reaction to the significance of literacy in a nation or the lack of interest in literacy in Indonesia, the Ministry of Education and Culture (Kemendikbud) initiated the National Literacy Movement in the year 2016. Individual programmes that fall under the umbrella of the National Literature Movement (*Gerakan Literasi Nasional/GLN*) include the Family Literacy Movement (*Gerakan Literasi Keluarga/GLK*), the Community Literacy Movement (*Gerakan Literasi Masyarakat/GLM*), and the School Literature Movement (*Gerakan Literasi Sekolah/GLS*) (Setiawan et al., 2023). This movement aims to increase public participation in the development, empowerment, and education of literacy in Indonesia (Astuti, 2020). 2015 was the year when the GLS program was first presented to the public by the Ministry of Education and Culture. In relation to the development of ethics, GLS is a kind of application of Permendikbud No. 21 of 2015, which was passed in 2015. (Wahyudi et al., 2022).

Educators are responsible for the success of educational programs. Teachers will continue to evolve with innovative ideas to create successful programs because they are

agents of change (Reinius et al., 2022). To improve children's quality of life, the GLS program aims to foster a culture of children's literacy in lifelong learning. The teacher must be a skilled mediator. Teachers are exemplary figures in school literacy (Oscar et al., 2022). The leadership trilogy of Ki Hajar Dewantara contains the ideas of teachers as examples. It can also serve as a basis for solving problems or challenges arising from the introduction of literacy in educational settings. It must be within the power of educators and teachers to lead by example, inspire, facilitate, and create (Budiharto et al., 2018).

The following studies examined how elementary school instructors felt about the way that literacy was being implemented, including studies by (Sudarto et al., 2023) The findings demonstrated that instructors view GLS programmes as crucial to promoting a literacy culture in students. Some aspects of the school literacy movement's implementation still require refinement, such as the use of reading corners, libraries, gardens, and trees, as well as 15-minute reading activities. In this 15-minute reading activity, the teacher can feel that indirectly Shiva has mastered the concept of four language skills, namely reading, listening / listening, speaking, and writing (Majdi et al., 2023). In addition to the teacher's strategy in 15-minute reading activities, the school also provides support in the implementation of School Literacy, namely the school provides a school library, reading corner, and book baskets to drive school literacy activities (Safitri & Dafit, 2021).

Research conducted by Kriswibowo & Widiyarta (2020), the study's overall results were categorized as excellent. This is evident from the results of calculating the percentage of teacher perception based on the indicators included in the questionnaire: enhancing facilitator capacity 80.6%; raising the quantity and variety of high-quality reading resources 85.8%; broadening learning participants' access to resources 79.8%; raising public involvement 82.6%; fortifying governance 77.6%; habituation stages 74.2%; development stages 76.8%; and learning stages 79.2%. Additionally, depending on the functional elements influencing it, there are variations in the views held by teachers.

Then the research conducted by Adawiyah & Gunansyah (2018) with the title Perception of Teachers Towards the Implementation of the Literacy Movement in Accredited Public Elementary Schools A Surabaya City. The overall research results were tabulated and percentages with the results of teacher perceptions of the implementation of the literacy movement in elementary schools, namely in the category of moderately positive perceptions.

Research conducted by Sudarto et al. (2023) focusing on perceptions of teachers of *SD Negeri 3 TA* about the implementation of the school literacy movement. The results showed that teachers' perceptions of GLS, namely the existence of the GLS program, are important in fostering a culture of literacy in students with forms of implementation of the school literacy movement that still need to be refined, including reading activities 15 minutes before learning, utilization of reading corners, reading gardens, and literacy trees. GLS activities have a positive impact on students' literacy skills.

Research conducted by (Wahyudi et al., 2022) with the title Perceptions of High School Indonesian Language Teachers on the Assessment of Reading Literacy Based on High Level Skills. The results showed that language teachers have realized the importance of reading literacy to be taught, teachers have also integrated reading literacy in language learning, and teachers have implemented high level skill-based learning. Thus, high level literacy assessment has been applied in learning.

From the exposure of the problem and previous research, the author is interested in taking this title to be researched because based on PISA data that Indonesia is the country with the lowest literacy, therefore the government has made a program, namely GLS, which has been implemented since 2015 and almost all schools have implemented it, for that, the author is interested in examining the teacher's perception of the implementation of literacy which has been running for almost 8 years. This study, which focuses on teachers' impressions of the implementation of literacy in elementary schools, was informed by the presentation of prior issues and research. Its goal is to ascertain how instructors react to the implementation of literacy in schools.

METHOD

In this study, the researchers used quantitative descriptive research methodology. The title of a study that aims to characterize the status of one or more variables independently is called a descriptive title (Sugiyono & Lestari, 2021). Quantitative descriptive research is used to pursue a comprehensive account of the current state of affairs. This quantitative descriptive research aims to provide a systematic, factual, and accurate description of the facts and features of a certain population or to attempt to provide a detailed description of a phenomena. To conduct descriptive research, one must first identify information relevant to pre-existing symptoms, then state the goals clearly, make plans on how to approach them, and collect various data as the basis of the report (Hikmawati, 2020).

The instrument used in this research is a questionnaire with descriptive statistical data collection techniques by calculating the percentage of teacher perceptions on each indicator.

The data analysis technique used to process the research instrument is by means of:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Percentage (%)

f = the value obtained in the questionnaire

N = number of respondents

The purpose of this survey was to find out how elementary school teachers feel about the way literacy is being implemented. It is believed that quantitative approaches are employed since numbers are used in investigations, particularly in data gathering, data processing, and research findings presentation. Research variables that focus on current events and phenomena in the form of quantifiable study findings are also linked to this approach (Hasnunidah, 2017).

During the October odd semester of the 2023/2024 academic year, the procedures for carrying out this research were carried out. Teachers of elementary school students who are part of cluster 1 make up the population of this research. A Likert scale was utilised in the questionnaire for this study, and respondents were given the opportunity to pick their responses from a set of pre-arranged answer categories. These categories were Always (SL), Often (SR), Sometimes (KK), and Never (TP) on the Likert scale. Data collection is carried out online through the use of a Google form. (Pimentel, 2019). The Likert scale is a scale that is utilised for the purpose of evaluating the feelings of an

individual or group in relation to a certain social circumstance or phenomena. (Pranatawijaya et al., 2019)

To compare the perceived effects of each of these journals, the indicators used in this study are based on a number of findings from research presentations related to the research title. In this study, data handling was carried out after the data was collected. After data collection, descriptive statistical methods are used to examine the data. Researchers conduct statistical analysis with processes that include editing, coding, tabulating, and applying data in accordance with the research approach to examine data from the results of this quantitative investigation (Kurniasih et al., 2021)

FINDINGS AND DISCUSSION

Based on data of research, teachers' perceptions of literacy implementation in elementary schools tend to be very positive. A very positive perception shows that teachers also participate in literacy activities in schools. Starting with the obligation to read a book every day 15 minutes before learning begins and progressing to reading and writing activities. The results of this study are based on data from the survey containing positive statements and negative statements related to the implementation of literacy in accordance with the responses of teachers in SD Negeri Cluster 1, North Padang District, Padang City. Positive statements are reality activities carried out by teachers in the implementation of literacy in schools. Meanwhile, negative statements are statements about obstacles in the implementation of literacy in schools. In this study, there were 55 respondents who answered 13 questionnaire items according to the facts felt by the teachers of SD Negeri Cluster 1, North Padang District, Padang City. The following are the results of detailed research on each indicator of the literacy implementation statement.

Table 1. Positive Statements

No	Positive Statements	SL (Selalu)	SR (Sering)	KK (Kadang-kadang)	TP (Tidak Pernah)
1.	I know how to measure the literacy success of students in this school.	8 (14,5%)	33 (60%)	13 (23,6%)	1 (1,8%)
2.	I understand very well what is meant by the implementation of literacy in elementary school students.	20 (36,4%)	28 (50,9%)	6 (10,9%)	1 (1,8%)
3.	Literacy programs may be ongoing and constantly evaluated to ensure their effectiveness.	23 (41,8%)	26 (47,3%)	5 (9,1%)	1 (1,8%)
4.	Students read non-lesson books for 15 minutes before learning time begins.	14 (25,5%)	17 (30,9%)	21 (38,2%)	3 (5,5%)
5.	I use literacy books in class as learning aids.	19 (34,5%)	23 (41,8%)	11 (20%)	2 (3,6%)
6.	I motivate students to read books outside of class hours.	18 (32,7%)	28 (50,9%)	9 (16,4%)	0

7.	I found students understood the content of the reading in literacy activities.	8 (14,5%)	27 (49,1%)	20 (36%)	0
8.	The school provides adequate facilities and infrastructure to support literacy activities.	24 (43,6%)	20 (36,4%)	10 (18,2%)	1 (1,8%)
9.	I have taken special measures to improve the literacy of students in the classroom.	12 (21,8%)	2 (58,2%)	10 (18,2%)	1 (1,8%)
10.	I have used digital-based media in the implementation of literacy activities.	15 (27,3%)	13 (23,6%)	21 (38,2%)	6 (10,9%)
11.	Literacy strategies assist students in reading and writing.	24 (43,6%)	27 (49,1%)	4 (7,3%)	0
12.	I participate in trainings or workshops that focus on improving your literacy skills as a teacher.	6 (10,9%)	16 (29,1%)	27 (49,1%)	6 (10,9%)
13.	I see the positive impact of literacy implementation on student development in this school.	15 (27,3%)	28 (50,9%)	10 (18,2%)	2 (3,6%)

Based on Table 1, it can be explained that the majority of teachers of SD Negeri Cluster 1 North Padang District, Padang City, have carried out literacy implementation activities and have a good understanding of literacy implementation in schools. Based on the results of the table that of from 13 question items, there are positive statements number 8 and 11 for the scale "Always" get a high percentage with 44% which means that "Schools provide adequate facilities and infrastructure to support literacy activities" it means that SDN cluster 1 has always provided adequate advice and infrastructure, as it is known that facilities, facilities are important aspects in teaching and learning activities, including the implementation of literacy. From the table it was found that the percentages displayed were positive and negative, for statements number 6 and 7 the percentage was 0 and more details were explained in the discussion.

For the never-ever scale, the results of the table obtained the highest value of point 10 with a percentage of 10.09% "I have used digital-based media in the implementation of literacy activities" which means that there are still teachers who still have difficulties in using digital-based media. Based on this explanation, it can be concluded that school is an institution responsible for realizing a reading culture which is an important part of learning activities. Schools must be able to facilitate various facilities that can increase students' interest in reading, namely by utilizing the school library. This is because through reading learners can broaden horizons, sharpen ideas, and increase creativity (Rohim & Rahmawati, 2020). In addition, for the second highest "always" scale is positive statement number 3 "Literacy programs may be sustainable and continuously evaluated to ensure their effectiveness" with 41.8%, meaning that this literacy program has been carried out regularly and evaluated also regularly, for the lowest positive statement on the "always" scale is point number 12 which is "I participate in training or workshops that focus on improving your literacy skills as teacher" means that there are

still many teachers who are not actively participating in training and workshops while we know that workshops are to provide participants with new knowledge and skills and improve their existing abilities (Astuti, 2020).

Additionally, for negative statement, number 1 the highest point is "sometimes" with 76.4% points, followed by statement number 2 where the highest score is obtained on the "sometimes" scale with 52.7% points, besides that point number 3 is obtained at 34.5% with "never", followed by a scale of "sometimes" with a percentage of 54.5%, statement number 5 has the highest score obtained "sometimes" with a point of 50.9% followed by number 6 with a percentage of 47.3% and the last is a scale of "often" with a point of 45.5% for more details will be discussed below.

For the category often obtained the result of the table that the highest percentage is point number 1, namely "I know how to measure the success of student literacy in this school." This means that teachers are familiar and understand how to measure the results of student success by considering various aspects, and the second highest percentage is point number 9 which states "I have taken special steps to improve student literacy in the classroom." This means that teachers have become accustomed to taking these steps so that teachers are no longer confused in terms of increasing student literacy besides that teachers know what to do in the field when experiencing obstacles or problems faced in the classroom, besides that teachers are not confused about the situation they face.

For the scale sometimes there is the highest score of 49.1% point number 12 namely "I participate in training or workshops that focus on improving your literacy skills as a teacher", Educational workshop is a group learning activity consisting of education officers who solve problems faced through conversation and work in groups or individually. In the world of education, workshops are a way of learning something by using sharing of ideas, give and take procedures "a work system that is in harmony with the spirit of mutual assistance (Sulaiman, 2020). Because as a teachers have to attend workshops or training to increase knowledge, insight and skills, workshops are very good for upgrading knowledge in this era of globalization, and the lowest is point number 11 with 7.3%. Literacy strategies help students in reading and writing One important goal of literacy strategies in content learning is to shape students who are able to think critically and solve problems (Rohim & Rahmawati, 2020). Thus, literacy strategies in learning will shape student characteristics and develop 21st century skills (higher-order thinking skills).

Table 2. Negative Statements

No	Negative Statements	SL	SR	KK	TP
1.	Literacy activities feel monotonous and less interesting for some students.	1 (1,8%)	9 (16,4%)	42 (76,4%)	3 (5,5%)
2.	I found obstacles in the implementation of student literacy activities in this school.	4 (7,3%)	16 (29,1%)	29 (52,7%)	6 (10,9%)
3.	I have limitations using digital-based media to support the	4 (7,3%)	12 (21,8%)	20 (36,4%)	19 (34,5)

	implementation of literacy activities.				
4.	I had difficulty in adapting teaching methods to students' literacy needs.	2 (3,6%)	8 (14,5%)	30 (54,5%)	2 (3,6%)
5.	I only use textbooks in the implementation of literacy activities in class.	3 (5,5%)	16 (29,1%)	28 (50,9%)	8 (14,5%)
6.	There is no emphasis on developing critical thinking skills through literacy in the classroom.	7 (12,7%)	12 (21,8%)	26 (47,3%)	10 (18,2%)
7.	Limited time allocated for literacy activities in classroom lesson plans.	5 (9,1%)	25 (45,5%)	23 (41,8%)	2 (3,6%)

Table 2 shows that statement number 6 for the scale "Always" gets a high percentage with 12.7% which is that "There is no emphasis on developing critical thinking skills through literacy in the classroom" and this is due to several factors that occur in the field, and for the second highest percentage is point number 7 with 9.1% "Limited time allocated for literacy activities in classroom learning plans" besides the lowest percentage is with a percentage of 1.8% where "Literacy activities feel monotonous and less interesting for some students" which means that students find these literacy activities fun and interesting for them.

For the category "often" obtained the results of the table that the highest percentage is point number 7 with a percentage of 45.5% "Limited time allocated for literacy activities in classroom lesson plans" which means teachers often experience limited time which makes this program less well, In addition, the second highest point is number 2 with a percentage of 29.1%, namely "I found obstacles in efforts to implement student literacy activities in this school" it can be concluded that teachers experience obstacles caused by several factors that occur in the field, because the situation in the field is often beyond our expectations and the lowest percentage is point number 4 which states "I have difficulty in adjusting teaching methods to student literacy needs." This means that teachers rarely have difficulty in adjusting teaching methods.

For the scale, sometimes there is the highest score, which is 76.5%, which is in point number 1 "Literacy activities feel monotonous and less interesting for some students." it can be concluded that these activities are not watching and interesting for students, the lowest percentage is point number 3 with a percentage of 36.4% which states "I have limitations using digital-based media to support the implementation of literacy activities." This means that teachers rarely have difficulty in adjusting teaching methods.

And the last one is the scale that never gets the highest point is point number 3 with a percentage of 34.5% which "I have limitations using digital-based media to support the implementation of literacy activities." Where almost half of the teachers have never felt limitations in using digital media for the implementation of literacy activities, The second highest point is number 6 with a percentage of 18.2% which is "There is no emphasis on developing critical thinking skills through literacy in the classroom." This means that

teachers do not emphasize students in terms of developing their critical skills. And the lowest percentage is point number 7 with a percentage of 3.6% "Limited time allocated for literacy activities in class learning plans". Which means that only a few teachers feel unable to manage time, meaning we can see that the language of time allocated is right and appropriate.

From the results of the description of the data above, it can be explained that positive statements prove that elementary school cluster 1 has provided adequate facilities and infrastructure to support student learning outcomes and increase students' interest in reading. Apart from that, it is important to evaluate to ensure its effectiveness, which means that this program is implemented effectively regular. Meanwhile, for negative statements, it can be seen that there is always no emphasis on developing critical thinking skills through reading literacy, which is influenced by environmental factors, apart from that there is no free time given for literacy activities, whereas as is known, reading literacy is important for students to increase their knowledge and develop.

CONCLUSION

The percentage of scores obtained from the distribution of questionnaires and the elaboration of the table indicate that teachers have a tendency to perceive the implementation of the School Literacy Movement quite positively. These findings are based on research on the perceptions of elementary school teachers. The findings are derived from an examination of the structural and functional elements that influence teacher perception. Furthermore, it can be concluded from these data that the application of this reading literacy program has been classified as good; students do not feel bored or learn monotonously; students will be able to understand and be interested in participating in the reading of the material taught; teachers have succeeded in applying reading literacy to a large number of students; however, there are a number of factors that impede it. In addition to being simpler and easier to implement in daily life, teachers may tailor their teaching strategies to each student.

There are a number of barriers or impediments that arise in the field. Based on the research findings, the researchers concluded that while media usage does affect reading comprehension, it is still not widely used to teach literacy. Literacy because during the learning process, students may employ engaging learning materials as addition to listening to boring teachers explain things. The media has a fairly good influence on learning, besides that classes are more active, and the next inhibiting factor is teachers who still do not participate in training or workshops that focus on improving their literacy skills as teachers, while in the industrial era 4.0 forces us to be faced with very sophisticated technological developments. An era that turns everything into an all-digital habit so that work must also be fast-paced, informational. The world of teaching a teacher in a school cannot only rely on the abilities that have been achieved when studying or part of the experience. The biggest thing in the spear of education is the ability of teachers who must immediately respond quickly to changes that occur. However, of course, teachers cannot change on their own. Educators train teachers to become professionals who optimize learning experiences in the classroom. Typically, these activities cover lesson design strategies and ways to enhance learning effectiveness. There are so many benefits in teachers attending workshops or training such as; teachers have the ability to make decisions better than before. Improve teachers' ability to deal with problems, Teachers are motivated to continue to improve their work abilities. Teachers can get various information about programs that can be used to improve their respective abilities

technically and intellectually, increase flexibility, be trained in adapting and in understanding every problem and condition in teaching so that in the future teachers can take the right steps in finding solutions. It is recommended that future researchers conduct further research on teachers' perceptions of the implementation of the literacy movement in primary schools, as well as linking it to other variables not included in this study.

REFERENCES

- Adawiyah, Luluk & Gunansyah, G. (2018). 23674-27895-1-Pb. Persepsi Guru Terhadap Pelaksanaan Gerakan Literasi di Sekolah Dasar Negeri Terakreditasi A Kota Surabaya. *JPGSD*, 06(2015), 608–617.
- Adawiyah, P. Z., Adiputra, M. J., & Antosa, Z. (2019). Persepsi Guru Terhadap Pelaksanaan Gerakan Literasi di Sekolah Dasar Negeri 110 Pekanbaru. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 6, 1–10.
- Alneyadi, S., Abulibdeh, E., & Wardat, Y. (2023). The Impact of Digital Environment vs. Traditional Method on Literacy Skills; Reading and Writing of Emirati Fourth Graders. *Sustainability (Switzerland)*, 15(4), 1–15. <https://doi.org/10.3390/su15043418>
- Astuti, E. Z. L. (2020). Gerakan Literasi Digital. *Gerakan Literasi Digital*, 3(2), 338.
- Budiharto, B., Triyono, T., & Suparman, S. (2018). Literasi Sekolah Sebagai Upaya Penciptaan Masyarakat Pebelajar Yang Berdampak Pada Peningkatan Kualitas Pendidikan. *Jurnal Ilmu-Ilmu Sejarah, Sosial, Budaya Dan Kependidikan*, 5(1), 153–166.
- Ekayani, N. L., & Suwedawati, G. A. K. A. (2023). Implementation Of The School Literacy Movement (GLS) In Growing Reading Interest Of The Students. *International Journal of Multidisciplinary Sciences*, 1(2), 205–217. <https://doi.org/10.37329/ijms.v1i2.2279>
- Hasnunidah, N. (2017). *Metode Penelitian Pendidikan*. Yogyakarta: Media Akademika.
- Hikmawati, F. (2020). *Metodologi Penelitian*. Depok: Rajawali Pers
- Kriswibowo, S. I. P. A., & Widiyarta, A. (2020). Prosiding Konferensi Nasional Administrasi Negara Sinagara 2020. In *Researchgate.Net*.
- Kurniasih, D., Rusfiana, Y., Agus, S., & Nuradhawati, R. (2021). *Teknik Analisa*. Bandung: Alfabeta.
- Majdi, M., Adi, R., & Owon, S. (2023). School Literacy Movement on Learning Bahasa Indonesia in Eementary Schools. *International Journal of Education and Sociotechnology (IJES)*, 3(2), 26–32.
- Oktafiyan, M. S., & Yaqub, L. H. (2020). Pengaruh Gerakan Literasi Sekolah terhadap Minat Membaca Siswa di Sekolah Dasar. *Acta Obstetrica et Gynaecologica Japonica*, 45(Supplement), S-102.
- Oscar, J., Agdya, R., & Somya, V. (2022). Identifikasi Kritik Sosial Dalam Puisi Ein Bild Karya Arno Holz Untuk Meningkatkan Minat Baca pada Literasi Budaya. *SEMINAR NASIONAL Pembelajaran Bahasa dan Sastra*, 6 (1), 176-180.
- Pantiwati, Y., Permana, F. H., Kusniarti, T., & Miharja, F. J. (2020). The Characteristics of Literacy Management in School Literacy Movement (SLM) at Junior High School in Malang - Indonesia. *Asian Social Science*, 16(4), 15-24.
- Pimentel, J. L. (2019). Some Biases in Likert Scaling Usage and its Correction. *International Journal of Sciences: Basic and Applied Research*, 45(1), 183–191.

- Pranatawijaya, V. H., Widiatry, W., Priskila, R., & Putra, P. B. A. A. (2019). Penerapan Skala Likert dan Skala Dikotomi Pada Kuesioner Online. *Jurnal Sains dan Informatika*, 5(2), 128–137. <https://doi.org/10.34128/jsi.v5i2.185>
- Reinius, H., Kaukinen, I., Korhonen, T., Juuti, K., & Hakkarainen, K. (2022). Teachers as transformative agents in changing school culture. *Teaching and Teacher Education*, 120, 1-12. 103888. <https://doi.org/10.1016/j.tate.2022.103888>
- Rohim, C. D., & Rahmawati, S. (2020). Peran Literasi Dalam Meningkatkan Minat Baca Siswa di Sekolah Dasar. *Kajian Pendidikan dan Hasil Penelitian*, 6(3), 230-237.
- Sari, F. B., Amini, R., & Mudjiran, M. (2020). Jurnal basicedu. Jurnal Basicedu., *Jurnal Basicedu*, 5(5), 3(2), 524–532.
- Safitri, G., & Sukartono, S. (2023). Teacher's Efforts in Improving Reading Literacy with SI PANCA Extracurricular (Siswa Pandai Membaca) in Elementary School. *Lectura: Jurnal Pendidikan*, 14(2), 288–301. <https://doi.org/10.31849/lectura.v14i2.14848>
- Safitri, V., & Dafit, F. (2021). Peran Guru Dalam Pembelajaran Membaca Dan Menulis Melalui Gerakan Literasi Di Sekolah Dasar. *Jurnal Basicedu*, 5(3), 1356–1364.
- Setiawan, D. A., Chrisyarani, D. D., & Sulistyowati, P. (2023). Implementation of Character Education for Enjoying Reading Through Literacy Programs in Elementary Schools. *1st International Conference on Innovation in Elementary Education (2023)*, 97–108.
- Sudarto, S., Kadir, A., & Putri, A. F. A. (2023). Persepsi Guru SD Negeri 3 Ta Tentang Implementasi Gerakan Literasi Sekolah. *Jurnal Pendidikan Dasar dan Sosial Humaniora*, 2(7), 765–776.
- Sugiyono, S. & Lestari, P. (2021). *Metode Penelitian Komunikasi*. Bandung: Alfabeta.
- Sulaiman, S. (2020). Peningkatan Kinerja Guru Dalam Menetapkan Kriteria Ketuntasan Minimal (Kkm) Belajar Melalui Workshop Di Sekolah Menengah Pertama. *SEUNEUBOK LADA: Jurnal Ilmu-Ilmu Sejarah, Sosial, Budaya Dan Kependidikan*, 7(1), 80–92. <https://doi.org/10.33059/jsnbl.v7i1.2254>
- Wahyudi, D., Ristanti, W., & Suwandi, S. (2022). Persepsi guru bahasa Indonesia SMA terhadap penilaian literasi membaca berbasis keterampilan aras tinggi. *Litera*, 21(3), 347–356. <https://doi.org/10.21831/ltr.v21i3.47975>