Implementation of School Literacy Movement through Cultivating Reading Interests

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Keywords:	Abstract
School literacy Reading Literacy Student	**Background:**This study aims to determine the implementation and supporting and inhibiting factors of the implementation of the school literacy movement through students' reading interests. **Method:**This research method uses a descriptive qualitative type. Data collection techniques using interviews, observations and documentation. The research data are primary and secondary data processed using analysis techniques with data reduction steps, data presentation, and data verification. Data validity uses source triangulation and technique triangulation. **Result:**The results of the study indicate that: 1) Implementation of the school literacy movement through habituation of reading interest includes habituation, learning and development activities. Habituation is done by setting aside 15 minutes, involving parents, providing a class reading corner. Learning is done by directing students to read for 15 minutes through the class reading corner. Development is done by reading books aloud, silently, together, and/or integrated reading (making story maps, using graphic organizers, discussions). 2) Supporting factors are: school residents are aware of the importance of literacy culture, the existence of a library, the latest book collections, reading corners, etc., active participation of school residents, APBS for the procurement of supporting facilities, the number of posters, wall magazines, slogans, the number of competitions, book donations, etc., and participation from parents. **Implication:**Inhibiting factors include: teachers have not accompanied students during reading time, low interest in reading among students, incomplete books in the reading corner, no bookshelves in the classroom reading corner, and no mandatory schedule for visiting the library. **Novelty:**This study reveals supporting and inhibiting factors for school literacy movements through students' reading interests.

NTRODUCTION

The School Literacy Movement (SLM) is a national initiative launched to cultivate a culture of literacy in schools, with a particular focus on improving students' reading interest and habits from an early age. As part of its nationwide implementation, SD Negeri 16 Purwodadi in Grobogan Regency has also adopted this program. However, despite its adoption, there remain several obstacles that hinder the full realization of the program's objectives. These challenges highlight the need for a contextual examination of how the SLM is implemented in specific school settings, especially in schools that are struggling with low student reading interest.

The core issue addressed in this study is how the School Literacy Movement is implemented at SD Negeri 16 Purwodadi to foster students' reading interest. In addition, this study explores the supporting and inhibiting factors that influence the success of the program in this particular educational context.

A growing body of research has demonstrated the critical role of reading interest in supporting student learning and academic achievement. For instance, Kasper, Uibu, and Mikk (2018) emphasized that vocabulary development strategies significantly enhance reading engagement. Similarly, Kikas et al. (2018) found that learner-centered pedagogical approaches contribute positively to students' active participation in literacy activities. Furthermore, Hagena, Leiss, and Schwippert (2017) underscored the necessity of employing effective reading strategies to foster student motivation and interest in reading. Additionally, Kao et al. (2016) illustrated the importance of engaging digital content design—such as e-books—in stimulating students' curiosity and encouraging a habit of reading.

Although various studies have examined effective strategies to increase reading interest, relatively few have investigated the contextual implementation of the School Literacy Movement at the elementary level, particularly in areas where students show limited enthusiasm toward reading. This gap is significant, given the importance of understanding how national literacy programs translate into practice in diverse local contexts.

Therefore, the aim of this study is to provide an in-depth description of how the School Literacy Movement is carried out at SD Negeri 16 Purwodadi during the 2018/2019 academic year. The study also seeks to identify the key factors—both supporting and inhibiting—that affect the implementation and outcomes of the program, particularly with regard to enhancing students' reading interest.

METHOD

Type and Design

The type of research used is qualitative descriptive research. This study aims to describe the phenomena that occur in SD Negeri 16 Purwodadi, especially regarding the implementation of the School Literacy Movement (GLS) through the habituation of students' reading interests. The design of this study uses a qualitative approach that focuses on an in-depth understanding of the situations and conditions that occur in the field. because many teachers experienced obstacles in carrying out social attitude assessments.

Data and Data Sources

The data collected in this study are qualitative, in the form of information that can describe the implementation of literacy activities in schools. The data sources for this study consist of two main groups, teachers and students. Teachers as parties directly involved in the learning process and management of literacy programs in schools. Students in grades I,

II, IV, and V. Students who are subjects in the habituation of reading interest through the School Literacy Movement.

Data Collection Technique

Interview

Used to dig deeper into information about the implementation and challenges in implementing GLS, both from the perspective of teachers and students.

Observation

This was done to directly observe the implementation of literacy activities in the classroom, such as 15-minute reading activities and student interactions with books.

Documentation

Data collection through relevant documents or archives, such as literacy activity schedules, literacy activity reports, and other related documents.

Data Validity

Data validity, this study applies source triangulation by involving various informants and technical triangulation through the use of various data collection methods, so that the results obtained can be trusted and describe real conditions in the field.

Data Analysis

Data analysis was carried out using the Miles and Huberman model which includes three stages, namely data reduction, data presentation, and drawing and verifying conclusions.

RESULT

The research results obtained by researchers regarding the implementation of school literacy movements through reading interest are as follows:

The implementation of literacy habituation activities is carried out before the start of learning hours by setting aside 15 minutes of reading time. SD Negeri 16 Purwodadi has carried out reading interest habituation that has been programmed before learning begins. The implementation of the 15-minute reading literacy movement through the mini library was carried out, so that it could be used effectively by students by providing textbooks and non-textbooks. Supporting tools that influence the implementation of the school literacy movement with reading habits by providing a library as a classroom reading corner and carried out during breaks. The findings of Sari (2019: 1) which states that the habituation stage is indicated by the implementation of the Fifteen-minute reading activity.

School Literacy Movement through learning habituation of students' reading interest in SD N 16 Purwodadi by directing students to read in a mini library for fifteen minutes. The reading room of the school literacy movement with habituation of reading is not only in the library as a reading corner of the classroom and is done during breaks. This is in accordance with research conducted by Tantri & Dewantara (2017: 207) which explains that to make it easier for students to read, a mini library is also made in the classroom.

Literacy development related to 15 minutes of reading every day before school hours begin with book reading activities, and followed by other activities. According to Faiziah's opinion in a study conducted by Antasari (2017: 16) mentions several details of activities in the development stage of school literacy activities, including: School residents like to read, provision of various reading experiences, school residents like to write, choosing fiction and non-fiction enrichment books.

Supporting and Inhibiting Factors of the School Literacy Movement through the habituation of reading interest in students at SD Negeri 16 Purwodadi

The supporting factors of GLS through reading interest in students at SD Negeri 16 Purwodadi are as follows: School awareness of the importance of literacy, the existence of a library, class reading corner, the latest books available, etc., all school residents participate

in literacy activities, school budget allocation (APBS) for the procurement of supporting facilities, the existence of wall magazines, posters, and slogans related to literacy culture in the school environment, the existence of literacy habituation activities, book donations, competitions, etc., and the participation of parents in literacy activities at school. This study is in accordance with the research of Hidayat, Basuki & Akbar (2018: 812-813) which explains the supporting factors of GLS, namely the existence of facilities related to GLS consisting of a mini library and posters from the school, the school library, books given by the parents of students.

In addition, the school is also trusted as a reference for the School Literacy Movement by the district education office. In addition, the inhibiting factors for GLS through reading interest in students at SD Negeri 16 Purwodadi are as follows: Not all teachers are able to accompany students in the 15-minute reading activity, low interest in reading for students, books in the mini library are incomplete, there are no bookshelves in the classroom reading corner to display available books, and there is no mandatory schedule for visiting the library. This study is in line with the study conducted by Wulandasari, (2017: 328) which explains that the inhibiting factors for GLS are that teachers must be reminded of the SOP for policies and programs that must be carried out, it is difficult to obtain books that are rich in values and pictures, sometimes circulars do not reach parents, program development is needed so that it is not monotonous, and there is no evaluation of various programs.

DISCUSSION

The findings of this study indicate that the implementation of the School Literacy Movement (SLM) at SD Negeri 16 Purwodadi has made notable strides in cultivating a culture of reading among students, particularly through daily habituation practices. The school's initiative to allocate 15 minutes of reading time before formal lessons begin represents a clear effort to integrate literacy as a routine part of the school day. This approach mirrors what Sari (2019) describes as the "habituation stage," in which regular, structured reading time is crucial to forming sustained reading habits. The consistent scheduling of such literacy moments has been shown to enhance student engagement with texts over time.

One significant aspect of this implementation is the strategic use of mini libraries and classroom reading corners. Rather than centralizing reading solely in the school's main library, the decentralization of literacy spaces allows for greater accessibility and spontaneity in reading behavior. This approach supports the theory posited by Tantri & Dewantara (2017), who argue that making reading materials physically and visually accessible within students' immediate environments can significantly increase the likelihood of voluntary reading. By placing books within easy reach, schools reduce the barriers that typically prevent students from engaging with texts, such as limited access or intimidating library settings.

The development of literacy activities at SD Negeri 16 Purwodadi also aligns with the multi-dimensional framework proposed by Faiziah in Antasari's (2017) study. According to this framework, literacy development should encompass not only reading but also writing, the exposure to various genres, and the cultivation of a positive attitude toward both fictional and informational texts. In the context of this study, the inclusion of various book types, from textbooks to non-textbooks, and the encouragement of reading during school breaks, suggests an effort to broaden students' reading experiences beyond academic requirements. This reflects an understanding that fostering reading interest involves providing diverse and meaningful reading opportunities.

However, while the structural foundation for literacy development is present, the study also reveals several critical challenges that hinder the optimal implementation of the School Literacy Movement. One of the major issues is the inconsistency of teacher involvement

during the designated reading period. This observation is consistent with Wulandasari's (2017) findings, which noted that one of the key barriers to successful literacy program execution is the lack of teacher adherence to literacy policies and routines. Without active supervision and modeling by teachers, students may not perceive the reading activity as meaningful or necessary. Vygotsky's social development theory also supports this point by emphasizing the importance of guided participation, wherein adult involvement plays a vital role in children's learning and behavior formation.

Moreover, the study found that student interest in reading remains relatively low among certain groups. This challenge suggests that while the school has established literacy routines, it may not have fully addressed the motivational component of reading. Research by Guthrie & Wigfield (2000) emphasizes that reading motivation is deeply influenced by intrinsic factors, such as curiosity, autonomy, and perceived value of reading. If reading materials are not aligned with students' interests or if students lack agency in choosing what they read, the effectiveness of habituation efforts can be significantly diminished.

Another structural limitation is the incompleteness of book collections in mini libraries and the absence of adequate shelving in some classroom reading corners. This not only restricts students' choices but also affects the visual appeal and organization of the reading space, which can influence students' willingness to engage with it. The absence of a structured library visitation schedule further compounds this issue by limiting systematic exposure to a wider range of reading materials. These findings again reinforce the work of Wulandasari (2017), who pointed out the logistical and managerial challenges that schools often face, such as the lack of high-quality, value-rich books and the absence of consistent monitoring and evaluation of literacy programs.

Interestingly, despite these limitations, SD Negeri 16 Purwodadi has been recognized by the local education office as a reference school for the literacy movement. This recognition suggests that the school's efforts are seen as a model, even as they grapple with internal challenges. This highlights the importance of viewing literacy development as an ongoing process rather than a fixed achievement. The acknowledgment also underscores a broader systemic expectation that schools must not only adopt literacy policies but also serve as change agents in their communities.

In comparing this case with existing literature, it becomes clear that while many schools in Indonesia face similar obstacles—ranging from resource scarcity to limited teacher capacity—what differentiates more successful programs is the integration of literacy into the fabric of school culture. As argued by Freire (1987), literacy should be viewed not merely as a mechanical skill but as a cultural practice that is socially constructed and contextually relevant. SD Negeri 16 Purwodadi has taken meaningful steps toward this vision by embedding reading habits into daily routines and involving the broader school community, including parents, in literacy-related activities.

Thus, the findings suggest that the success of the School Literacy Movement depends not only on structural and material support but also on the pedagogical commitment of teachers, the motivational strategies employed to engage students, and the broader institutional culture that values and promotes literacy as a shared responsibility.

CONCLUSION

Novelty and Contribution

This study provides novelty by exploring the implementation of the School Literacy Movement (GLS) at SD Negeri 16 Purwodadi, especially through the habituation of students' reading interests. This study shows that literacy activities can be carried out in a structured manner and involve various parties, including parents, alumni, and the surrounding community. In addition, another novelty lies in the approach to habituating reading which

is not only limited to the library, but also involves reading corners in the classroom and special reading time every day. This provides a model of literacy activities that can be adapted by other schools. In addition, the diversity of reading activities such as reading aloud, reading together, or guided reading with other non-academic activities is a new approach that adds variety to the literacy process.

This study provides an important contribution in introducing the importance of collaboration between schools and communities in implementing literacy activities. This study also identifies factors that support and hinder the implementation of GLS, which can be used as a basis for evaluating and improving literacy policies in other schools. In addition, this study emphasizes the importance of literacy support facilities such as libraries and reading corners in classrooms which are important components in the success of literacy movements in schools.

Limitation and Future Study

This study has several limitations, one of which is the limitation in the scope of the schools studied. Only one school was the object of the study, namely SD Negeri 16 Purwodadi, which may not fully reflect the conditions in other schools with different characteristics. In addition, this study only focuses on the habituation of reading interest in the context of the School Literacy Movement, without discussing in more depth the long-term impact on academic outcomes or students' social development. Another limitation is that several inhibiting problems, such as low student reading interest and limited facilities, have not been fully addressed in this study.

Implications

The implications of this study indicate that schools need to strengthen the implementation of the School Literacy Movement (GLS) through habituating reading interest by providing better literacy facilities, such as bookshelves in the classroom reading corner and a more complete book collection. Schools are also advised to involve parents, alumni, and the community more in supporting literacy activities, and ensure that teachers accompany students more actively during the 15-minute reading activity. In addition, it is important for schools to arrange a mandatory visit schedule to the library so that students are more often involved in literacy activities. The government is expected to provide support by providing more quality books and literacy support facilities, especially in areas with limited resources. Further researchers are also advised to explore more deeply the factors that influence students' reading interest and conduct broader research in various schools to understand the long-term impact of GLS implementation on students' academic and character development.

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