

## **Implementation Of The School Literacy Movement (GLS) In Growing Reading Interest Of The Students**

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### **Abstract**

According to some studies, reading is not very important for children in Indonesia. Students' reading interest is low, particularly in elementary schools. This is evidenced by children's lack of reading habits. The objective of this study was to determine: (1) the effectiveness of the School Literacy Movement (GLS) in fostering students' reading interest at SD Anugrah Denpasar; (2) the development of reading interest through GLS at SD Anugrah Denpasar; and (3) the supporting and inhibiting factors of GLS in fostering students' reading interest. This study was qualitative method. Methods of data collection included observation, interviews, literature reviews, and documented studies. Data collection, data reduction, data presentation, inference, and verification methods were used to analyze the collected data. The findings of this study showed that (1) The stages of habituation, development, and learning were discussed in the context of GLS implementation. (2) Through GLS on indicators of reading interest, such as the need for reading material, actions to find reading materials, pleasure of reading material, interest in reading, and the desire to always read, students' reading interest can grow. (3) GLS supporting factors included: active participation of school members, planned programs, students, parental support, school environment, and facilities. The inhibiting factors included coordinators' consistency, the condition of the books, different interests, time allocation, and socialization.

**Keywords: Literacy; Reading Interest; Elementary School**

### **Introduction**

Reading has a significant impact on progress of a country. Reading is still not very important for children in Indonesia, according to a number of studies. According to the International Education Achievement (IEA), Indonesian elementary school students rank 38<sup>th</sup> out of 39 countries studied. Indonesia was ranked 12<sup>th</sup> out of 12 Asian countries in terms of interest in learning in the Survey Review of The Political and Economy Risk Country (PERC), a counseling organization in Singapore at the end of 2001. According to UNESCO data from 2012, the record for reading interest in Indonesia was only 0.001. So, for every 1,000 people, there is only one person who willing to read.

The most recent PISA test, conducted in 2015, produced similarly troubling results. According to the findings of this review (on 6 December 2016), Indonesian children's proficiency scores in science, reading, and mathematics are ranked 62<sup>nd</sup>, 61<sup>st</sup>, and 63<sup>rd</sup>, respectively, out of 69 countries. These findings are similar to the study findings of the PISA on 2012 (Iswadi, 2016). According to the PISA study results from 2012, Indonesian young people ranked 64<sup>th</sup> out of 65 countries in terms of proficiency level. In a similar report, PISA raised the alarm for Indonesian students in 57 of the 65 countries studied. According to PISA, no student in Indonesia has achieved a level five educational score, and only 0.4 percent of students have literacy skills at the level four. The rest are at or below level three, even bellows the level one. This data showed how low reading interest is in Indonesia, particularly among elementary school students.

Seeing the low level of interest in reading, educational institutions made a variety of efforts. One of the initiatives is the formation of a "School Literacy Movement." According to Pratiwi (2022), literacy is an important skill in everyday life. Literacy awareness is critical in the world of education. Students' levels of success are affected by the educational culture that is instilled in them, both at school and in their surrounding environment. Based on this, it is possible to conclude that education has a significant impact on human life.

The government has taken a number of steps to emphasize the importance of literacy activities. One of the initiatives pursued is the formation of the "School Literacy Movement." As a result, when implementing the 2013 curriculum, the government places a special emphasis on literacy activities. This is stated in Minister of Education and Culture Regulation Number 23 of 2015, "reading 15 minutes of non-learning books before the start of learning time." This action shows the government's commitment in improving learning outcomes and advancing Indonesian children's education.

The Directorate of Elementary School Development explains in the School Literacy Movement Guidelines that the goal of the School Literacy Movement (GLS) is to help students become lifelong learners by cultivating the school literacy ecosystem embodied in the School Literacy Movement. GLS created a literacy education ecosystem in SD. The literate education ecosystem is a fun and learner-friendly environment that fosters a spirit of curiosity and love for science and allows citizens to communicate, allows residents to contribute to society, and allows all Elementary School members to participate.

In the rules for developing school education, the Directorate of Elementary School Development explains that the GLS program in elementary schools is completed in stages based on the availability of each school. This planning includes the school's actual boundary status (access to the education office, literacy facilities, and infrastructure), the availability of school members (students, instructors, guardians, parents, and the community), and the status of other support networks (public cooperation, institutional assistance, and arrangements other important apparatus).

GLS is completed in three stages to ensure long-term carrying capacity: habituation, development, and learning. It is implemented at this stage of habituation to foster interest in reading through reading exercises 15 minutes before class begins (Permendikbud No. 23 of 2015). Furthermore, it is carried out to expand the proficiency capability by answering the enrichment book completed at the development stage. The third stage is the learning stage, which aims to further develop educational abilities in all subjects: progress books and reading procedures in all subjects are included. These three GLS stages are completed on a continuous basis (Ferianti & Irna, 2020).

Elementary school students exhibit characteristics such as high curiosity and narrative thinking. Listening to different stories or fairy tales is something that elementary school students enjoy doing. Taro (Pratiwi, 2017) emphasized the importance of activities such as playing, listening to stories, and singing in the child's world. Children are especially drawn to stories that have a direct impact on them. Story books should include positive and pictorial character traits to increase students' reading interest and develop concrete thinking skills.

The researcher also visited Anugrah Elementary School Denpasar, which is located in Dauh Puri Village, West Denpasar District, Denpasar City. The researcher obtained the data, where the School Literacy Movement implemented at Anugrah Elementary School Denpasar was already at the habituation stage, which is reading 15 minutes before the lesson began. According to the findings of the interviews with several teachers, students at that school were still less interested in reading as a result of the situation of students who preferred to play rather than read in the library.

This lack of reading interest has had a negative impact on assessments in Indonesia. Several studies conducted by children in Indonesia have shown this. The lack of children's interest in reading will be a major threat to the nation's progress, so families, schools, communities, and the government must all work together to foster students' interest in reading from an early age. This lack of interest in reading is also due to the fact that elementary school children are lazy readers. Children prefer to play and chat with friends rather than read if they are not forced to do so by their teachers.

To overcome this low level of student interest in reading, both the teacher and the school must take more steps to increase student interest in reading. One of them is to hold a school literacy movement, which the government has encouraged. In this case, the teacher will be crucial to the success of the school literacy movement program. This program will undoubtedly run smoothly if educational institutions, teachers, and students' parents work together effectively. So that reading becomes a habit; otherwise, the child will feel as if something is missing.

According to the findings of the researcher's interview with the principal of SD Anugrah Denpasar, the GLS program has existed and been implemented at SD Anugrah Denpasar since 2018. As a result, the researcher want to find more into the Implementation of the School Literacy Movement in Growing Students' Interest in Reading at SD Anugrah Denpasar.

## **Method**

The research method used was descriptive, which means that the data is in the form of descriptions or words. Descriptive research is a research method that describes real-world phenomena in the field. Descriptive research seeks to create or describe facts that occur in the field in a systematic, factual, and accurate manner. In this study, a qualitative approach was used. A qualitative approach is research that provides data or information that can describe social reality and events in society.

The subject from which the researcher can obtain data was the source of the data in this study. The researcher collected data sources in the form of primary and secondary data when collecting data sources. Primary data was information obtained directly from the source, specifically the SD Anugrah Denpasar school where the research was being conducted; the information gathered was in the form of written or spoken words from the informant. Secondary data was information obtained from existing sources such as reports, documents, and other relevant archives. Books, scientific magazines, archives, personal documents, and official documents were all examples of written sources.

This study applied a purposive sampling strategy, which means that the sampling strategy was based on a specific goal (the selected individuals actually met the sample criteria). Based on the criteria chosen, the researcher selected relevant information for the research problem. Principal of SD Anugrah Denpasar, teachers, parents, and students served as research informants. The following data collection methods were used for this study: 1) The method used in this study was non-participatory observation. 2) In the study, the informant interviewed both the sample used as the respondent and the appointed expert in depth, clearly, and thoroughly. (3) The literature used in this study included books, articles, and previous research on values, culture, and norms that emerge in the social situation under investigation. 4) Documentation activities involved the process of seeking and collecting information from various sources, such as books, notes, transcripts, letters, report cards, agendas, magazines, and so on.

The data analysis process used in this study consisted of systematic steps, which are as follows: (1) The process of collecting information was carried out before exploration, during exploration, and even at the end of exploration. (2) Reducing data or

information entails summarizing, selecting key points, and focusing on key points. This stage was completed to make it easier for the researcher to understand information obtained through observation, interviews, literature studies, and documentation studies. (3) Qualitative data can be presented in the form of narrative text, matrices, tables, diagrams, charts, or graphs. (4) The final stage and part of the data analysis method was drawing conclusions and verification. Verification was performed so that the examination of the information suitability with the expectations contained in the research main ideas was more precise and objective.

Triangulation is a strategy for determining the legitimacy of information that applies several different sources of information for verification or examination. Triangulation is a strategy for investigating the veracity of certain data by utilizing various sources of information, such as records, files, observations, interview results, or vice versa by speaking with more than one subject, which will be useful in determining the legitimacy of checking the understanding of information. The researcher used a method-based triangulation procedure in this study to check the validity of the information obtained and then compared it to other techniques used to complete the information search process, namely observation.

## **Results and Discussion**

Based on the findings of interviews and observations, the following is the formulation of research findings and research focus on the Implementation of the School Literacy Movement in Growing Students' Reading Interest at SD Anugrah Denpasar:

### **1. Implementing the School Literacy Movement (GLS) to Increase Students' Reading Interest**

Since 2018, SD Anugrah Denpasar has been implementing the School Literacy Movement (GLS), which aimed to increase students' reading interest. The GLS was implemented using master GLS design from the Ministry of Education and Culture. Implementation of GLS at SD Anugrah Denpasar is one of its efforts to encourage students' reading excellence. GLS is one of the exercises required in connection with the 2013 education plan. Furthermore, the School Literacy Movement is critical to maximizing the Implementasi Kurikulum Merdeka (IKM). This is intended to raise student awareness of the importance of reading (Kurniawan, et al 2019).

GLS implementation at SD Anugrah Denpasar applies to both low (I, II, and III) and high (IV, V, and VI) grades. Implementation occurs in each class before the learning hour begins, with the goal of accustoming students to reading textbooks 15 minutes or non-learning consistently, with the goal of educators always reminding students to use them first before beginning learning. This occurs in class every morning around 07:30. Every week, students are required to read two books. To determine whether students want to read books, the teacher will require them to keep a literacy journal, which will be checked every Friday by the class teacher.

The implementation of the School Literacy Movement at SD Anugrah Denpasar is divided into three stages: planning, implementation, and evaluation.

#### **a. Planning Stage**

In general, planning is an effort to identify various things to be accomplished or aimed at, as well as the various stages required to accomplish these objectives. Planning must start with goals to be achieved through a needs analysis and complete documents, then move on to steps to achieve these goals. Furthermore, planning can be defined as the coordination of activities to achieve a goal (Syafarudin, 2005).

Planning for GLS implementation begins with the process of socializing the implementation of school literacy, which includes the use of the library and class reading corners.

1) Socialization of Implementation of the School Literacy Implementation

Socialization is a step toward sharing knowledge or something important to the larger community. The Ministry of Education and Culture of The Republic of Indonesia held a socialization of the School Literacy Movement in early 2015. Furthermore, the school literacy movement has now been aided by the support of information technology, which can be accessed at home via gadgets or laptops, to provide extensive information about literacy sources (Salma, 2019). The socialization of School Literacy Movement aims to shape positive characters and increase students' reading interest. GLS socialization is done to make the most of the GLS program. This socialization takes place in schools, with links disseminated to students' parents and the community about the importance of GLS.

2) The Utilization of Library

The library as a school reading center has been felt by the school, as evidenced by the uniqueness of the library building, which stands apart from other structures. Furthermore, the weighting is done by employees who have completed the Library Science course. The school library is important in the use of activities because it can capitalize on the benefits of children using it. To help the GLS achieve its goals, students of SD Anugrah Denpasar are encouraged to visit the library on a regular basis and read the books in the library. The curators provide approximately 15,000 different types of books. The library also has comfortable chairs and tables for reading. Complete facilities and infrastructure are expected to help and foster students' reading excellence, causing students to become more diligent and visit the library more frequently.

3) Class Reading Corner

A classroom reading corner, according to the Education and Culture Office guidebook, is one of the facilities required by schools to help implement the School Literacy Movement program. This facility is remembered as a way of completing habituation stage of the School Literacy Movement. A reading area in the classroom that looks like a small library is another way to get students interested in reading. One of the advantages of a reading corner is that it makes it easier for students to access textbooks and non-learning books. Non-fiction books, short stories, comic books, magazines, and non-learning books are all available at the reading corner. The librarian in charge of the library at SD Anugrah Denpasar follows the same arrangement of these books. Furthermore, the existence of this reading corner makes use of time that would otherwise be wasted. This is due to the fact that these reading corners are available in every class, making it easy to find a book to read and providing an open space for learning. If there are no classes, students can use this reading corner. The presence of a reading corner, according to the teacher at SD Anugrah Denpasar, is part of the GLS special program objectives, which include following the alignment of progress by introducing various understanding books and providing various learning systems. This reading corner is a supporting facility that must be owned by a school; creating reading corners in class is the result of all students in each class imagination. As a result, the school held a competition to beautify the classroom and reading corner in order to revitalize and stimulate students' imaginations in planning and decorating the reading corner. Every six months, prizes and grants will be awarded for the design results of the chosen homeroom teacher in this challenge.



## b. Implementation Stage

Implementation is an action or implementation of a detailed plan; implementation is typically carried out after the plan is deemed ready. Implementation is an activity or effort made to carry out all of the plans and policies that have been developed and determined, equipped with all of the necessary tools, who is implementing it, where it is being implemented, when it is being implemented, and how it is being implemented (Wulandari & Suastika, 2022).

The school literacy movement is implemented at SD Anugrah Denpasar in accordance with the stages of habituation, development, and learning. When the teacher directs students to read books in the classroom reading corner and library, familiarizes students with reading 15 minutes of illustrated stories before class time, developing student abilities and their application to the learning process, working on journals literacy, language month literacy competitions, and wall magazines, the school literacy movement is implemented at Anugrah Elementary School Denpasar. The following is an explanation of how the use of pictorial stories was implemented:

### 1) Habituation Stage

GLS implementation at the stage of reading habituation through enjoyable school activities such as keeping daily reading journals, organizing literacy facilities, selecting reading books, and creating a text-rich environment. This activity occurred 15 minutes before class began reading non-learning books (Diana & Juairiah, 2022). The School Literacy Movement in the lower grades at SD Anugrah Denpasar was still in the early stages of implementation. Students were taught to read aloud at this stage. The habituation stage aims to increase self-confidence with non-learning reading materials and increase the love of reading outside of lessons. The habituation stage aims to increase interest in reading by reading for 15 minutes before class begins (Permendikbud No. 23 of 2015). The reading movement 15 minutes before the start of learning time is a program from the Education and Culture Office that aims to empower reading habits from the beginning in Elementary Schools (SD) to Junior High Schools (SMA), with literacy journals as a supporting tool to see students' abilities in understanding and facilitating the weekly assessment process. Learning to read was implemented consistently 15 minutes before the start of learning hours at SD Anugrah Denpasar and was coordinated by class teachers at each level. Every Friday, the implementation time was increased to 30 minutes because students must read books before beginning extracurricular activities. This was done in accordance with the GLS standard, and understanding the stages of school educational ability would enable schools to select the appropriate understanding tendencies and learning techniques based on their formative needs.

### 2) Development Stage

The development of literacy activities at this stage is intended to keep students interested in reading and comprehension exercises while also expanding students' understanding of literacy. The development aims to keep students interested in reading as a result of the GLS program's implementation. Students who are remembered for learning exercises carry out this development independently. The learning objectives to be achieved modify and limit the completed development. Improved learning should be possible by incorporating various learning techniques, such as student collaboration with learning books. Teachers at SD Anugrah Denpasar used critical thinking strategies to realize literacy development, according to observations made on Tuesday, February 21, 2023. The teacher read aloud during lessons, and students wrote in their reading journals. In this way, the teacher's

problems can be interpreted by the students' understanding. The goal is for students to be able to solve problems through reading in order to maintain and improve their interest in reading.

In the Lesson Plan (RPP), which will serve as a guide throughout the learning process. Meanwhile, by combining media with students' educational experiences, learning innovations can be created. The goal of using this media is to consider student considerations in order to raise students' abilities and understanding to the next level. In terms of content, SD Anugrah Denpasar applied media as a learning tool. Teachers supplemented the books in the classroom reading corner and library with posters, comics, and picture stories. Libraries and reading corners in homeroom classes can be valuable learning resources for students. Students in this development were engaged and had a strong desire to learn. This was supported by observations made on Tuesday, February 21, 2023, which showed that students used the library and reading corners as learning resources.

### 3) Learning Stage

At the learning stage, the literacy program is expected to compensate for students' superior performance in reading and comprehension exercises, as well as increase the number of students' abilities through books and additional reading materials. At the learning stage, proficiency training focuses on the ability to receive language cues (reading and listening) and to be active (speaking and composing), both of which are interpreted in depth in relation to the two basic exercises at this stage, namely reading and writing. Reading and writing skills are balanced so that further development skills in the four language areas (reading, speaking, listening, and writing) can be measured. SD Anugrah Denpasar incorporated skills into learning exercises at this stage. Based on observations of low grade students made on Thursday, February 23, 2023, which focused on reading and writing skills. For the development of grade 1 students who were focused on being able to read and write easily, both short writing and Latin writing sentences were used, depending on the ability level of students in lower grades. The school distributed picture story books, comics, short stories, dictionaries, and other materials to help students improve their abilities. The goal was to help students spell and compose letters more easily. Furthermore, the teacher would provide extra help to students who have not mastered the material presented by the teacher. This assistance was provided after study hours as a form of responsibility and support to students. Students can make up for lost time and improve their proficiency skills with assistance like this.

The stages of learning in high grades in reading and writing were made at a higher level, with the option of long writing, such as rewriting the contents of a read story or an essay. As part of the teacher's responsibilities as a facilitator, the teacher provided assistance and direction in the creation of student work and portfolios.

### 4) Working on Student Literacy Journals

A student literacy journal is a journal in which students recorded their reading activities. Students ought to write several sections in the literacy journal, including the number, line, and date the student reads the book, the title of the book read, the pages of the book the student has read, and a resume of what has been read. This literacy journal ought to be completed after each student has finished reading the book of interest. Meanwhile, it would be added by writing the author and important things that can be taken or interpreted as a moral message contained in the book that has been read in journals made by high-class students. Students would be increasingly trained to read as they work on this journal, and they would also be able to contribute insight and knowledge. Every Friday, students would collect this

literacy journal. It would be read out by the student who read the most books that week after being checked by the teacher. Students who received first place would have their literacy journals affixed to the class bulletin as a token of appreciation for their accomplishments.

5) Literacy Competition in Bulan Bahasa

Bulan Bahasa is a celebration of the birthday of the Indonesian language. The Bulan Bahasa is one of the commemorative events held by each school in October to commemorate the birthday of the Sumpah Pemuda, which includes a pledge that Indonesian is the language of unity. This Bulan Bahasa celebration is closely related to literacy activities because reading benefited students, particularly in terms of self-development and expanding their expertise in a field. As a result, SD Anugrah Denpasar included the Bulan Bahasa as one of the GLS programs. Literacy programs are held at the end of the semester, including poetry reading competitions, wall magazine creativity competitions, and literacy-related competitions during language month. The Bulan Bahasa Proficiency Competition gathered winners, printed the chosen competition results, and used them as literacy materials in library of SD Anugrah Denpasar.

6) Mading (Wall Magazine)

Wall magazines, also known as styrofoam magazines, are communication media made of styrofoam or the like that are used by students as a place to display student work that is inextricably linked to various outcomes of literacy activities. These magazines contents may include: reduction greetings, the most recent school news, articles, short stories, rhymes, short stories, poetry, stories that inspire enthusiasm, and so on. The students in charge of filling out the wall magazines decorated the bulletin once a week based on the theme agreed upon by their group. Following that, each student updated the release made by their colleagues on a predetermined topic. Writings in foreign languages such as Japanese, English, and Mandarin are a plus value for the bulletin evaluation.

c. Evaluation Stage

Evaluation is an estimate or improvement in a completed activity, such as paying attention to the results of a planned exercise. The goal of conducting an assessment after that is to ensure that the plans that have been prepared can achieve the goals that have been set and can be implemented. Evaluation is a planned activity to assess the degree of success of a program (Arikunto 2003). Evaluation is required in many areas of human life to improve efficiency. The implementation of the school literacy movement is evaluated by examining literacy journals and answers to questions given by the teacher (Ilham & Firmanto, 2023).

The number of books read by students in literacy journals, students' ability to answer questions correctly, and students' reading skills can all be used to assess the success of the school literacy movement. According to observations, students from low and high classes are very obedient in collecting literacy journals every Friday. Some students read more books than were required in their reading journals. The same thing happened when students were given practice questions about what they had read in their reading journals; they were very enthusiastic about answering them. Students' motivation to read has increased since the implementation of the school literacy movement program, according to one of the teachers at Anugrah Elementary School Denpasar. Based on this, it is possible to conclude that the implementation of the school literacy movement was successful in increasing students' reading interest at SD Anugrah Denpasar.



## **2. The Development of Students' Reading Interest at SD Anugrah Denpasar Through the Implementation of the School Literacy Movement**

Reading interest is a driving force that motivates students to pay attention, be interested in, and enjoy reading activities on their own initiative (Bastiano, 2010). One of the factors that can influence students' reading interest is interesting reading material. SD Anugrah Denpasar has implemented the School Literacy Movement to encourage students' reading interests. Through engaging reading materials that are tailored to the characteristics of elementary school children.

According to Damaiwati (Fauziyah, 2010), the following indicators can be used to determine someone's level of reading interest:

### **a. The Need of Reading Materials**

Needs are a person's desires for goods in the form of goods or services that are expected to be met in the course of life. One of them is the requirement for reading material, which will be felt by people who are accustomed to reading books in their daily lives. Reading material will be required for those who enjoy reading or who are looking for information in it. The desire for reading material indicates that the person enjoys reading. Good and interesting reading material, especially for children, is required to increase knowledge and can be a child's need for reading material.

Students at SD Anugrah Denpasar required interesting reading material. Observations showed that each student's efforts to find and read more illustrated stories, short stories, and other comics outside of school books. As a result of the habituation activities carried out, namely reading 15 minutes of non-learning books every day before learning begins, students' interest in reading has grown, as evidenced by their enthusiasm in asking friends who read the most books each week, so that all students were competing to get first rank.

### **b. Activities to Find Reading Materials**

Action is an act, behavior, or action taken to obtain something they desire. The activity of looking for reading material is one taken with a specific goal in mind, which is to increase knowledge and insight about something that arises from one's intention. People who enjoy reading will go out of their way to find reading material. People who participate in this activity have a strong interest in reading.

Students at SD Anugrah Denpasar had a strong interest in books other than learning, while they were less interested in reading learning books. This was demonstrated by students' delight when their teacher provided reading material in the form of illustrated stories, moral stories, comic books, and so on. Furthermore, some students had a collection of stories at home. In addition, students frequently used Google to find interesting reading material.

### **c. The Pleasure of Reading**

Pleasure is a feeling that describes a positive, happy, satisfied, and relieved mood. Reading enjoyment can be interpreted as a penchant for reading; there is a desire in the heart to read. Pleasurable feelings toward reading activities can develop into habits when stimulated. Reading enjoyment can also be influenced by interesting reading material. Then, as a result of that pleasure, a person takes the time to read every day, and it becomes a habit. As a result, reading will be a rewarding hobby.

Students at Anugrah Elementary School Denpasar showed their love of reading with illustrated stories, short stories, and comic books. This was evidenced from the students' reactions when the teacher invited them to the library. Students' cheerful expressions during literacy activities, as well as their enthusiasm in answering teacher questions, indicated that they were pleased with the reading material. The number of non-learning books read by students also reflects students' feelings of pleasure toward reading material.

#### d. The Interest in Reading

Reading interest is one that motivates a person to engage in activities, pay attention, and enjoy reading activities, so that the person does reading activities that he or she desires. Reading interest can be sparked by interesting reading material; individuals will want to read if the book they read has appeal and corresponds to their personal characteristics. The desire to borrow or own reading books of interest demonstrates interest in reading material.

The findings showed that students were interested in reading things that interested them, such as illustrated stories, because illustrated stories helped students visualize stories and explored their movements through writing and pictures. The number of books read by students showed their interest in picture books. It can be stated that students were more interested in reading picture books.

#### e. The Desire To Always Read

Desire refers to something desired for oneself. Desire can come from within or without. Desire is defined as an excessive desire for something that is thought to be lacking. Every desire is anything that is perceived to be lacking. Essentially, desire does not compel us to act immediately. If a person has a strong desire to read, he/she is said to have a reading interest. Reading material that is good or interesting can influence a person's desire to read. The more interesting a book is read, the more eagerly a person wishes to read it and investigate the information contained within it.

When students at SD Anugrah Denpasar were given reading materials such as illustrated stories, comic books, dictionaries, short stories, atlases, and so on, their desire to read grows. Picture books were interesting reading materials for students to read because they had clear illustrations. Students were more likely to read books with illustrations. This showed that students preferred to learn through visuals.

The explanation of the reading interest indicators above lead to the conclusion that when students were presented with interesting non-learning reading materials such as illustrated stories, short stories, and other comics, their interest in reading grows. Positive responses from students indicated that when presented with interesting reading, students' interest grows. GLS implementation can foster students' interest in reading because it used books that were appropriate for elementary school students and sought to facilitate literacy for students.

### **3. Supporting and Inhibiting Factor in the Implementation of the School Literacy Movement in Growing Students' Reading Interest SD Anugrah Denpasar**

Because of the GLS supporting factors, the School Literacy Movement can successfully foster students' interest in reading. Furthermore, it cannot be denied that there are impediments in the implementation process (Mardiani & Wahyuni, 2022). The following factors will be described as supporting and inhibiting the implementation of the School Literacy Movement at SD Anugrah Denpasar:

#### a. Supporting Factors

##### 1) The Active Role of School Members

The school principal, students, employees, student guardians, and school committees all played an active role in fostering the GLS development program.

##### 2) Planned Program

GLS can be a program that prepares students to succeed in fields other than science. For example, in terms of composing skills, this educational program provided students with the opportunity to practice writing skills so that when there was a composing competition, students were prepared to participate.

- 3) Students
 

Students who showed a strong interest in the GLS program were the primary target of the program.
  - 4) Parental and School Committee Support
 

Parents and the school committee were enthusiastic about the GLS program. This was evidenced by the presence of parents who donated or purchased books to organize educational corners scattered throughout the school environment. Local Parenting was a program that transferred this commitment to parents.
  - 5) Conducive School Environment
 

Students may feel more at ease at school if the school is located away from the crowd, such as near studios, factories, or highways.
  - 6) School Facilities
 

The books in the reading corner are gardens that help students find reading material more easily.
- b. Inhibiting Factors
- 1) Coordinators' Consistency
 

The coordinators' consistency in advancing this school education development program ought to be restored. More enthusiasm for carrying out the GLS program, even in the midst of many school activities.
  - 2) Condition of the books
 

The condition of books that were beginning to deteriorated due to age, as well as a lack of collections and variety of books to support the school reading corner.
  - 3) Diverse interests
 

Not all students share the same passion for reading. This is due to a variety of factors, most notably the child's own knowledge, comprehension skills, and mental needs. Then, at home, the influence of friends and parents is not as strong in introducing children to literacy culture.
  - 4) Time Allocation
 

Effective time management is critical for school education development programs. Because there were so many exercises in schools, setting a time limit could limit the amount of practice associated with the various exercises.
  - 5) Socialization
 

GLS program that has not performed optimally. It was clear that some students and teachers continued to underestimate the value of literacy.

## Conclusion

Since 2018, SD Anugrah Denpasar has been implementing the School Literacy Movement, which aims to increase students' reading interest. The GLS was implemented using the master GLS design of the Ministry of Education and Culture. GLS implementation is one of the efforts made by SD Anugrah Denpasar to increase students' reading interest. GLS implementation in fostering students' interest in reading at SD Anugrah Denpasar applies to low grades (I, II, and III) and high grades (IV, V, and VI), i.e. grades I to VI. The application to each class is carried out prior to the beginning of the learning hour, namely the teacher accustoms students to reading 15 minutes of learning or non-learning books every day, so that the teacher will always remind students to read first before beginning to learn. This occurs in class every morning around 07:30. Every week, students are required to read two books. The School Literacy Movement is implemented in three stages at SD Anugrah Denpasar: (1) the planning stage in implementing the GLS, which is carried out with the process of socializing the implementation of school literacy, using the library, and class reading corners. (2) The

implementation stage, which includes getting students to read 15 minutes of illustrated stories before class, developing student abilities and applying them to the learning process, working on literacy journals, literacy contests for the Bulan Bahasa and wall magazines, and evaluating the success of the school literacy movement based on the number of books students have read written in literacy journals and students' ability to answer questions correctly.

Students' needs for reading material, how students act to find reading material, pleasure of reading material, students' interest in reading material, and students' desire to always read are indicators to determine the level of students' interest in reading at SD Anugrah Denpasar. When presented with interesting non-learning reading materials such as illustrated stories, short stories, and other comics, students' interest in reading grows. Positive responses from students indicate that when presented with interesting reading, students' interest grows. GLS implementation can foster students' interest in reading because it uses books that are appropriate for elementary school students and seeks to facilitate literacy for students. planned program, students, parental and school committee support, conducive school environment, and school facilities Furthermore, it cannot be denied that there are inhibitor to implementation in the form of coordinator consistency, book condition, different interests, time allocation, and socialization.

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