PROGRAM STUDI PENDIDIKAN GURU SEKOLAH DASAR (PGSD)
UNIVERSITAS MADAKO TOLITOLI
https://ojs.fkip.umada.ac.id/index.php/mes

Improving Writing Culture through the "*Simak Baca Pagi*" Program in Students: Elementary School Literacy

1) Ilmi Nurizqi Aslama, 2) Fatmawati Nur Hasanah
1) PGMI, UIN K.H. Abdurrahman Wahid Pekalongan, ilminurizqi18@gmail.com
2) PGMI, UIN K.H. Abdurrahman Wahid Pekalongan, fatmawati.nur.hasanah@uingusdur.ac.id

Article Info	ABSTRACT
Keywords: *Writing Culture;* *Simak Baca Pagi;* *Elementary School Literacy*	The "*Simak Baca Pagi*" Program is a literacy program that aims to increase students' interest in reading and writing. The purpose of this study is to evaluate the impact of the program on the growth of the reading and writing culture of students in grade V of elementary school. Field research, or field research, is conducted using a descriptive qualitative approach. The data used in this study include primary data from interviews with teachers, principals, and students, as well as secondary data from references such as books, journals, and related scientific articles. The data collection techniques used include documentation, observation, and in-depth interviews. Data reduction, data presentation, and conclusion drawing are the three main stages in the data analysis process. The results showed that the program, which involved habituating literacy every morning, providing a reading corner, and visiting the library, proved to be effective in increasing students' interest in reading, writing skills, and their critical thinking skills. The conclusion of this study is that literacy programs like this can be used as a model for the habituation of reading and writing activities that reflect a good literacy culture.
Informasi Artikel	**ABSTRAK**
Kata Kunci: Budaya Menulis; *Simak Baca Pagi*; Literasi Sekolah Dasar	Program Simak Baca Pagi adalah program literasi yang bertujuan untuk meningkatkan minat siswa dalam membaca dan menulis. Tujuan penelitian ini adalah untuk mengevaluasi dampak program terhadap pertumbuhan budaya membaca dan menulis siswa di kelas V SD Negeri Banjiran. Penelitian lapangan, atau *field research*, dilakukan menggunakan pendekatan kualitatif deskriptif. Data yang digunakan dalam penelitian ini mencakup data primer dari wawancara dengan guru, kepala sekolah, dan siswa, serta data sekunder dari referensi seperti buku, jurnal, dan artikel ilmiah terkait. Teknik pengumpulan data yang digunakan termasuk dokumentasi, observasi, dan wawancara mendalam. Reduksi data, penyajian data, dan penarikan kesimpulan adalah tiga tahap utama dalam proses analisis data. Hasil penelitian menunjukkan bahwa program ini melibatkan pembiasaan literasi setiap pagi, penyediaan pojok baca, dan kunjungan ke perpustakaan, terbukti efektif dalam meningkatkan minat siswa dalam membaca, keterampilan menulis, dan kemampuan berpikir kritis mereka. Kesimpulan dari penelitian ini adalah bahwa program literasi seperti ini dapat digunakan sebagai model untuk pembiasaan kegiatan membaca dan menulis yang mencerminkan budaya literasi yang baik.

✉ **Corresponding Author:** (1) Ilmi Nurizqi Aslama, (2) PGMI, (3) UIN K.H. Abdurrahman Wahid, (4) Pekalongan, Indonesia, (5) Email: ilminurizqi18@gmail.com

INTRODUCTION

Indonesia must increase awareness of the importance of literacy, namely the ability to write, read, and think critically. In addition to students, school committees, principals, teachers, and other educational staff should get help. The provision of adequate infrastructure, such as libraries, discussion rooms, and reading corners, as well as the implementation of literacy programs that facilitate access to reading materials, are important components in creating a literacy culture in schools. The Merdeka Learning program, which is currently implemented in the Indonesian education system, aims to create a good learning environment for teachers and students. The concept of freedom of learning is an important part of freedom to think and express opinions.

The government responds to the need to improve literacy culture among students as part of efforts to build reading and writing habits in the educational environment through the School Literacy Movement (GLS). The purpose of this program is to support the concept of lifelong learning, which is realized through the implementation of the Regulation of the Minister of Education and Culture (Simamora et al., 2023). GLS also plays a role in building an educational ecosystem that introduces children to a culture of literacy, which includes counting, reading, and writing, which are important components of their cognitive development (Martin & Dockrell, 2024; Wine et al., 2023).

One of the main problems facing Indonesia's education system today is creating educational governance that can produce human resources that can help society and the economy and become global citizens in the 21st century. To achieve this goal, the government must strongly support the culture of reading and writing, especially in education, so that it becomes an important part of people's lives. This literacy habit is very important to be instilled from an early age, especially when still in elementary school (Lee et al., 2023; Parrila & Georgiou, 2024).

However, efforts to improve literacy among students, especially at the elementary/middle school level, still face various obstacles. Many students are more interested in playing than concentrating on literacy activities, and few have the desire to improve their reading and writing skills without any coercion from teachers or parents (Pujiati et al., 2022).

It is very likely that there is a phenomenon of low reading and writing culture. To address this problem, appropriate actions are needed to increase students' interest in reading (Hund et al., 2023). Reading corners or classroom libraries, in accordance with the regulations made by the Ministry of Education and Culture, are one way (Marmoah et al., 2022).

Along with the progress and modifications that have occurred in educational institutions such as Madrasah Ibtidaiyah and elementary schools, which include changes in learning resources, curriculum, and learning evaluation (Cleovoulou & Beach, 2019; Jankowska et al., 2014), Schools have a great responsibility in creating a reading culture that supports the learning process. Schools must provide adequate facilities for students to access libraries and various other resources that can stimulate their interest in reading.

The efforts of SD Negeri Banjiran in improving students' writing culture can be seen through the implementation of the "*Simak Baca Pagi*" Program which is part of the School Literacy Movement (GLS). This program is designed to address the problems faced by students related to low reading and writing skills, which is reflected in the data at the end of 2023, where 93.67% of students have difficulty understanding the context of reading, and 74.65% of students show inskill in writing.

Through this literacy program, students are expected to improve their reading skills by listening to and understanding the texts read out in the morning, which in turn can help them in writing. This activity not only provides an opportunity for students to improve their reading comprehension skills but also gives them the opportunity to express their thoughts through writing activities that are integrated with reading culture. With this program, schools strive to create an environment that supports literacy, so that they can improve students' writing skills in a sustainable manner.

As part of GLS, this program serves as one of the methods to improve literacy conditions in SD Negeri Banjiran by improving the culture of reading and writing at the same time. With an evaluation based on previous findings, this program is expected to reduce the difficulties experienced by students in understanding texts and writing, as well as improve the overall quality of literacy in the school.

Based on the findings of this study, many student literacy improvement programs can be used as an alternative to improve students' reading and writing skills in elementary school. However, the main difference of this study is the focus on the Simak Baca program which is integrated with the reading corner program and library visits, while other studies are more focused on one type of literacy program only. Previous research, such as Widayoko et al. (2018), suggested the idea of the School Literacy Movement (GLS) which uses a goal-based evaluation approach. Other research, such as

Amaniyah et al. (2024), suggest the idea of family literacy. Wulandari (2024) discuss how to carry out literacy activities through the Gerli Program through storytelling activities. Although each study is different from the others, the Simak Baca program is the main subject of this study.

The "*Simak Baca Pagi*" Program was initially less effective at SD Negeri Banjiran. This is due to a number of problems, including students' low interest in reading as well as most students having difficulty understanding and writing the content they read. On the other hand, the factor of limited teacher resources and learning facilities can be another contributing factor that hinders the effectiveness of the program.

The research implications of the implementation of this program at SD Negeri Banjiran can be seen from various aspects related to improving the quality of literacy and strengthening the reading and writing culture of students. By listening to and comprehending readings each morning, students have the opportunity to enrich their vocabulary and sentence structure, which will have a positive impact on their writing abilities. The implications of this research can also be used to evaluate the extent to which the "*Simak Baca Pagi*" Program contributes to improving students' literacy skills.

METHOD

This research utilizes field studies, which are a type of qualitative research. The data collected directly from the field is then narrated descriptively so that accurate information is found related to the efforts of grade V SD Negeri Banjiran in improving students' writing culture through the "*Simak Baca Pagi*" Program which is concentrated. There are three techniques uses in this reseacrh, namely observation, interview, and documentation, were used to collect data in this study. In the observation stage, the researcher used a previously prepared instrument to observe the implementation of the program. Furthermore, interviews were conducted to obtain more in-depth information by involving the main data sources, namely the principal, class V homeroom teachers, and class V students at SD Negeri Banjiran. The last approach applied is a documentation study, in which the researcher records the learning activities and requests related documents.

After the data is collected, the analysis process is carried out through several stages, namely data reduction, data presentation, and conclusion drawn. In the reduction stage, the researcher filters and selects the most relevant data based on the information obtained from observations, interviews, and documentation. Furthermore, the selected data is systematically arranged to simplify the presentation process. After that, a description of the processed data will be presented to be the focus of the analysis. In the final stage, the researcher draws conclusions from the results of data analysis and conveys the arguments underlying the conclusion.

RESULTS AND DISCUSSIONS

A.   Results

Schools have an important role as the vanguard in the development of literacy culture (Doyle et al., 2023). To be able to carry out this role effectively, schools need to carry out various efforts aimed at creating a positive literacy culture (Lara et al., 2023). One of the key factors in fostering interest in reading and writing is the creation of a strong reading culture. Reading culture itself is a gradual process that requires time and continuous involvement. For example, SD Negeri Banjiran has made various efforts to improve the reading and writing culture among grade V students through the implementation of three the "*Simak Baca Pagi*" Program.

1.   Literacy Habits by the "*Simak Baca Pagi*" Program

Students' interest in reading is still the main concern in the world of education. The interest in reading can be understood as a strong internal drive in students, which encourages them to be interested, focused, and active in reading activities, so they do it of their own volition. Increasing students' interest in reading should start from the learning process itself. Therefore, it is important to instill an interest in reading in students appropriately, so that they can develop awareness about the importance of reading, which in turn will encourage an increase in reading activity among students.

Figure 1. The "*Simak Baca Pagi*" Program

Literacy habituation through the "*Simak Baca Pagi*" Program is carried out every day for 15 minutes before the learning activity starts, using a variety of reading materials, ranging from textbooks to storybooks. Information regarding the strengthening of this program was conveyed directly by the Principal of SD Negeri Banjiran in an interview session conducted on Friday, 26 April 2024, which explained that:

"The reading program is implemented every day as an integrated activity with learning. Before the learning activity started, we applied the habit of reading literacy for 15 minutes. This activity is intended to familiarize students with reading with a variety of reading materials, ranging from textbooks to storybooks. With this habit, it is hoped that students can improve their reading and comprehension skills from the beginning of the school day."

Related information conveyed by the teacher of grade V, who provides support for the reading program initiated by the principal as part of the integrated learning activities of students, he revealed the statement on the same day, as his presentation is as follows:

"I really support the reading program implemented at school, which is a reading activity for 15 minutes before learning starts. This program is very effective in improving students' literacy skills from an early age. By reading a variety of reading materials, be it textbooks or storybooks, students not only broaden their horizons but also practice concentration and text comprehension skills. As a teacher, I have seen positive developments in students' reading ability and absorption in the subject matter, which has increased after this reading habit. In addition, this program also supports the principal's vision in improving the literacy culture in schools." (Results of interviews with teachers on Saturday, 27 April 2024)

The following is an overview of one of the responses of students from SD Negeri Banjiran with the initials AN, who felt the positive benefits of the reading program through literacy habituation activities.

"I was very interested in the reading activity for 15 minutes before the lesson started. It feels very good to be able to read interesting stories or books, so I am more prepared and focused when the lesson starts. In addition, I also feel that reading every day makes me understand the lesson faster, because it can increase my knowledge to be more and easier to understand the subject matter. So, I hope that this reading activity will continue, because it can help me be more enthusiastic about learning" (Student Interview: Saturday, 27 April 2024)

2. Maximizing Reading Corner Activities

The use of the reading corner at SD Negeri Banjiran aims to enable grade V students to use their free time for reading activities and support the school literacy movement program, which includes 15 minutes of reading before learning begins. According to the Ministry of Education and Culture of the Republic of Indonesia, a reading corner is an area in the classroom that functions to store books or other learning resources, with the aim of increasing students' interest in reading and learning through fun activities. The school also provides a reading corner in each class, which is expected to create a new

and fun atmosphere and foster interest in reading among students. In an interview conducted on Tuesday, 7 May 2024, the principal of SD Negeri Banjiran stated that efforts to maximize reading corner activities aimed at training students' reading and writing literacy skills, as stated below:

"*To support the reading program that we have implemented, we also maximize the use of reading corners in schools. This reading corner is designed as a special space for students to access various types of reading that can support their literacy development. With a reading corner that is rich in book collections, students have more options to read, be it textbooks or storybooks. We hope that by maximizing the reading corner, the reading program will be more effective and able to foster a higher interest in reading among SD Negeri Banjiran students.*"

This effort to maximize the reading corner also received attention from class V teachers who were respondents in this study. According to his view, it is known that:

"*The reading corner program is actually a program that we have started to implement in recent years. However, as time goes by, we realize the importance of synchronizing this program with the read-watching program By integrating the two, we hope to create a learning environment that is more supportive of students' literacy development, where students not only read at home or in class, but also have direct access to the books in the reading corner available at school. We hope that this program can increase students' interest in reading and literacy skills more comprehensively. (Teacher Interview: Tuesday, 7 May 2024)*"

The students' response to the reading program related to the reading corner activities was also conveyed by students with the initials MH on Wednesday, 8 May 2024, as follows:

"*I am very happy that there is a reading corner at school, because I can read interesting books before the lesson starts. The reading program became more exciting because after reading in the reading corner, I became more enthusiastic and understood the lesson faster. The books in the reading corner are also very varied, so I don't get bored quickly. Sometimes I like to read adventure stories or new knowledge books, and that makes me want to read more. I feel that this program is very helpful to increase my reading and make me more diligent in studying.*"

The response indicated that the students felt an increase in satisfaction with the reading program, which was considered more interesting and useful. This is reinforced by the existence of a reading corner that provides a variety of relevant reading options and supports their learning process.

3. Library Visit

The school library at SD Negeri Banjiran has existed for a long time, its use as a means to improve students' reading skills is still limited to 15 minutes. In addition, the library visit program will be part of the literacy movement efforts initiated by the government.

Figure 2. Read Through Library Visit Program

"*Although the library at SD Negeri Banjiran has a fairly complete collection of books, not many students have used it regularly, but so far it has not been used optimally by students as a means to support the improvement of reading and writing literacy. Therefore, we strive to further optimize the function of the library with various programs, including synchronizing it with reading activities and reading corners in schools. We want to ensure that students not only have access to books, but are also motivated to read more, which will ultimately support their literacy skills.*" *(Presentation by the interviewee on Monday, 13 May 2024)*

A similar statement was also made by a class V teacher on Tuesday, 14 May 2024 that:

"*One of the factors that affects the low level of reading and writing literacy of students in this school is the lack of use of library facilities. Although we have a sufficient collection of books, not many students are using them to the fullest. To that end, we see the need to intensify visits to the library, by making it part of the school's scheduled program. By arranging a schedule of visits to the library regularly, it is hoped that students can read and utilize various existing books more often. In addition, we will also encourage reading activities in the library as part of their literacy skills development, which will certainly support students' overall academic progress.*"

B. Discussion

Teaching reading habits from an early age is believed to form a reading culture in children (Maeja & Laka, 2023). The same thing was also stated by Sukma and Sekarwidi who stated that increasing reading interest in students from an early age is an important step to improve their reading skills (Sukma & Sekarwidi, 2021). The results of the implementation of the "*Simak Baca Pagi*" Program at SD Negeri Banjiran show a positive impact on the development of reading and writing culture, especially in class V, which is reflected in the three stages that are implemented, namely the habituation, development, and learning stages.

The habituation stage aims to foster students' interest in reading and reading activities in general. Habits that are carried out regularly and continuously are expected to form positive habits that eventually shape the character of individual students (Akbar et al., 2024). At SD Negeri Banjiran, the habituation stage is carried out through a series of activities, such as reading for 15 minutes before learning starts, habituation of reading in the reading corner, and visits to the library. At this stage, students seem enthusiastic when asked to read books first, because the books provided are quite varied and not focused on the subject matter, so that it can motivate students to be more fond of reading. This activity also plays a role in fostering a stronger reading culture, as well as making teachers role models in reading activities.

The habit of reading in students at SD Negeri Banjiran is carried out in two ways, namely reading aloud and reading silently. The reading materials used are adjusted to students' interests and preferences, which aims to encourage their love and passion for reading activities. This literacy habituation has the goal of allowing students to understand the content of the reading, summarize the information obtained, and convey it in front of their friends (Condie & Pomerantz, 2020).

Efforts to improve the reading and writing culture in grade V students through the habit of literacy to read in the morning before learning begins can create a love of reading in students. In addition, this activity also trains writing skills, because students are not only asked to read, but also summarize the content of the reading and convey it in front of the class. Thus, this activity plays a role in increasing students' interest in reading and writing and supporting the realization of a reading culture among students (Lin et al., 2019). This literacy habit that is carried out before learning begins also encourages students to like and love reading activities more, which in turn helps them apply reading culture in their daily lives (Vidergor, 2023).

At this stage of habituation, literacy activities are complemented by a reading corner in the classroom and visits to the library which are carried out regularly every Thursday. This activity creates a new atmosphere that is fun for students and can foster their interest in reading. The reading corner in the classroom is an alternative for students who are less interested in going to the library, because in the reading corner there are various types of books that can be read when students have free time. The strategic location of the reading corner in the classroom makes it easier for students to access it, so it is an effective effort to increase their interest in reading.

The reading corner in the classroom has proven to be very helpful in fostering students' interest in reading, with the teacher acting as a facilitator who only provides direction to encourage students to continue reading. This is very relevant considering that grade V students need to develop reading skills for the preparation of the Computer-Based National Assessment (CBNA). In addition, the existence of a reading corner also contributes to the increase in students' knowledge, which in turn increases their confidence. In order for the reading corner to be interesting, the place must be designed as comfortable and attractive as possible, while the role of the teacher is to motivate students so that they continue to care and get used to reading. With the freedom to choose reading, the reading corner can increase students' interest in reading, because they are more interested in reading books that match their interests (Aswat & G, 2020). In addition, the library visit program also has an important role in familiarizing students to be more active in literacy activities.

A visit to the library is an activity carried out by one class of students to read books directly in the library room (Pancheshnikov, 2014). However, the lack of optimal use of library facilities is one of the factors causing weak reading and writing literacy among students. Therefore, it is important to intensify the library visit function by making it part of a scheduled and structured school program (Dawkins & Moorefield-Lang, 2023; Sargent et al., 2011). Library visits should be carried out on a scheduled basis with certain flexibility in order to provide wider opportunities for students to access reading materials (Foli et al., 2023).

The library visit program at SD Negeri Banjiran is carried out with a systematic visit schedule system for each class. Students show high enthusiasm when asked to read in the library, which gives them the opportunity to explore different types of reading books (Bikos & Papadimitriou, 2013). This activity involves all students along with the homeroom teacher who acts as a supervisor, provides guidance in finding books that match their interests, and ensures that students can read any book and in unlimited quantities. The freedom to choose books allows students to develop their interest in reading, which in turn can increase their overall interest in reading. Libraries with large enough spaces and diverse book collections make a significant contribution in stimulating students' interest in reading, as they are encouraged to start reading topics they like (Gerrity, 2018; Micle, 2014).

Visits to the library at SD Negeri Banjiran have a positive impact on increasing students' interest in reading. The facilities provided in the library, which include interesting and diverse books, create a fun atmosphere and support students to be more active in reading. Students have the freedom to choose the books they want to read, which allows them to explore a variety of topics, thus increasing their excitement and interest in reading. This activity directly contributes to an increase in reading enthusiasm, because there are variations in reading choices that suit students' interests (Nabila & Dewi, 2013).

The development stage is a continuation of the habituation stage in the school literacy program (Purnama et al., 2022). At this stage, students are trained to develop the ability to understand the content of the reading and summarize the information from the books they read. The activity of summarizing the text helps students understand the meaning contained in the reading more deeply. The main purpose of reading is to obtain information, understand the content, and interpret the meaning of the text. In addition, storytelling activities can also be an effective strategy to increase students' interest in reading and motivation. In this stage of development, students are not only required to write summaries, but also to retell the content of the reading in their own words, which allows students to practice public speaking skills. Thus, students process from the habituation stage to a more complex development stage.

The learning stage is the final stage in the implementation of the literacy movement in schools. Through reading activities at this stage, students are given an understanding that reading is an integral part of learning to acquire knowledge (Begum et al., 2021). Reading activities are very important in helping students understand the subject matter given by the teacher, including in reading enrichment books that are relevant to the material. Reading skills are essential because they support the overall teaching and learning process (Kasim et al., 2023). At SD Negeri Banjiran, at the learning stage, teachers associate reading activities with the material being taught. Some of the activities carried out in this stage include writing essays based on personal experiences, forming discussion groups, and asking and answering. This activity aims to train students' writing skills as well as strengthen their memory, with students being asked to develop ideas and ideas in written form (Jatnika, 2019). In addition, discussions and questions and answers also encourage students to think critically, which is an important part of the learning process and the development of their literacy skills.

The program not only focuses on improving students' individual skills, but also on strengthening the literacy culture in the school as a whole. Through the "*Simak Baca Pagi*" Program, the school strives to create an environment that supports reading habits, which is expected to continue outside of class hours, both at home and in the community. This research can also reveal the importance of teacher and parent involvement in supporting the success of the program. In its implementation, teachers need to get sufficient training on the right literacy methods, while parents also need to be invited to support children's literacy activities at home.

CONCLUSIONS

The "*Simak Baca Pagi*" Program at SD Negeri Banjiran has succeeded in improving the reading and writing culture of students. Some of the activities carried out in this program include visits to the library, making reading corners, and getting used to literacy through the program. The three stages of the implementation of the program show an increase in reading and writing culture in grade V students. Furthermore, their reading and writing skills develop during the development stage. At the learning stage, this program also successfully trains students to think critically. Overall, the students'

response to the three stages was very positive, and the activities carried out have brought significant changes in students' perspectives and literacy skills. An important recommendation that can be given to future researchers who examine the effectiveness of this program in improving students' writing skills is that researchers can develop more specific instruments to assess the improvement of students' writing skills, both in terms of writing techniques, creativity, and the ability to make logical arguments and the importance of further identifying factors that can support or hinder the effectiveness of the program. both from the internal side (such as the teaching method used, the quality of the reading materials) and external (for example, parental support and home facilities). By understanding these factors, the "*Simak Baca Pagi*" Program can be further optimized.

REFERENCES

Akbar, A., Manan, M., Masri, M., Muna, V. A. S. A., & Lista, L. (2024). Desain pojok baca inspiratif di Sekolah Dasar Negeri 1 Baubau. *Community Development Journal : Jurnal Pengabdian Masyarakat*, *5*(3), 5445–5453. https://doi.org/10.31004/cdj.v5i3.30206

Amaniyah, F., Rahman, A. C., & Zakaria, O. I. (2024). Efektivitas program literasi keluarga dalam meningkatkan minat baca anak. *Jurnal Multidisiplin Ilmu Akademik*, *1*(4), 38–45. https://doi.org/10.61722/jmia.v1i4.1871

Aswat, H., & G, A. L. N. (2020). Analisis gerakan literasi pojok baca kelas terhadap eksistensi dayabaca anak di sekolah dasar. *Basicedu*, *4*(1), 70–78. https://doi.org/10.31004/basicedu.v4i1.302

Begum, S., Flowers, N., Tan, K., Carpenter, D. M. H., & Moser, K. (2021). Promoting literacy and numeracy among middle school students: Exploring the mediating role of self-efficacy and gender differences. *International Journal of Educational Research*, *106*(4), 3276–3288. https://doi.org/10.1016/j.ijer.2020.101722

Bikos, G. D., & Papadimitriou, P. (2013). School libraries in Greece Turbulent Past, uncertain present, doubtful future. *Procedia - Social and Behavioral Sciences*, 73–80. https://doi.org/10.1016/j.sbspro.2013.02.024

Cleovoulou, Y., & Beach, P. (2019). Teaching critical literacy in inquiry-based classrooms: Teachers' understanding of practice and pedagogy in elementary schools. *Teaching and Teacher Education*, *83*(7), 2765–2779. https://doi.org/10.1016/j.tate.2019.04.012

Condie, C., & Pomerantz, F. (2020). Elementary students' literacy opportunities in an age of accountability and standards: Implications for teacher educators. *Teaching and Teacher Education*, *92*(3), 4361–4382. https://doi.org/10.1016/j.tate.2020.103058

Dawkins, A. M., & Moorefield-Lang, H. M. (2023). School and youth libraries: Supporting education and young people. In *Encyclopedia of Libraries, Librarianship, and Information Science* (pp. 257–262). https://doi.org/10.1016/B978-0-323-95689-5.00217-0

Doyle, N. B., Varon, J. A. G., Downer, J. T., & Brown, J. L. (2023). Testing the integration of

a teacher coaching model and a social-emotional learning and literacy intervention in urban elementary schools. *Teaching and Teacher Education*, *132*(5), 5286–5297. https://doi.org/10.1016/j.tate.2023.104232

Foli, J. Y., Awaah, F., & Solomon, Y. (2023). Corporate governance education in Ghana: gender and school library to the rescue. *International Journal of Educational Management*, *37*(6), 1523–1534. https://doi.org/10.1108/IJEM-01-2023-0012

Gerrity, C. (2018). The new national school library standards: Implications for information literacy instruction in higher education. *The Journal of Academic Librarianship*, *44*(4), 455–458. https://doi.org/10.1016/j.acalib.2018.05.005

Hund, A. M., Bove, R. M., & Beuning, N. Van. (2023). Cognitive flexibility explains unique variance in reading comprehension for elementary students. *Cognitive Development*, *67*(7), 4368–4379. https://doi.org/10.1016/j.cogdev.2023.101358

Jankowska, M. A., Smith, B. J., & Buehler, M. A. (2014). Engagement of academic libraries and information science schools in creating curriculum for sustainability: An exploratory study. *The Journal of Academic Librarianship*, *40*(1), 45–54. https://doi.org/10.1016/j.acalib.2013.10.013

Jatnika, S. A. (2019). Budaya literasi untuk menumbuhkan minat membaca dan menulis. *Indonesian Journal of Primary Education*, *3*(2), 1–6. https://pdfs.semanticscholar.org/0b21/888645e637fb63dc10f38247482da849dd40.pdf

Kasim, H., Sabarudin, Mamonto, S. B., & Mokodongan, F. (2023). Analisis manfaat pojok baca untuk menanamkan minat baca siswa kelas IV SD Negeri Ringinsari. *FONDATIA: Jurnal Pendidikan Dasar*, *7*(1), 169–177. https://doi.org/10.36088/fondatia.v7i1.3095

Lara, G. P., Sánchez, S. N., Guerra, M. J., & Ek, L. D. (2023). Literacy and identity across home, school, church, and social life. In *International Encyclopedia of Education (Fourth Edition)* (pp. 198–208). https://doi.org/10.1016/B978-0-12-818630-5.07011-1

Lee, M., Lee, S. Y., Kim, J. E., & Lee, H. J. (2023). Domain-specific self-regulated learning interventions for elementary school students. *Learning and Instruction Journal*, *88*(12), 1–18. https://doi.org/10.1016/j.learninstruc.2023.101810

Lin, P.-H., Su, Y.-N., & Huang, Y.-M. (2019). Evaluating reading fluency behavior via reading rates of elementary school students reading e-books. *Computers in Human Behavior*, *100*(2), 325–338. https://doi.org/10.1016/j.chb.2018.10.004

Maeja, J. D., & Laka, L. (2023). Budaya membaca mahasiswa ditinjau dari minat membaca. *Jurnal Psikologi : Jurnal Ilmiah Fakultas Psikologi Universitas Yudharta Pasuruan*, *10*(2), 305–317. https://doi.org/10.35891/jip.v10i2.4072

Marmoah, S., Poerwanti, Jenny Indrastoeti Siti, & Suharno. (2022). Literacy culture management of elementary school in Indonesia. *Heliyon*, *8*(2), 356–368. https://doi.org/10.1016/j.heliyon.2022.e09315

Martin, C., & Dockrell, J. E. (2024). Writing productivity development in elementary school: A systematic review. *Assessing Writing*, *60*(4), 6665–6680.

https://doi.org/10.1016/j.asw.2024.100834

Micle, M. (2014). Stereotypes regarding libraries and librarians: An approach of romanian school and academic libraries. *Procedia - Social and Behavioral Sciences*, 92–98. https://doi.org/10.1016/j.sbspro.2014.12.291

Nabila, N., & Dewi, L. (2013). Keterkaitan antara pemanfaatan perpustakaan sekolah sebagai sumber belajar dengan peningkatan hasil belajar yang diperoleh siswa pada mata pelajaran Bahasa Indonesia. *EDULIB: Journal of Library and Information Science*, *3*(2), 46–59. https://doi.org/10.17509/edulib.v3i2.4157

Pancheshnikov, Y. (2014). Developing library school student's research skills through assignments in a collection management course. *Procedia - Social and Behavioral Sciences*, 4678–4682. https://doi.org/10.1016/j.sbspro.2014.01.1007

Parrila, R., & Georgiou, G. K. (2024). Literacy and reading behaviors. In *Encyclopedia of Adolescence (Second Edition)* (pp. 235–246). https://doi.org/10.1016/B978-0-323-96023-6.00030-0

Pujiati, D., Basyar, M. A. K., & Wijayanti, A. (2022). Analisis gerakan literasi sekolah di sekolah dasar. *Pedagogik Journal of Islamic Elementary School*, *5*(1), 57–68. https://doi.org/10.24256/pijies.v5i1.2615

Purnama, I., Affandi, L. H., & Nisa, K. (2022). Implementasi gerakan literasi sekolah dalam membentuk karakter gemar membaca siswa di SDN 5 Masbagik Selatan. *Jurnal Ilmiah Profesi Pendidikan*, *7*(3), 1951–1958. https://doi.org/10.29303/jipp.v7i3c.872

Sargent, A. R., Becker, B. W., & Klingberg, S. (2011). Incorporating library school interns on academic library subject teams. *The Journal of Academic Librarianship*, *37*(1), 28–33. https://doi.org/10.1016/j.acalib.2010.10.004

Simamora, N., Manurung, A. A., Sinaga, Y. B., Siregar, E. A. R., Manurung, R. G. H., Herman, & Br Sinaga, J. A. (2023). Analisis budaya literasi dalam mengembangkan minat membaca di Sekolah Dasar Negeri 154500 Aek Tolang. *Journal on Teacher Education*, *4*(3), 196–203. https://doi.org/https://doi.org/10.31004/jote.v4i3.12244

Sukma, H. H., & Sekarwidi, R. A. (2021). Strategi kegiatan literasi dalam meningkatkan minat baca peserta didik di sekolah dasar. *Jurnal Varidika*, *33*(1), 11–20. https://doi.org/10.23917/varidika.v33i1.13200

Vidergor, H. E. (2023). Teaching futures thinking literacy and futures studies in schools. *Futures*, *146*(6), 5497–5511. https://doi.org/10.1016/j.futures.2022.103083

Widayoko, A., H, S. K., & Muhardjito, M. (2018). Analisis program implementasi Gerakan Literasi Sekolah (GLS) dengan pendekatan goal-based evaluation. *TATSQIF: Jurnal Pemikiran Dan Penelitian Pendidikan*, *16*(1), 78–92. https://doi.org/10.20414/jtq.v16i1.134

Wine, L. D., Pribesh, S., Kimme, S. C., Dickinson, G., & Church, A. P. (2023). Impact of school librarians on elementary student achievement in reading and mathematics: A propensity score analysis. *Library & Information Science Research*, *45*(3), 4379–4396. https://doi.org/10.1016/j.lisr.2023.101252

Wulandari, N. K. D. (2024). Analisis pelaksanaan kegiatan literasi dengan Program Gerli (Gerakan Literasi) yang dikaitkan dengan dongeng untuk meningkatkan minat baca siswa di SDN 1 Demulih. *Jurnal Ilmu Pendidikan, Bahas, Sastra Dan Budaya*, *2*(6), 186–198. https://doi.org/10.61132/morfologi.v2i6.1170