

THE EFFECT OF THE SCHOOL LITERACY MOVEMENT ON INCREASING THE READING INTEREST OF GRADE III ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

The low interest in reading of students is still a fundamental problem in the world of education in Indonesia. Although the School Literacy Movement (GLS) has been implemented in various educational units, its implementation has not fully shown optimal results. This study aims to determine the influence of the School Literacy Movement on the reading interest of grade III students at SD Negeri 85 Pekanbaru. The study used a quantitative approach with an ex post facto design, in which the researcher did not provide a direct treatment, but analyzed the relationship between the independent variable (GLS) and the bound variable (students' reading interest). The research sample was 31 students. Data were analyzed using validity, reliability, descriptive statistics, normality tests, and simple regression analysis with the help of the SPSS 25 for Windows program. The results of the study show that all items of the instrument are declared valid and reliable with values. The results of a simple regression analysis showed that the School Literacy Movement had a significant effect on students' reading interest with a significance R Square value of $0.000 < 0.05$. This means that GLS contributes 60.3% to the increase in students' reading interest, while 39.7% is influenced by other factors such as family support and literacy facilities. The implications of this study show that the success of the implementation of GLS does not only depend on the routine of reading activities, but also on the support of a conducive learning environment, a variety of interesting reading materials, and the role of teachers and parents in fostering a literacy culture at school and at home.

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INTRODUCTION

Education is an important aspect of human life that plays a role in shaping the character, personality, and competence of each individual. Through education, humans can develop their potential and play an active role in social, cultural, and nation-building life. According to Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. In this context, education focuses not only on the cognitive aspect, but also on character formation and literacy development which is the basis for the lifelong learning process.

One of the fundamental problems in the world of education in Indonesia is the low interest in reading of students. Based on a UNESCO report, Indonesia ranks low in terms of literacy compared to other countries in the Southeast Asian region (Syafitri & Yamin, 2022). This low interest in reading is caused by several factors, such as the lack of reading culture in the family and school environment, limited access to interesting and quality reading materials, and low support from teachers and parents in fostering reading habits. This condition has an impact on students' weak literacy skills, which in turn affects their learning outcomes and critical thinking.

To answer these challenges, the Ministry of Education and Culture launched the School Literacy Movement (GLS) as one of the strategic efforts to foster a reading culture in schools. This program aims to make schools a learning organization where all citizens are actively involved in literacy activities, ranging from teachers, students, to parents (Ni Made Rusniasa, 2021). GLS not only focuses on improving reading skills, but also internalizes ethical values, local wisdom, and positive character that are adjusted to the level of education of students (Nurhayati, 2020). Thus, GLS becomes a national movement that is expected to improve the quality of Indonesia's human resources through improving basic literacy skills.

At the elementary school level, the implementation of GLS has a very important role. Elementary school students are at the stage of concrete cognitive development, where they begin to be able to understand concepts and symbols in real terms (Zahara et al., 2023). Therefore, teachers are required to be able to develop literacy activities that are creative, interesting, and in accordance with the characteristics of children's development. Teachers not only play the role of facilitators, but also role models in fostering students' interest in reading. One of the means that can support the success of GLS is the school library. Comfortable spatial arrangement and provision of relevant reading materials can foster students' interest and reading habits (Zelpamailiani, 2020; Aliwijaya, 2023). Thus, the existence of an optimally functioning library is one of the indicators of the success of the implementation of GLS in elementary schools.

However, the reality on the ground shows that the implementation of GLS in some elementary schools is still not running optimally. One of them occurred at SD Negeri 85 Pekanbaru, especially in grade III B. Based on the results of the initial interview with the homeroom teacher, Mrs. AN, it is known that students' interest in reading is still relatively low even though the literacy program has been implemented. Some students have not reached the Minimum Completeness Criteria (KKM), which shows that the literacy activities carried out have not had a significant impact on increasing reading interest. This condition is suspected to be caused by several factors, including a lack of variety in literacy activities that cause boredom, a mismatch between reading materials and students' interests and abilities, and a lack of support from the family environment that lacks role models in reading habits.

Several previous studies have shown that the School Literacy Movement has a positive influence on increasing students' interest in reading. For example, research by Zahara et al. (2023) found that the consistent application of GLS can increase reading motivation and the ability to understand the reading content of elementary school students. Similar findings were also put forward by Yudiana (2023) who stated that literacy skills are an effective and productive learning base that allows students to develop critical and reflective thinking skills. However, most of these studies only highlight the implementation of GLS from a program perspective without examining in depth its effect on changes in students' reading interest at a particular grade level. This is a research gap that needs to be studied further, especially in the context of SD Negeri 85 Pekanbaru.

Based on this, this study aims to determine the influence of the School Literacy Movement (GLS) on the reading interest of grade III students at SD Negeri 85 Pekanbaru. This research is expected to make an empirical contribution to the development of a more effective GLS implementation strategy, as well as a reference for teachers and schools in designing literacy activities that are relevant, interesting, and in accordance with the characteristics of elementary school students. Theoretically, the results of this study are expected to strengthen the study of the effectiveness of literacy programs in increasing reading interest and reading character among students. Practically, this research is expected to have implications for schools in optimizing GLS activities through innovation in more varied literacy activities, the provision of reading materials that suit the needs of students, and strengthening collaboration between schools, families,

and communities in fostering literacy culture from an early age.

RESEARCH METHODS

This study uses a quantitative approach with an ex post facto research design. This approach is used because researchers do not give treatment or manipulation to the variables studied, but rather examine the relationship between variables that have occurred naturally. This research focuses on the influence of the School Literacy Movement (GLS) on students' reading interest. The independent variable in this study was the School Literacy Movement (X), while the bound variable was students' reading interest (Y).



This approach was chosen because the event or phenomenon studied has occurred naturally, and the researcher seeks to trace the influence of free variables on bound variables based on existing data. The independent variable (X) in this study was the School Literacy Movement (GLS), while the bound variable (Y) was students' reading interest. This research was carried out at SD Negeri 85 Pekanbaru, which is located at Jl. Limbungan, Lembah Sari, Rumbai Pesisir District, Pekanbaru City, Riau, in the period of July to December 2025. The sample in this study amounted to 31 students using the purposive sampling technique, with the consideration that this class actively participated in the School Literacy Movement activities.

The data collection technique uses questionnaires. The questionnaire was used to obtain quantitative data on students' reading interest using a four-level Likert scale (Always, Often, Sometimes, and Never), which was developed based on indicators of reading focus, reading compulsion, enjoyment of reading, and reading habits. Interviews were conducted with classroom teachers to strengthen quantitative data and obtain an overview of the implementation of the School Literacy Movement program, while documentation was used as supporting evidence in the form of photos of literacy activities and school data. The questionnaire instrument is tested through validity and reliability tests to ensure the validity and consistency of the data. The validity test is used to measure the extent to which the question item is able to represent the variable being studied, while the reliability test is carried out to determine the level of consistency of the measuring tool. Once the data is declared valid and reliable, the analysis is carried out using descriptive and inferential statistical analysis with the help of the SPSS version 25 for Windows program. Descriptive analysis is used to describe the tendency of data through mean values, standard deviations, minimum values, and maximums, while inferential analysis includes normality tests and simple regression analysis to determine the influence of the School Literacy Movement on students' reading interests. Thus, this research method is systematically designed to reveal the relationship between the implementation of the School Literacy Movement and the reading interest of grade III students of SD Negeri 85 Pekanbaru objectively, measurably, and based on empirical data.

RESEARCH RESULTS

This research was carried out at SD Negeri 85 Pekanbaru with the main focus on the effect of the implementation of the School Literacy Movement (GLS) on the reading interest of grade III B students. The respondents in this study amounted to 30 students, while the interview informants consisted of grade III B teachers and school literacy coordinators. The following is a description of the results of the research:

Based on the results of observations made during three meetings in grade III of SD Negeri 85 Pekanbaru, researchers found that the School Literacy Movement (GLS) had been implemented routinely every morning before learning activities began. The activity was carried out for ±15 minutes, with a silent reading pattern and guidance from homeroom teachers. Observations show that most students show good interest in reading activities, but there are still some students who lack focus and have not shown consistent reading habits.

During the implementation of GLS, students who have a high interest in reading seem enthusiastic in choosing and bringing their own reading books, especially picture story books or light knowledge books. However, about 30% of students still seem to be less active and reading simply because they are directed by the teacher. From the observation results, a supportive classroom environment with a simple reading corner and a varied collection of books is one of the supporting factors in increasing students' interest in reading.

GLS activities at SD Negeri 85 Pekanbaru are also carried out in stages:

1. The habituation stage, by reading for 15 minutes every morning.
2. The development stage, which is a light discussion activity about the content of the reading.
3. The learning stage, where the teacher relates the content of the reading to the theme of the ongoing lesson.

Another factor that supports the implementation of GLS is the support of school principals and teachers, as well as the active role of parents who also provide reading at home. However, the main obstacle observed is the limited number of books and literacy facilities such as reading shelves, literacy rooms, and supporting digital media. Based on the results of interviews with the homeroom teacher of grade III B and several students, information was obtained that the School Literacy Movement (GLS) program has been implemented at SD Negeri 85 Pekanbaru since 2018. According to the homeroom teacher, the main purpose of this program is to foster a reading culture from an early age and increase students' interest in reading through fun and non-burdensome activities.

The teacher explained that the implementation of GLS is carried out every day before learning starts, and every week there is a reading program together in the school library. Students are given the freedom to choose the books they like. The teacher assessed that with the existence of GLS, students' interest in reading increased gradually, which was shown by the increasing number of students who brought their own reading books and often borrowed library books.

However, the interview also revealed several obstacles to the implementation of GLS, including:

- The availability of reading books is still limited, so students get bored quickly.
- The lack of involvement of some students who tend to be passive and only read because the teacher asks them to.
- There are no follow-up activities such as "digital literacy corners" or reading competitions that can increase students' enthusiasm.

Meanwhile, the interviewed students said that they enjoyed participating in reading activities, especially when reading picture story books. Some students also said that after the GLS program, they began to read more often at home. This shows a change in positive behavior towards reading interest.

In general, the results of the interviews show that the implementation of GLS has a positive impact on increasing students' interest in reading, although there is still a need for improvement in the aspects of intrinsic motivation and the availability of literacy facilities.

Furthermore, the above results are strengthened by the calculation of the questionnaire values that have been obtained using the likert scale (Always = 4, Frequent = 3, Sometimes = 2, Never = 1). The data is processed using SPSS 25 for Windows with the following statistical tests.

Validity Test

The validity test is carried out to determine the level of accuracy of the statement item in measuring the variables being studied. The instrument is said to be valid if the Pearson correlation value (r -calculus) is greater than the r -table ($n=31$, $\alpha=0.05 \rightarrow r$ -table = 0.355).

a. Validity of Variable X (School Literacy Movement)

Based on the results of the validity test, the correlation value of the item to the total score ranged from 0.512 to 0.605 with a significance of < 0.05 for most items. This shows that out of the 8 items of the statement, all items are declared valid because they meet the criteria for positive and significant correlation. Thus, all items in the School Literacy Movement variable (X) can be used for further analysis.

Table 1. Results of the Validity Test of Variable X (School Literacy Movement)

No	Statement Item	r-count	r-table (N=31; $\alpha=0.05$)	Information
1	X.1	0.542	0.355	Valid
2	X.2	0.571	0.355	Valid
3	X.3	0.605	0.355	Valid
4	X.4	0.542	0.355	Valid
5	X.5	0.517	0.355	Valid
6	X.6	0.512	0.355	Valid
7	X.7	0.581	0.355	Valid
8	X.8	0.561	0.355	Valid

b. Validity of Variable Y (Students' Reading Interest)

The results of the validity test showed that the correlation value between the item and the total score was in the range of 0.344 to 0.746 with most significance < 0.05 . Thus, of the 12 statement items, all items are declared valid because the correlation value is greater than the r-table (0.355). This means that each item in the Student Reading Interest variable (Y) can measure the intended construct well.

Table 2. Results of the Validity Test of Variable Instrument Y (Students' Reading Interest)

No. Item	$r_{\text{calculating}}$	r_{table} (N=31; $\alpha=0.05$)	Sig. (2-tailed)	Information
Y1	0.459	0.355	0.009	Valid
Y2	0.614	0.355	0.000	Valid
Y3	0.643	0.355	0.000	Valid
Y4	0.444	0.355	0.058	Valid
Y5	0.577	0.355	0.001	Valid
Y6	0.746	0.355	0.000	Valid
Y7	0.583	0.355	0.001	Valid
Y8	0.525	0.355	0.002	Valid
Y9	0.440	0.355	0.013	Valid
Y10	0.519	0.355	0.003	Valid
Y11	0.619	0.355	0.000	Valid
Y12	0.665	0.355	0.000	Valid

Reliability Test

Reliability tests were used to determine the internal consistency of research instruments using Cronbach's Alpha.

Table 3. Reliability Test

Variable	Cronbach's Alpha	Number of Items	Criterion	Information
School Literacy Movement (X)	0.672	8	> 0.60	Reliable
Students' Interest in Reading (Y)	0.804	12	> 0.60	Reliable

Based on the table above, both variables have Cronbach's Alpha values above 0.60. Thus, the instrument was declared **reliable** and suitable for use in research.

Descriptive Statistical Test

The descriptive statistical test aims to describe the data of each variable in general.

a. School Literacy Movement Variables (X)

The mean value is 28.42 with a standard deviation of 2.335, a minimum value of 24, and a maximum of 32. These results show that the implementation of school literacy movements in grade III is relatively high, which means that students have been involved in a lot of literacy activities such as 15-minute reading, reading corner management, and light writing activities.

b. VariasStudent Interest in Reading (Y)

The average score was 40.42 with a standard deviation of 3.631, a minimum score of 36, and a maximum of 46. This shows that the reading interest of grade III students is in the high category. This means that most students show positive interest and reading habits after the implementation of the school literacy movement. The average score was 40.42 with a standard deviation of 3.631, a minimum score of 36, and a maximum of 46. This shows that the reading interest of grade

III students is in the high category. This means that most students show positive interest and reading habits after the implementation of the school literacy movement.

Normality Test

The results of the normality test with the Kolmogorov–Smirnov Test showed significant values for:

School Literacy Movement (X) = 0.200

Student Reading Interest (Y) = 0.076

Both significance values > 0.05, so that the data is distributed normally. Thus, the assumption of normality is fulfilled and a simple linear regression analysis can be performed..

Table 4. Data Normality Test (One-Sample Kolmogorov-Smirnov Test)

Variable	N	Mean	Std. Deviation	Test Statistic	Asymp. Sig. (2-tailed)	Information
Students' Interest in Reading (Y)	31	40,42	3,631	0,149	0,076	Normally Distributed Data
School Literacy Movement (X)	31	28,42	2,335	0,099	0,200	Normally Distributed Data

Simple Regression Analysis

Regression analysis was used to determine the influence of the School Literacy Movement (GLS) (variable X) on Students' Reading Interest (variable Y).

a. Model Summary

$R = 0.777$ and $R^2 = 0.603$ were obtained, which means that the School Literacy Movement variable contributed 60.3% to the increase in Student Reading Interest, while the remaining 39.7% was influenced by other factors outside this study.

b. ANOVA Test (F Test)

The results of the analysis showed a value of $F = 44.095$ with $\text{Sig.} = 0.000 (<0.05)$. This means that the regression model used is significant, so it can be concluded that the School Literacy Movement has an effect on the Reading Interest of Grade III Students.

c. Regression Coefficient Test (t-test)

The results of the t-test obtained the following values:

- t-count = 6,640 > t-table (2,042)
- Sig. = 0.000 < 0.05

Thus, there is a positive and significant influence between the School Literacy Movement on Students' Reading Interest. The regression equations obtained are:

$$Y = 6.092 + 1.208X$$

This means that every one unit increase in the score of the School Literacy Movement will increase the Student Reading Interest score by 1,208. The positive regression coefficient shows that the better the implementation of the school literacy movement, the higher the students' interest in reading.

DISCUSSION

The implementation of the School Literacy Movement (GLS) which is carried out regularly for ± 15 minutes every morning before learning through silent reading activities and homeroom teacher guidance has been proven to have a positive influence on the reading interest of grade III B students at SD Negeri 85 Pekanbaru. These activities help foster the habit of reading at the beginning of the day, which ultimately forms a literacy culture in the school environment. These findings are in line with the results of a study that states that the habit of reading 15 minutes before learning activities is effective in increasing the reading interest of elementary school students (Riyanti & Rahmi, 2024).

Based on the results of observations, most of the students showed good enthusiasm for reading activities. However, about 30% of students are still passive and only read when directed by the teacher. This condition confirms that even though the implementation of GLS runs regularly, the intrinsic motivation aspect of students has not fully developed optimally. This is strengthened by the opinions of Syafitri and Yamin (2022) who stated that the implementation of GLS does affect

the increase in reading interest, but its success is greatly influenced by internal factors such as motivation, as well as external factors such as the availability of literacy facilities and infrastructure.

The stages of GLS implementation, which include habituation, development, and learning, reflect the literacy implementation framework as stated by Lamingthon and Juliati (2022). In the context of this study, the habituation stage is realized through routine reading activities in the morning, the development stage through the enrichment of reading materials and classroom reading corners, and the learning stage through the integration of literacy activities in thematic learning. Previous research confirms that literacy-rich environments, such as the availability of reading corners and classroom libraries, are important factors that can increase students' reading interest (Anfiana, Nurazizah, & Arviana, 2023).

The results of simple regression analysis showed that the implementation of GLS contributed 54% to the variability of students' reading interest ($R^2 = 0.540$). This means that there are still 46% of other factors that affect reading interest, such as parental support, home environment, and school literacy facilities. This is in line with the findings of Wardani, Rispatiningsih, and Setyaningsih (2024) who show that school literacy is not the only variable that determines students' reading interest, but needs to be supported by environmental factors and conducive education policies.

Theoretically, the literacy culture in schools is formed through consistent habituation and systematic support from all components of education. Yulianti and Sukasih (2023) emphasized that the GLS program, which is designed with a variety of activities such as book clubs, reading competitions, and the integration of literacy in learning, is able to increase both students' reading interest and reading comprehension. In the context of SD Negeri 85 Pekanbaru, morning literacy activities and the association of reading with the theme of the lesson reflect effective strategies in integrating literacy into student learning activities.

The obstacles found in this study, such as the limited number of books and supporting facilities, are also consistent with the findings of Fathimiyah, Kasiyun, Ghufuron, and Sunanto (2023) who stated that the lack of availability of reading materials is an inhibiting factor in the successful implementation of GLS. Similarly, Siregar and Simbolon (2023) emphasize that reading corners and the availability of interesting books determine the success of increasing students' reading interest in elementary school.

In relation to student motivation, Suhasti, Adam, and Ulviani (2022) said that the variety of reading materials, freedom of choice of books, and appreciation for reading activities can encourage passive students to be more active. Thus, more innovative strategies are needed to increase students' intrinsic motivation, such as awarding, thematic reading activities, and the selection of reading materials according to children's interests. Overall, the results of this study strengthen the theory that the systematic and sustainable implementation of GLS has a significant effect on increasing students' reading interest (Nihayatuzen, Rosikh, & Mufidah, 2022). However, the effectiveness of the program will be more optimal if it is supported by adequate literacy facilities, support from teachers and parents, and strategies to strengthen reading motivation in students who are less active.

CONCLUSION

Based on the results of research that has been conducted at SD Negeri 85 Pekanbaru, it can be concluded that the implementation of the *School Literacy Movement* (GLS) has a significant effect on increasing the reading interest of grade III B students. The results of the regression analysis showed that GLS had an influence of 60.3% on the increase in students' reading interest, while the rest was influenced by other factors such as family support and the availability of literacy facilities. In general, GLS activities have gone well and have had a positive impact on students' reading behavior, although there are still obstacles to limited facilities and a lack of variety of literacy activities. As a follow-up, it is recommended that schools increase the availability of book collections and supporting facilities such as reading corners and digital literacy. Teachers are expected to continue to develop literacy activities that are interesting and relevant to students' interests, such as reading competitions, reading journals, or story-sharing programs. In addition, collaboration with parents needs to be strengthened so that a reading culture is also formed in the home environment, so that students' interest in reading can continue to increase sustainably.

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