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Implementation of the School Literacy Movement at the Habituation Stage in Elementary Schools

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Abstrak

Penelitian ini berjudul "*Gerakan Literasi Sekolah pada Tahap Pembiasaan di Sekolah Dasar*". Urgensi penelitian ini terletak pada pentingnya pembiasaan membaca sejak dini sebagai fondasi untuk meningkatkan kemampuan literasi peserta didik di sekolah dasar. Penelitian ini bertujuan untuk mengetahui bagaimana implementasi kegiatan Gerakan Literasi Sekolah (GLS) pada tahap pembiasaan di salah satu SD X di Kota. Desain penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian terdiri dari kepala sekolah, guru kelas, dan siswa yang dipilih dengan teknik *purposive sampling*. Pengumpulan data dilakukan melalui wawancara semi terstruktur, observasi, dan dokumentasi. Analisis data menggunakan model Miles & Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Uji keabsahan data dilakukan melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa implementasi GLS tahap pembiasaan di SD X telah dilaksanakan melalui beberapa kegiatan utama, antara lain membaca 15 menit sebelum pembelajaran dimulai, penyediaan pojok baca di setiap kelas, pemanfaatan madrasah sekolah, optimalisasi perpustakaan, pelibatan publik seperti orang tua dan masyarakat sekitar, serta penciptaan lingkungan kaya teks di area sekolah. Kegiatan tersebut bertujuan untuk membiasakan siswa gemar membaca, meningkatkan motivasi belajar, serta melatih keterampilan mereka dalam memahami dan memanfaatkan beragam bacaan.

Kata Kunci: Gerakan Literasi Sekolah, dan Tahap Pembiasaan

Abstract

The research entitled "*School Literacy Movement at the Habituation Stage in Elementary Schools*" highlights the urgency of fostering early reading habits as a foundation to improve students' literacy skills in elementary education. This study aims to examine the implementation of the School Literacy Movement (SLM) at the habituation stage in an elementary school (SD X) located in the city. The research design employs a qualitative approach with a descriptive method. The research subjects consist of the principal, classroom teachers, and students, selected through purposive sampling. Data were collected through semi-structured interviews, observation, and documentation. Data analysis used Miles & Huberman's model, which includes data reduction, data display, and conclusion drawing. Data validity was tested through source and technique triangulation.

The findings indicate that the implementation of the SLM at the habituation stage in SD X has been carried out through several main activities, including 15 minutes of reading before lessons begin, the provision of reading corners in each classroom, the use of school bulletin boards, library optimization, community involvement such as parents and local residents, as well as the creation of a text-rich environment around the school. These activities aim to cultivate students' reading habits, enhance their learning motivation, and develop their skills in comprehending and utilizing various types of reading materials.

Keywords: School Literacy Movement, and Habituation Stage

INTRODUCTION

Literacy skills are currently one of the key indicators in measuring the progress of a nation. Indonesia has participated in international surveys that evaluate students' literacy abilities in three main aspects: reading comprehension, numeracy, and scientific literacy (Setiawan et al., 2019). Literacy is a fundamental aspect that must be mastered by elementary school students, as it serves as the foundation for the next level of education. Reading and writing are not only considered basic skills but also functional literacy that is crucial in daily life as well as in facing the increasingly competitive challenges of the global era. Good literacy is expected to improve the quality of life toward a better, more meaningful, and valuable standard (Wandasari, 2017).

In this context, the School Literacy Movement (SLM) was introduced as one of the strategic programs of the Ministry of Education and Culture to strengthen literacy while simultaneously building students' character from an early age. The SLM aims to increase reading interest and cultivate a lifelong literate young generation of Indonesia. The Ministry of Education and Culture (2018) defines SLM as "a comprehensive effort to make schools learning organizations whose members are lifelong literates through public involvement." In other words, this movement is not only focused on reading skills but also emphasizes the development of a literacy culture that includes the ability to access, understand, process, and use information through various activities, such as reading, listening, writing, and speaking (Danar, 2021). In line with this, Ajeng (2019) asserts that the main objective of the SLM is to encourage students to master various subjects while simultaneously achieving knowledge, skills, and attitudes.

The essence of the SLM, according to Setiawan et al. (2019), lies in efforts to cultivate students' character by strengthening the culture of literacy within the school environment. School literacy is not merely about reading and writing activities but also encompasses practices

that habituate students to think critically, interpret information, and communicate ideas appropriately (Aryani, 2023). Thus, literacy serves not only as a basic skill but also as an essential provision in the process of lifelong learning.

Based on a preliminary study conducted through interviews with an elementary school teacher in Yogyakarta in September 2024, it was found that the school had implemented the SLM in all grades, both lower and upper, particularly at the habituation stage. Activities carried out included reading for 15 minutes before lessons began, organizing literacy-based classrooms, and selecting reading books together with students. However, the interview results also revealed several problems encountered in practice. For example, some students felt bored during the 15-minute reading session before lessons, which was triggered by the limited collection of reading materials, dominated by school textbooks that were less engaging both visually and in content. In addition, students' low frequency of library visits was also caused by the limited availability of books.

The implementation of the SLM itself consists of three stages: habituation, development, and learning (Faizah, 2017). Suyono (2017) further explains that (1) the habituation stage is carried out by getting students used to reading for 15 minutes before lessons begin in order to foster reading interest; (2) the development stage directs students to respond to enrichment books so that their literacy skills improve; and (3) the learning stage integrates literacy into each subject by utilizing enrichment books and various reading strategies.

Based on the description above, this study is important as it seeks to describe the implementation of the School Literacy Movement at the habituation stage in elementary schools and to identify the challenges faced by teachers and students. The urgency of this research lies in the need to evaluate the effectiveness of the SLM, particularly in efforts to increase students'

reading interest from an early age. The results of this study are expected to provide benefits for teachers as a consideration in designing more engaging literacy strategies, for students as motivation to develop reading habits, and for schools as input to improve the implementation of the SLM at the habituation stage.

RESEARCH METHODS

This study employed a descriptive qualitative approach with a case study model. The purpose of qualitative research is to gain an in-depth understanding of phenomena through descriptive narratives rather than numerical data (Sugiyono, 2020). A case study was chosen because the research focused on a specific context, namely the implementation of the school literacy movement at the habituation stage in SD Negeri 42 Pekanbaru.

The selection of informants was carried out using purposive sampling, a non-random sampling technique that emphasizes the alignment between the characteristics of the informants and the research objectives (Lenaini, 2021). The informants consisted of a fifth-grade teacher, students, and the school principal. The fifth grade was selected as it was considered to represent the consistent implementation of the literacy program.

The research data included both primary and secondary sources. Primary data were obtained through interviews, observations, and documentation. The interviews were open-ended and flexible, guided by interview protocols. Observations focused on the daily implementation of literacy activities, while documentation was used to strengthen the findings. Secondary data were obtained from relevant literature reviews to enrich the analysis. The indicators of the implementation of the school literacy movement at the habituation stage are presented in Table 1.

Table 1. Habituation Stage

Aspect	Indicators	Sub Indicators
Habituation stage of the school literacy movement	1. Fifteen-minute read-aloud	a. Implementation of reading activities
		b. Reading materials used
	2. Organizing literacy-based facilities	a. Availability of reading corners
		b. Bulletin boards
	3. Creating a print-rich environment	a. Students' creative works
	4. Public involvement	a. Engagement of school members
		b. Involvement of external parties

This study employed triangulation techniques to verify the validity of the data obtained. Technique triangulation is a method of collecting data from the same source using different techniques. The researcher applied technique triangulation for data verification through interviews, observations, and documentation. When differing results emerged, data credibility testing was conducted through more in-depth discussions with the data sources.

The data analysis technique for this qualitative study was carried out during fieldwork. The analysis followed the Miles and Huberman model. The stages of data analysis, based on Miles and Huberman (as cited in Sugiyono, 2017), included data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

RESULTS

This study aims to describe the implementation of the School Literacy Movement (GLS) at the habituation stage in SDN Madugondo. After the data were obtained through interviews and documentation, the researcher analyzed and presented the findings by integrating field observations with relevant theories. Based on data reduction, the implementation of the School Literacy Movement at the habituation stage in SDN Madugondo can be grouped into four main categories:

1. Implementation of reading activities
2. Organizing literacy-based facilities
3. Creating a print-rich environment
4. Public involvement

The description of each category is as follows:

1. Implementation of Reading Activities

At the habituation stage, reading–writing literacy activities are carried out according to the GLS guideline book. The main activity is the 15-minute reading session before lessons begin, without written assignments. Teachers, however, may ask students about the books they read to encourage comprehension and appreciation.

Observations show that literacy activities begin with 15-minute reading every day except Wednesday. On Wednesdays, literacy activities are conducted collectively with all school members in the schoolyard. Reading sessions take two main forms: students read books individually and retell them in front of the class, or the teacher delivers storytelling activities.

Findings reveal that many students are able to retell the content of the book once they focus during reading sessions, although some only flip through pages without serious reading. Both oral reading (read-aloud) and silent reading

were practiced, as well as listening to teachers' or peers' storytelling. These activities were conducted either in classrooms or outdoors depending on teachers' choices.

Availability of reading materials. Although literacy books are available, their number is insufficient. Some students must borrow books from other classes or wait their turn. Interviews with teachers and the principal confirmed that book shortages are caused by limited facilities and insufficient funding. Some students even bring books from home, indicating a strong reading interest despite the shortage. As a follow-up, the principal submitted a proposal to the local education office to request more books.

2. Organizing Literacy-Based Facilities

Reading corners.

Each class at SDN Madugondo has a reading corner, located either at the back or near the teacher's desk. The reading corners contain various types of books—storybooks, novels, and thematic learning books—arranged neatly with the cooperation of teachers and students. Reading corners are also established outdoors in the form of small huts or benches made from recycled materials, making them comfortable and attractive for students to read during free periods.

Bulletin boards.

Bulletin boards (mading) are used not only to share information but also to display students' creative works such as short stories, poems, calligraphy, drawings, and other pieces. Each class contributes to the bulletin board on a rotating weekly schedule. The materials used include plywood, cardboard, and other simple supplies. This facility trains students to be

creative and provides them with a platform to showcase their writing and artwork.

3. Creating a Print-Rich Environment

Another form of habituation in GLS is creating a text-rich environment through students' works. Observations revealed that classrooms display students' drawings, poems, pantun, posters, and other literacy-related creations on their bulletin boards. Teachers confirmed that these displays encourage students to develop ideas and creativity, while also enriching the school environment with texts and visuals produced by the learners themselves.

4. Public Involvement

Public participation plays a vital role in supporting GLS at SDN Madugondo. Parents are involved in establishing reading corners by contributing funds or labor. They also donate books for literacy activities. Additionally, alumni and local community members participate in providing resources and moral support for the literacy movement. This involvement demonstrates that GLS is not only a school responsibility but also a shared effort with the wider community.

DISCUSSIONS

The findings above indicate that the first stage of the School Literacy Movement is the habituation stage, which aims to increase students' interest in reading. According to Wibowo (2021:52), this stage is designed to cultivate reading habits through the routine of 15 minutes of daily reading. Developing reading interest is a crucial aspect in enhancing students' literacy skills.

This is in line with Dasor (2021), who emphasizes that schools must provide a wide variety of reading materials to attract students'

interest in reading. SDN Madugondo fulfills this requirement by providing reading corners and literacy gardens with diverse book collections. In this way, the school not only facilitates reading activities but also creates a supportive literacy environment.

In addition to reading, the habituation stage at SDN Madugondo also stresses the importance of writing. Students are encouraged to write down their understanding of the texts they read or to create simple stories. Dharma (2020) argues that literacy cultivation at the habituation stage can be implemented through various creative activities, such as choosing books according to students' interests, setting up classroom reading corners, and decorating learning spaces with literacy works. These practices not only foster reading enjoyment but also train students' writing skills and ability to express ideas.

Public involvement also plays a reinforcing role. Parents and the community provide valuable contributions through book donations and motivation for students to read. The synergy between schools, families, and the community strengthens the implementation of SLM, making it more effective in building a sustainable literacy culture.

CONCLUSION AND SUGGESTION

The study concludes that the implementation of the School Literacy Movement (SLM) at the habituation stage in the anonymized elementary school has been carried out through four main aspects: (1) reading activities, (2) organizing literacy-based facilities, (3) creating a print-rich environment, and (4) public involvement. The habituation stage has successfully cultivated students' reading interest through daily 15-minute reading activities, the establishment of reading corners, and the use of bulletin boards for student creativity. Although the availability of books is still limited, students' enthusiasm for reading remains strong, supported by contributions from parents, alumni, and the local

community. These findings indicate that the habituation stage of SLM has played a significant role in fostering students' reading habits and creating a supportive literacy environment.

Suggestions

Based on the findings, several suggestions can be made:

1. **Provision of reading materials** – Schools should collaborate with the education office, communities, and external partners to enrich book collections and ensure equitable access for all students.
2. **Diversification of literacy activities** – Teachers are encouraged to integrate creative writing, storytelling, and peer reading to strengthen students' comprehension and expression skills.
3. **Facility development** – Reading corners and literacy gardens should be continually improved to provide an attractive and comfortable reading environment.
4. **Strengthening public involvement** – Sustainable collaboration with parents, alumni, and community stakeholders should be enhanced to maintain long-term support for literacy programs. Through these efforts, the School Literacy Movement at the habituation stage can be optimized to build a strong literacy culture and provide a solid foundation for students' lifelong learning.

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