

TEACHERS' EFFORTS TO INCREASE STUDENTS' INTEREST IN READING THROUGH LITERACY ACTIVITIES IN CLASS IV OF SIBREH PUBLIC ELEMENTARY SCHOOL, ACEH BESAR DISTRICT

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ABSTRACT

This research is based on problems regarding students' low interest in reading, because students are always lazy, students think reading is boring and many students do not understand the importance of reading books so that students rarely use books in the library or class corners to read. This study aims to determine the teacher's efforts to increase students' interest in reading through literacy activities in class IV SD Negeri Sibreh, Aceh Besar District. The research method used is qualitative research with descriptive research. The sample in this study were 15 students of class IV. Data collection techniques used are observation, interviews and questionnaires. The results showed that the teacher's efforts to increase students' interest in reading through literacy activities in class IV SD Negeri Sibreh Aceh Besar District, where the teacher always accustoms all students to reading activities 15 minutes before class begins, then develops literacy in the library or in the class corner, and provides guidance and motivation to students. Constraints in increasing student reading literacy, where when the study schedule is empty in class students prefer to play with friends rather than learning to read in the library, then due to the lack of interesting books in the library or in the corner of the class, with a large variety of books in the library, students will often visit to the library to read.

Keywords: *Literacy activities, Public elementary School, Effor.*

1. INTRODUCTION

Reading is a way to incubate and develop knowledge by acquiring and imparting it. Schools are expected to be comfortable and inspiring places for educational actors, both students, teachers and education staff. For this reason, it is necessary to habituate a positive attitude in schools in the context of growing character in every school activity. In Regulation of the Minister of Education and Culture No. 23 of 2015 stated that "the growth of character can be realized one of them by reading. Reading as a habituation movement develops students' potential as a whole.

This movement can be connected through the School Literacy Movement. The School Literacy Movement is a movement to cultivate reading as a basis for the ability to process, use and communicate information on various issues. The school literacy movement seeks to strengthen the moral development movement in schools by involving all school members. According to Faradina (2017: 61) "To develop schools as learning organizations the School Literacy Movement (GLS) is a comprehensive effort that involves all school members (teachers, students, parents/guardians of students) and the community, as part of the education

ecosystem". This program is implemented to foster students' interest in reading and to improve reading skills so that knowledge can be mastered better. According to Dharma (2020: 72) The literacy movement is an effort to increase students' interest in reading which is then developed in material and cultural regulations No. 23 of 2015 regarding the development of character. Where in the regulation contains the obligation of students to read books for 15 minutes before learning begins with book reading material that is free but must contain elements of character.

According to Meity (2014: 9) Interest is something that is very important for a person in carrying out activities well, as a psychological aspect, interest can not only color a person's behavior, but more than that interest encourages someone to do an activity and causes someone to pay attention and give up himself to engage in an activity. In line with what was stated above, interest is "a high tendency and enthusiasm or a great desire for something". According to Rahmat (2018: 161) interest is a condition in which a person pays attention to something, which is accompanied by a desire to know, own, learn, and prove. According to Masyur (2019: 3) interest in reading is an individual's awareness to read which begins with each other's self-motivation which is supported by the environment. Children who read with interest will better understand what is being read, because children will read wholeheartedly.

Based on the results of interview observations with homeroom teachers for class IV at Sibreh Public Elementary School, Aceh Besar District, it is known that on average students in class IV at Sibreh Public Elementary School can read, but not all of them can read fluently. In addition, the teacher also stated that students' interest in reading was lacking, only that there had to be instructions and supervision from the teacher because students were always lazy, students considered reading boring and many students did not understand the importance of reading books. Students prefer to play with their friends in their free time or break time rather than reading books. With the lack of reading interest possessed by students, it has an impact on low student learning outcomes.

Overcoming problems that occur in class IV SD Negeri Sibreh Aceh Besar District, it is necessary to implement a good and appropriate school literacy activity program, one of which is by

involving school members such as teachers, principals, students, parents, education staff, school supervisors, and school committee. By involving the school community, it is hoped that the activities can run well. Based on the description above, the researcher is interested in conducting a study with the title "**Teacher's Efforts to Increase Students' Interest in Reading Through Literacy Activities in Grade IV SD Negeri Sibreh Aceh Besar District**".

2. LITERATURE REVIEW

2.1 Definition of Teacher

Teachers are educators, who become figures, role models, and identification for students and their environment. Therefore, teachers must have certain personal quality standards, which include responsibility, authority, independence, and discipline. Teachers must also be able to make decisions independently, especially in matters related to learning, and act according to the conditions of students and the environment, and teachers must also be able to act and make decisions on a regular basis, especially those related to student problems in learning, without waiting for orders from the teacher or principal (Benedict 2017:10).

Based on the opinions of several experts, it can be concluded that the notion of a teacher is someone who is obliged to educate and impart the knowledge he has to others, so that he can make other people smart people. Educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct mentoring and training. Interest is a person's ability to pay attention to something, which is accompanied by a desire to know, own, learn, and prove (Rahmat, 2018: 161). Interest is a desire that is formed through experiences that encourage individuals to look for objects, activities, concepts and skills, for the purpose of getting attention or mastery (Ismet 2016: 190). According to Andi Achur P, (2019: 207-208) interest is something personal and closely related to attitude. Interests and attitudes are the basis for prejudice, and interests are also important in making decisions. Interest can cause someone to actively do something interesting. Interest is very important for someone to do the activity. With interest someone will try to achieve their goals. Therefore, interest is defined as one aspect of the human psyche that can encourage achieving goals.

According to Elen Diana (2020: 3) interest in reading is a strong and deep concern accompanied by feelings of pleasure towards reading activities so as to direct individual students to read with their own will and desire. According to Dalman (2017: 141) reading interest is an encouragement to understand word for word and the content contained in the reading text, so that the reader can understand the things set forth in the reading.

Based on some of the theoretical opinions above that of researchers, it can be concluded that interest is a person's encouragement and desire. While interest in reading is a concern for reading activities or activities that seek to understand and find various information contained in writings/books.

According to Guntur (2018: 07) Reading is a process that is carried out and used by readers to get messages conveyed by writers through the media of words or written language. By reading, you can get information from what you read, gain knowledge, and improve other language skills. According to Dalman (2017: 6)

reading is an activity of understanding language patterns in their written appearance to obtain information from them.

According to Ana Widyastuti (2017: 2) reveals that reading is an activity that involves auditive elements (auditory and visual observation). The ability to read begins when children enjoy exploring books by holding or flipping through language books, which is the main communication tool for children to express their wants and needs. According to Nurhadi (2016: 2) Reading is a critical-creative processing of reading by readers to gain a thorough understanding of the reading followed by an assessment of the circumstances, values, functions, and impact of the reading.

From some of the theories of the experts above, the researcher concludes that reading is a physical and mental activity that requires a person to interpret written symbols actively and critically. Reading is also meaningful as a pattern of communication with oneself, so that readers can find the meaning of writing and obtain information as a process of transmitting thoughts to develop intellect and lifelong learning.

2.2 Definition of literacy

The definition of literacy in a simple way can be interpreted as literacy, literacy, and skills in reading and writing. However, this is not the case for now because the need for knowledge in each individual is much different. According to Utami (2016: 02) "Literacy can be interpreted as the ability to access, understand, and use something intelligently through various activities including reading, viewing, listening, writing or speaking". According to Thomas (2014: 87) "Reading and writing develop into the ability to read, write, speak, listen and utilize technology. The demand for deeper knowledge of education in Indonesia now broadens the notion of literacy.

The definition of literacy now has a broader meaning which includes various other important fields. Factors that cause the development of the notion of literacy originate from the demands of the times, which require more abilities, not only the ability to read and write. Widarti (2016:15) explains "literacy culture plays an important role in this era of globalization. Because that is what led to the development of the notion of literacy, the concept of teaching literacy is defined as the ability to read and write. A person can be called literate if he has the knowledge to be used in any activity that demands an effective literacy function in society and the knowledge he achieves by reading, writing allows him to use it for himself.

Some of the opinions mentioned above can be concluded that literacy culture in schools can be interpreted as literacy activities, including the various activities that have been implemented at school by collecting student daily journals and there are oral and written bills that are used as non-academic assessments. Provide a literacy corner in the library, park, or any convenient location within the school environment.

Apart from that, according to Nuryana (2018: 10-11) regarding the following types of literacy:

1. *Basic Literacy*, this type of literacy aims to optimize the ability to listen, speak, read, write, and count. In basic literacy, the ability to listen, speak, read, write, and count is related to the analytical ability to calculate, perceive

information, communicate, and draw information based on personal understanding and drawing conclusions.

2. to distinguish between fiction and non-fiction reading, makes use of reference and periodical collections, understands the Dewey Decimal System as a classification of knowledge that makes it easier to use a library, understands using catalogs and indexing, to having knowledge in understanding information when completing writing, research, work, or solving problems.
3. *Media Literacy*, namely the ability to know different forms of media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use. It is clear that at this time it can be seen in our society that the media is more for entertainment. We haven't gone too far in utilizing the media as a tool for fulfilling information about knowledge and providing positive perceptions in increasing knowledge.
4. *Technology Literacy*, namely the ability to understand the completeness that follows technology such as hardware (hardware), software (software), as well as ethics and etiquette in using technology. Next, be able to understand the technology for printing, presenting, and accessing the internet. In practice, it is also an understanding of using a computer (Computer Literacy) which includes turning on and turning off the computer, storing and managing data, and running software programs. In line with the flood of information due to current technological developments, a good understanding is needed in managing the information needed by the community.
5. *Visual Literacy*, is an advanced level of understanding between media literacy and technology literacy, which develops learning abilities and needs by utilizing visual and audio-visual materials critically and with dignity. Interpretation of the visual material that floods us every day, whether in printed form, on television or the internet, must be managed properly. However, there is a lot of manipulation and entertainment in it that really needs to be filtered based on ethics and decency.

From some of the theories of the experts above, the researcher concludes that literacy can add to one's knowledge which is beneficial to him/herself. Literacy can hone a person's way of thinking to become more critical and creative and help that person to solve problems in everyday life. Literacy can also be used as a reference for someone who will make a decision. In addition, there are several types of literacy that have been stated above and in this study the main focus is reading literacy which can be categorized as basic literacy.

3. METHODS

3.1 Approach & Type of Research

The research uses a qualitative approach and the type of research is descriptive. qualitative approach. Sugiyono (2018: 9), argues that "Qualitative research is research that produces descriptive data in the form of written data from people, phenomena, events, social activities, attitudes, beliefs, perceptions and thoughts of people individually or in groups." According to Sugiyono (2018: 86), "Descriptive research is a study conducted to find out independent variables, either one or more variables without making

comparisons or connecting with other variables." In other words, in this descriptive research the writer tries to record, analyze and interpret the condition of the teacher's efforts to increase students' interest in reading through literacy activities.

3.2 Research Location

This research was conducted at Sibreh Elementary School, Aceh Besar District, while the research was carried out from January 4 2023 to January 6 2023, in the even semester of the academic year. 2023/2024. The choice of research location was because students at Sibreh Public Elementary School, Aceh Besar District, especially grade IV students, not all of them could read fluently and there were also students who could not read because students always felt lazy, students considered reading boring and many students did not understand the importance of reading. Read a book. Students prefer to play with their friends during free time or during breaks rather than reading books either in the library or in the corner of the class.

3.3 Subject

In this study the determination of the subject using purposive sampling technique. According to Sugiyono (2018: 12), "Purposive sampling is a sampling technique by determining certain criteria". The consideration for determining the subject in this study is because there are still students whose reading level is still not fluent in reading and there are even students who cannot read because students always feel lazy, as we know for fourth grade students students are required to be able to read, on this basis the researcher determine research subjects from class IV. The number of students from class IV (19 students). But there are some students who are less interested in reading. So that the total subject in this study amounted to 15 students.

3.4 Data Collection

Data collection in this study was carried out directly at Sibreh Elementary School, Aceh Besar District with data collection techniques using observation, interviews, and questionnaires. The data analysis technique uses data reduction analysis techniques, data presentation, and draws conclusions.

3.5 Data Analysis

To analyze the questionnaire, the researcher uses the following percentage formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage sought

F = Frequency

N = Number of samples

100 = Constant number

To find out the level of students' interest in reading, the researcher uses the percentage criteria table as follows:

Tabel 3.1 Percentage Category

| No | Percentage | Category |
|----|------------|-------------|
| 1 | 81% – 100% | Very Good |
| 2 | 61% – 80% | Good |
| 3 | 41% – 60% | Enough |
| 4 | 21% – 40% | Less |
| 5 | 0 – 20% | Very Little |

(Arikunto, 2017: 34)

4. RESULTS

This research was conducted to find out teachers in increasing students' interest in reading through literacy activities for class IV SD Negeri Sibreh, Aceh Besar District. The reading literacy movement is more than just reading and writing but includes thinking skills according to the stages and components of literacy. This ability aims to improve critical and creative attitudes in dealing with challenges experienced in the real world. Literacy is defined as the ability to use language to read, write, listen and speak.

Table 4.1 Teacher's Observation Sheet on Reading Literacy Activities

| No | Observation Aspect | Yes | No |
|----|---|-----|----|
| 1 | Organize reading literacy activities every day | √ | |
| 2 | Provide reading corner facilities | √ | |
| 3 | Provide library | √ | |
| 4 | Provide encouragement and motivation to students | √ | |
| 5 | Increase students' interest in reading in their free time | | √ |
| 6 | Improving students to be proficient in reading | √ | |
| 7 | Raise awareness to students and provide the benefits of the importance of reading | √ | |
| 8 | The level of student interest in reading during recess | | √ |
| 9 | Cultivating reading at every opportunity | √ | |
| 10 | Increase students' desire to borrow books in the library | | √ |

Source: Observation Results, 6 January 2023

Table 4.2 Student Observation Sheet for Reading Literacy Activities

| No | Observation Aspect | Yes | No |
|----|---|-----|----|
| 1 | Reading literacy activities, reading yasin, and gymnastics | √ | |
| 2 | Students' interest in reading during break times is in the reading corner | | √ |
| 3 | Students often read library books | √ | |
| 4 | The teacher gives encouragement and enthusiasm to students | √ | |
| 5 | The attractiveness of students in increasing interest in reading | | √ |
| 6 | Students are proficient in reading | | √ |
| 7 | Students use the time to read at school | | √ |
| 8 | Interest in reading books during recess | | √ |
| 9 | Students cultivate time to read on occasion | | √ |
| 10 | Students often borrow books from the library | | √ |

Source: Observation Results, 6 January 2023

Based on the observational data above, in general it can be concluded that the teacher's efforts to improve student reading through literacy activities in grade IV students of SD Negeri Sibreh Aceh Besar District, where the teacher plays an active role in increasing students' interest in reading through literacy activities, where the teacher always familiarizes all students to do reading activities for 15 minutes before studying. In addition, the teacher also always provides motivation, guidance and encouragement to students so that students always visit the library to hone their reading skills so that they become even better. The teacher also gives a summary task to students, so whether they want it or not students have to keep reading.

Apart from the obstacles for students, the lack of variety in enrichment books in the library is also an obstacle in carrying out student reading literacy movements. This can be overcome by means of the library service to add variations to the enrichment book. According to Indi et al (2020: 101) "Adding variety to enrichment books can be done by selecting enrichment books that have not previously been provided in the school library. In addition, these variations must also be balanced by refreshing the library resources in the school library. Refreshing library resources in the school library must be done regularly, such as once every 2 months.

Based on interview data, in general it can be concluded that grade IV students at SD Negeri Sibreh Aceh Besar District have not fully utilized their interest in reading in the school library to develop reading literacy, students only visit the library when there are

assignments from the teacher even when the class schedule is empty students prefer to play with friends instead of reading in the library or in the reading corner. An interesting book will also respond to students' curiosity to open or read something that interests them (dalam, 2014: 146). Because basically the nature level of elementary school students is still feeling very easily bored with something.

Based on the findings of the research presentation above, it can be seen that the program for students' interest in reading at Sibreh Public Elementary School, Aceh Besar District has an important role in improving reading skills and developing student achievement. Students' reading literacy in this study found several obstacles. The main obstacle occurs in students, where students are often found to be lazy to read. Students prefer to play with their friends in their free time or break time. They prefer to have fun than read books.

According to the researcher, this obstacle can be overcome by the strategy chosen by the teacher. Teachers must choose and use interesting strategies to improve reading literacy. There is also a need for innovation and new creations to be made to books in the classroom reading corner. This method can be done by adding new reading books with pictures. The purpose of this innovation

because students will be more interested when they see books that are equipped with pictures.

Table 4.3 Results of Interest in Reading Data Questionnaire Analysis

| No | Question | Percentage (%) | | | | TP |
|----|---|----------------|-------|-------|-------|-----|
| | | SS | S | K | TP | |
| 1 | I am a person who likes to read | 80% | 20% | - | - | 100 |
| 2 | I like to borrow books from the library to read | 60% | 26,6% | 6,6% | 6,6% | 100 |
| 3 | I always make time reading books in the reading corner of the class during recess | 46% | 40% | 13,3% | - | 100 |
| 4 | I always take the time to read books in the library during recess | 53,3% | 6,6% | 20% | 13,3% | 100 |
| 5 | I only come to the library when my teacher tells me to | 60% | 20% | 13,3% | 6,66% | 100 |

| | | | | | | |
|----|--|-------|--------|-------|--------|-----|
| 6 | I am lazy to read books | 33,3% | 46,6% | - | 20% | 100 |
| 7 | I read a lot to add insight | 66,6% | 26,66% | 6,6% | 13,3% | 100 |
| 8 | I am one of those people who don't really like to read books | 133% | 13,3% | 26,6% | 33,33% | 100 |
| 9 | I have read many books in the library | 66,6% | 26,6% | 6,6% | - | 100 |
| 10 | During recess I am lazy to read books | 46,6% | - | 40% | 13,3% | 100 |
| 11 | I only read during class hours | 53,3% | 33,3% | 13,3% | - | 100 |
| 12 | I prefer reading books than doing assignments | 46,6% | 20% | 26,6% | 6,6% | 100 |
| 13 | I prefer reading books than playing with friends | 66,6% | 6,6% | 6,6% | 20% | 100 |
| 14 | I cannot read if my mind is not quiet | 33,3% | 20% | 33,3% | 13,3% | 100 |
| 15 | I am not willing if the teacher tells me to read in front of the class | 26,6% | 20% | 40% | 6,6% | 100 |
| 16 | I don't like it when my friends interrupt me while reading | 40% | 33,3% | 13,3% | 13,3% | 100 |
| 17 | In my spare time I prefer to play rather than read books | 33,3% | 26,6% | 33,3% | 6,6% | 100 |
| 18 | I feel tired of reading more books than my friends | 40% | 33,3% | 13,3% | 13,3% | 100 |
| 19 | In a day I always read | 60% | 20% | 13,3% | 6,6% | 100 |

| | | | | | | |
|---------|------------------------------------|--------|--------|--------|--------|-----|
| | my favorite book | | | | | |
| 20 | On my days off I still read a book | 53,3% | 33,3% | 6,6% | 6,6% | 100 |
| Amount | | 986,66 | 473,33 | 333,33 | 186,66 | |
| Average | | 49,33 | 23,66 | 16,66 | 9,33 | |

Note: Number of students were 15

Based on the questionnaire data from table 4.3 above, it can be seen that the overall average reading interest of students in the very like category is achieved (49.3%), in the like category (23.6%), in the less category (16.6%), and in the never category (9.3%). Based on the questionnaire answers given, the level of students' interest in reading through literacy activities for class IV SD Negeri Sibreh Aceh Besar District is in the category of very fond of reading.

Education and literacy are an inseparable unit. Education is a container of a knowledge, while literacy is a gap to get that knowledge. Reading literacy is an important skill in life. The form is by implementing reading activities 15 minutes before learning begins, coupled with assignments, questions or exercises, then the literacy stage is already at the development stage. Azimah et al (2019: 943), stated that "learning reading literacy aims to build students' understanding, writing skills, and communication skills as a whole". These three things lead to character development and higher order thinking skills.

Based on the results of the problem formulation, the researcher stated that fourth grade students at Sibreh Public Elementary School, Aceh Besar District, that regarding the teacher's efforts to increase students' interest in reading through literacy activities was already running properly, namely reading literacy activities 15 minutes before the teaching and learning process. Then the teacher makes visits to the library, the teacher also provides explanations and understanding to students regarding the facilities available with the benefits of the library, with the existence of a library students can easily increase interest in reading with books that are available from various sources desired. Then the teacher also made a schedule for borrowing books from the library to help students increase their interest in reading.

Efforts that must be made by the teacher to attract students in reading, namely the teacher must guide students and provide motivation so that students are enthusiastic in reading. Then create a comfortable and calm atmosphere so that students can easily absorb the knowledge contained in reading books and provide the latest books so that students are more interested in reading in the library or in the reading corner. The teacher's efforts and methods to facilitate reading interest by providing reading corner facilities in each classroom are able to increase each student's literacy desire. With a reading corner that can replace the function of the school library, they can read books at any time in class when students have free time every day.

This means that most students only want to read reading materials with lots of pictures, during recess it is also rare for students to read in the reading corner of the class just to play. Students' desire and interest in reading belong to the small category, because this is due to the 10 indicators examined by researchers which show that the dominant nature of students prioritizes playing rather than reading and eating in their spare time. Less attractive and operated to reduce the flexibility of students in choosing to read books. In addition, students must always be instructed by the teacher.

The low reading interest of students at Sibreh Public Elementary School, namely the lack of an unattractive atmosphere at school such as making decorations for reading, that researchers know at Sibreh Public Elementary School, Aceh Besar District, that there are slogans with words of wisdom or motivation about reading on the walls of the classroom and on the school grounds. This needs a teacher to know that with the slogans posted, students are more motivated to read, every time students see slogans in the classroom and on the school grounds, their interest in reading will grow.

Based on the explanation above, efforts to increase students' interest in reading need to be familiarized from the beginning of learning so that students can understand the meaning of the contents of the text they read. Reading can be done as long as there is a desire, willingness or encouragement from students, a teacher and parents should provide support. We need to know that the habit of reading must be started from the beginning, not only at school as a place to foster an interest in reading but also at home or a positive environment.

5. CONCLUSION

Based on the results of the research and discussion, the researchers concluded that: The teacher's efforts in increasing students' interest in reading through literacy activities in class IV SD Negeri Sibreh Aceh Besar District, where the teacher plays an active role in increasing students' interest in reading through literacy activities, where the teacher always familiarizes all students to carry out reading activities for 15 minutes before class starts, then develop library literacy, by making a schedule for each class to visit the library both reading and making assignments, adding interesting books in the corner of the class and in the library so that students are interested in new sources, and teachers must guide and provide motivation so that students are enthusiastic in reading,

Efforts to increase interest in reading are a shared responsibility on the part of parents, teachers, schools, peers in the surrounding environment. Students are given support so that interest in reading arises from the students themselves. This interest in reading should be further developed so that in reading activities students get the many benefits of reading, gain new knowledge and know the meaning contained in the contents of the text they read. In educational institutions, teachers should increase students' interest in reading, so that in students there is also a desire and willingness.

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