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## SCHOOL LITERACY MOVEMENT: CULTIVATING LITERACY CULTURE THROUGH THE "ONE HOUR OF READING, SATURDAY STORIES" PROGRAM

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### Abstrak

Pentingnya literasi dalam pendidikan karena merupakan pondasi utama bagi perkembangan dan kemajuan individu. Sehingga wajib bagi sekolah untuk merancang program Gerakan Literasi Sekolah untuk menumbuhkan budaya literasi. Penelitian ini bertujuan untuk mengeksplorasi dampak dan keberhasilan program "Sejam Membaca, Sabtu Cerita" dalam menumbuhkan budaya literasi di SD Negeri 1 Kemenuh. Pendekatan yang digunakan pada penelitian ini adalah kualitatif deskriptif. Data dikumpulkan melalui wawancara, observasi dan dokumentasi. Teknik analisis data dalam penelitian ini menerapkan triangulasi dengan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa program "Sejam Membaca, Sabtu Cerita" dapat berjalan dengan baik sesuai dengan perencanaan yang telah disusun. Keberhasilan pelaksanaan program ini memberikan dampak positif yang signifikan terhadap literasi dan karakter warga sekolah, peningkatan kunjungan ke perpustakaan, tumbuhnya kegemaran membaca, dan terbentuknya karakter gotong royong, mandiri, bernalar kritis, dan kreatif. Program ini mampu menciptakan lingkungan literasi yang merangsang minat siswa terhadap membaca melalui strategi yang terencana dengan baik, seperti koleksi buku yang beragam, mendokumentasikan karya siswa dan penyelenggaraan kegiatan yang menarik.


**Kata Kunci:** gerakan literasi sekolah, budaya literasi, minat baca

### Abstract

*The importance of literacy in education lies in its role as the fundamental foundation for individual development and progress. Therefore, it is essential for schools to design a School Literacy Movement program to cultivate a literacy culture. This research aims to explore the impact and success of the 'One Hour of Reading, Saturday Stories' program in fostering a literacy culture at SD Negeri 1 Kemenuh. The approach used in this study is qualitative descriptive. Data were collected through interviews, observations, and documentation. The data analysis technique applied in this research involves triangulation using the Miles and Huberman model. The research findings indicate that the 'One Hour of Reading, Saturday Stories' program has been executed successfully according to the planned*

framework. The successful implementation of this program has provided a significant positive impact on the literacy and character development of the school community, including increased library visits, the growth of reading interest, and the formation of collaborative, independent, critically thinking, and creative characters. This program has been able to create a literacy-friendly environment that stimulates students' interest in reading through well-planned strategies, such as diverse book collections, documenting students' works, and organizing engaging activities.

**Keywords:** school literacy movement, literacy culture, reading interest

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## INTRODUCTION

Education and students' literacy skills are closely interconnected. Education is a formal and informal process in which students acquire knowledge, skills, and understanding of various aspects of life. Literacy is an individual's ability to read, write, speak, and comprehend information effectively (Bu'ulolo, 2021; Irsan et al., 2023). The significance of literacy in education lies in being a fundamental foundation for the development and progress of individuals and communities (Wuryani & Nugraha, 2021). Literacy encompasses an individual's ability to access information, understand, and perform tasks through various activities (Kusuma et al., 2022). By possessing strong literacy skills, an individual can access knowledge from diverse sources, comprehend complex issues, and communicate effectively.

In a society that is increasingly interconnected and filled with information, literacy becomes the key to utilizing technology and resources wisely (Ginting et al., 2021). Through literacy, students can develop reasoning and creativity, broaden their perspectives, and face challenges with confidence (Putra et al., 2021; Safitri & Dafit, 2021). Literacy also provides opportunities for every individual, regardless of their social or economic background, to reach their maximum potential. On the other hand, a lack of literacy can lead to widespread knowledge gaps in society, causing various problems such as high unemployment rates, poverty, and health issues (Eliyati et al., 2021). Without adequate literacy, individuals may struggle to keep up with the changing times and adapt to the environmental changes around them. Therefore, it is crucial for the education system to pay greater attention to the development of literacy among students.

Education is a key aspect in shaping character and developing individual potential, and literacy serves as the fundamental foundation for success in education. However, the literacy levels of students in Indonesia are still low, as reflected in numeracy and literacy education reports and research results, posing a serious challenge to advancing the quality of education in Indonesia (Al Fajar, 2019; Imron et al., 2023). Therefore, the Ministry of Education and Culture has developed the School Literacy Movement (Gerakan Literasi Sekolah or GLS) to transform schools into learning organizations (Prasrihamni et al., 2022). The School Literacy Movement (GLS) is a program that involves all components of the school community, including teachers, students, parents/guardians, and the community as an integral part of the education process (Albani, 2021; Dafit & Ramadan, 2020). GLS is implemented with the primary goal of fostering students' interest in reading, with the hope of improving their reading abilities so that knowledge can be better mastered (Afifah et al., 2020).

The School Literacy Movement has become a relevant concept that can positively contribute to the improvement of literacy among students (Aryani & Purnomo, 2023). By integrating literacy into the curriculum and creating innovative programs, schools can establish an environment that stimulates students' interest in reading (Faridah et al., 2023). D Negeri 1 Kemenuh has taken concrete steps by implementing the "One Hour of Reading, Saturday Stories" program. This program is designed as a follow-up to the low literacy and numeracy reports of students at SD Negeri 1 Kemenuh. The program is implemented to create dedicated time for students to read and share stories every Saturday to enhance literacy. Within a one-hour timeframe, students can choose their favorite books or listen to stories read by teachers. This program is expected to create a strong literacy culture in the school, which will ultimately permeate into the daily lives of students.

This research aims to explore the impact and success of the "One Hour of Reading, Saturday Stories" program in cultivating a literacy culture at SD Negeri 1 Kemenuh. The novelty of this study lies in discussing an innovative program called "One Hour of Reading, Saturday Stories" which aims to develop a literacy culture in schools. The primary uniqueness of this program lies in its holistic approach and its orientation towards a literacy culture. The program not only emphasizes the development of reading and writing skills but also deeply embeds a literacy culture within the school environment. Creative and interactive teaching methods are employed to stimulate students' interest in reading, while a participatory approach actively involves students, teachers, parents, and community members in the literacy process. Through a profound understanding of literacy challenges at the elementary school level and an evaluation of the success of the implemented literacy program, this research is expected to make a positive contribution to the development of education at SD Negeri 1 Kemenuh and serve as an example for other schools in strengthening literacy culture in the educational environment.

## **METHOD**

This research employed a qualitative descriptive approach to elucidate the implementation of the "One Hour of Reading, Saturday Stories" program and its impact on literacy culture at SD Negeri 1 Kemenuh. The research subjects comprised students, teachers, and staff actively involved in the program. Purposive sampling was utilized to ensure a representative selection that encompasses various grade levels and roles within the school environment. Data collection involved interviews with teachers, students, and school staff, direct observation during program implementation, as well as the collection of relevant documents such as activity schedules, student book reviews, activity photos, and teacher reports. Data analysis in this research applied triangulation following Miles and Huberman's model, involving steps such as data collection, data reduction, data presentation, and data verification/conclusion (Fadli, 2021). Triangulation of data, in this context, refers to the method of examining data sources through different approaches, namely interviews, observation, and documentation.

The application of a qualitative descriptive approach allowed for a comprehensive exploration of the "One Hour of Reading, Saturday Stories" program's dynamics, involving a diverse group of participants in the research process. The use of triangulation enhances the robustness and credibility of the findings, ensuring a thorough examination of the program's impact on literacy culture at SD Negeri 1 Kemenuh from multiple perspectives.

## **RESULT AND DISCUSSION**

### **The background of the "One Hour of Reading, Saturday Stories" Program**

Based on the interview and observation results at SD Negeri 1 Kemenuh, it is known that the designed literacy program is a follow-up to the weak literacy and numeracy skills based on literacy and numeracy report results. Additionally, the library assets have not been optimally utilized, as indicated by the low student visits to the library. Despite having a diverse collection of both fiction and non-fiction books, the library at SD Negeri 1 Kemenuh is not being fully utilized. The library provides students with the opportunity to explore various types of books and reading materials (Putri et al., 2024). This can help them discover new interests and hobbies that they may not have been aware of before. Based on the available assets, the program "One Hour of Reading, Saturday Stories" was developed through collaboration with teachers, the committee, and students. In the program development, students were involved in planning, implementation, and evaluation with the aim of fostering student leadership by providing them with opportunities to ask questions, express opinions, provide feedback (voice), choose books they like (choice), and showcase their work as a form of appreciation (ownership). Through voice, choice, and ownership, students then develop their capacity as owners of their own learning process. Through the "One Hour of Reading, Saturday Stories" program, it is expected to increase students' interest in reading, which will have an impact on improving the quality of literacy and numeracy at SDN 1 Kemenuh. This aligns with the educational concept of Ki Hadjar Dewantara, which states that education is a process of guiding the growth and development of a child according to their nature, so that the child can achieve happiness and safety both

as an individual and as part of society (Fathoni & Andriani, 2023; Sugiarta et al., 2019). One of the guiding processes can be done by exploring the strengths and weaknesses of students and the school. Teachers, as learning leaders, are expected to recognize, explore, analyze, and map the potential resources of students and the school (Mansyur, 2022).

The implementation of the literacy program "One Hour of Reading, Saturday Stories" is carried out to achieve several objectives. The goals are as follows:

1. Developing a program that encourages student leadership.
2. Forming the character of school community members in accordance with the Pancasila Student Profile.
3. Enhancing a reading culture in the school.
4. Sharpening memory skills through reading activities.

### **The Implementation of the "One Hour of Reading, Saturday Stories" Program.**

Based on the interview results with the Head of SD Negeri 1 Kemenuh, it is known that, in the formulation and implementation of the program, the School Head not only involves the Class Guardians but also includes students and school staff. The steps taken are as follows:

1. Meeting of teachers and the school head regarding this program, to reach an agreement on the implementation of the "ONE HOUR OF READING, SATURDAY STORIES" program.
2. Providing a socialization session about the planning of the One Hour of Reading, Saturday Stories program to the school community to give students the opportunity to ask questions, express opinions, and provide feedback (voice).
3. Class Guardians appoint 2 students from each class as representatives who will be designated as Literacy Ambassadors.
4. Class Guardians facilitate students in their class to choose books from the library or their personal collections that they will read for 15 minutes from Monday to Friday (choice).
5. Class Guardians and literacy ambassadors also read books and remind students in their class if there are any who are not seriously reading.
6. On Saturdays, student representatives will share the books they have read in the school courtyard, and for those who do not get the opportunity to tell a story, they will write a brief summary of the book they read.

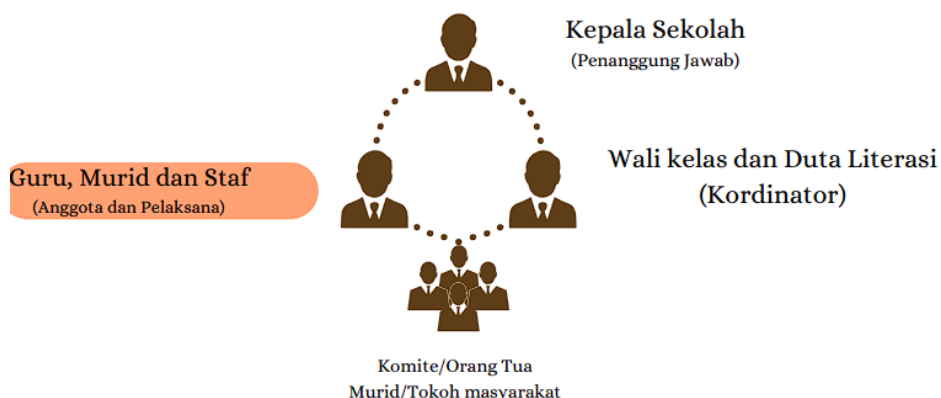
"One Hour of Reading, Saturday Stories" is a program designed to cultivate a culture of literacy among students. One Hour of Reading means that from Monday to Friday, students read a book for 15 minutes before the first lesson begins, accompanied by the teacher who teaches the first class of the day. Saturday Stories means that on Saturdays, students share the books they have read as a reflection or responsibility for what they have read. The books they read are ones they like and choose themselves, either borrowed from the library or brought from their own collection. By allowing students to choose books based on their interests, the books are more likely to align with their reading skills, thus aiding in the development of literacy skills. This approach encourages students to engage

more in understanding and interpreting the reading materials they select on their own (Simatupang, n.d.). By providing freedom according to their interests, education can respect this diversity and acknowledge that each individual has their own unique preferences (Rombe et al., 2023).

At the beginning of the new academic year, for first-grade students who cannot yet read, the approach will be modified to listening to the teacher's story, and they will recount what they grasp from the story with guided questions. For first and second-grade children, the books they read will be adjusted according to their proficiency levels. Before implementing the program, there will be discussions between the school principal and teachers regarding the importance of literacy activities in the school and how the "One Hour of Reading, Saturday Stories" program can cultivate a reading culture in the school. Through dialogue with homeroom teachers, an overview of the distribution of reading abilities among students in each class will be obtained. Through class representatives (Literacy Ambassadors), students can express their opinions about this activity. This approach creates an environment that positions students in such a way that they actively engage in their own learning process and develop positive, thoughtful, and wise social interaction skills. By paying attention to the students' voice, choice, and ownership in this activity, it can encourage the growth of student leadership (Yokoyama et al., 2023).

### Program Structure and Partners

In implementing the 'One Hour of Reading, Saturday Stories' program, in addition to utilizing physical library assets and reading corners in each class, the utilization of human assets, namely teachers, students, parents/committees, and the community, is crucial. Students who have a collection of reading books at home are allowed by their parents to bring them to school to read either individually or with friends. The Class Teacher and literacy ambassadors (student representatives) will serve as catalysts and motivation if there are any students lacking enthusiasm in reading. Similarly, the local community can contribute children's books to augment the reading collection at the school. The program structure can be seen in Figure 1.



**Figure 1. Program Structure "One Hour of Reading, Saturday Stories"**

### **Supporting Facilities for the 'One Hour of Reading, Saturday Stories' Program**

Based on the observation results, it is found that SD Negeri 1 Kemenuh has various facilities that support the implementation of the "One Hour of Reading, Saturday Stories" program. SD Negeri 1 Kemenuh has a comfortable, clean, and orderly library. A good library should maintain cleanliness and order to increase students' interest in visiting the library (Rizky & Amin, 2023). In addition, the library at SD Negeri 1 Kemenuh has a diverse collection of books, both fiction and non-fiction. This supports the successful implementation of the "One Hour of Reading, Saturday Stories" program. In addition to the library books, SD Negeri 1 Kemenuh also provides a reading corner in each class to place selected books for reading so that students don't miss out at home. The reading corner plays a significant role in increasing reading interest, as it serves as a reading space, the nearest reading material, a comfortable reading place, and an engaging reading spot, thus helping foster students' reading interest (Kurniawan et al., 2020). For the Saturday Stories activity, the school utilizes the schoolyard, where SD Negeri 1 Kemenuh has a comfortable and green environment. A good school environment can influence students' motivation to learn (Dewi & Yuniarsih, 2020).

### **Program Evaluation: One Hour of Reading, Saturday Stories**

The 'One Hour of Reading, Saturday Stories' program has been implemented since March 2023. At the time of this research, the program has been running for four months. According to the Head of School, the program was evaluated in July 2023 to assess the extent of its implementation and identify shortcomings in the program's execution. Based on the information provided by the Head of School, school documents, and observation results, the 'One Hour of Reading, Saturday Stories' program has yielded the following positive impacts:

1. Formation of Cooperative, Independent, and Critical and Creative Thinking Characters among School Community Members.

The formation of a cooperative, self-reliant, critically thinking, and creative character can be observed through changes in student behavior and participation in literacy activities. This creates an environment where students not only become better readers but also individuals with more insight, critical thinking, and creativity in their thoughts. Thus, the program not only impacts academic aspects but also shapes the students' personalities comprehensively. As stated by Sari & Ramadan (2023), a literacy culture can shape students' characters, fostering cooperative, self-reliant, and critically thinking attributes

2. Increased School Community Visits to the Library.

Since the implementation of the 'One Hour of Reading, Saturday Stories' program, student visits to the library have increased. This is evident from the records of student visits to the library. As a result of the program, the library is no longer seen merely as a book storage place but as a hub of activities that stimulate literacy interest. Increased library visits can influence students' learning outcomes and achievements (Setiawan & Sudigdo, 2019).

3. Growing Reading Enthusiasm among School Community Members

The 'One Hour of Reading, Saturday Stories' program has positively impacted students' reading interests. This can be seen during breaks/leisure time when many students engage in reading activities, either in the schoolyard or in the library. Additionally, based on interviews with several students, they mentioned that since the implementation of the program, they are enthusiastic about reading books both at school and at home because they can share stories on Saturdays. Furthermore, students also expressed that they are eager to display their works, which are summaries of the books they have read. By fostering students' love for reading, it can impact their proficiency in writing narratives (Almana et al., 2019).

#### 4. Compilation of Book Reviews/Summaries by Students Every Month.

To appreciate and encourage students, reviews or summaries of books created by students are collected to compile a book. Additionally, students are taught to use Canva to enhance the visual appeal of their work. This enhances students' motivation in reading and creating summaries, ultimately influencing their reading abilities. The research findings of Meriyani et al. (2022) indicate that engaging in the activity of creating book reviews/summaries can improve students' reading and writing skills.

## CONCLUSION

Based on the results and discussions, it can be concluded that the 'One Hour of Reading, Saturday Stories' program has successfully achieved its goals, providing a significantly positive impact on the literacy and character of the school community. The increased library visits, growing reading enthusiasm, and the formation of cooperative, independent, critical, and creative characters serve as indicators of the program's success. This program has been able to create a literacy environment that stimulates students' interest in reading through well-planned strategies, such as preparing a diverse collection of books, documenting students' works, and organizing engaging activities. By involving students in book selection and literacy activities, the program not only fosters better readers but also individuals who are more critical and creative.

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