



SCHOOL LITERACY PROGRAM THROUGH THE CLASSROOM READING CORNER AT INPRES TOMBOLO ELEMENTARY SCHOOL IN TOMBOLOPAO GOWA

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ABSTRACT

This article discusses the implementation of the School Literacy Program based on the stages of adaptation, development, and learning through the classroom reading corner and the supporting and inhibiting factors for the classroom reading corner utilization in the implementation of the School Literacy Program at Inpres Tombolo Elementary School. The research is qualitative research. The research was conducted at Inpres Tombolo Elementary School in Tombolopao Gowa. There were 12 informants in this research, which consist of the principal, 5 classroom teachers, 1 librarian, and 5 student trustees as representatives of each grade level. Data were collected through direct observation in the Education Unit, in-depth interviews with informants and documentation, and administrative completeness of the implementation of the School Literacy Program. The results indicate that the School Literacy Program at Inpres Tombolo Elementary School had been implemented well starting from the stages of adaptation, development, and learning by utilizing the classroom reading corner. In general, two reading strategies are applied in this research, namely silent and loud. The implementation of the School Literacy Program runs consistently in several classes during the learning from home because of the Covid-19 pandemic by utilizing digital platforms. Sources of reading materials only use the classroom reading corner and school library in the implementation of the School Literacy Program. Supporting factor of School Literacy Program implementation is frequently seen in the supporting facilities and infrastructure and variative reading materials. Conversely, the inhibiting factor can be overcome by various tricks as seen in the Principal's Policy.

Keywords: school literacy program, classroom reading corner, elementary school

GERAKAN LITERASI SEKOLAH MELALUI SUDUT BACA KELAS DI SD INPRES TOMBOLO KECAMATAN TOMBOLOPAO KABUPATEN GOWA

ABSTRAK

Artikel ini membahas pelaksanaan Gerakan Literasi Sekolah tahap pembiasaan, tahap pengembangan, dan tahap pembelajaran melalui sudut baca kelas dan faktor pendukung dan penghambat pemanfaatan sudut baca kelas dalam pelaksanaan Gerakan Literasi Sekolah di SD Inpres Tombolo. Penelitian pada artikel ini merupakan penelitian kualitatif. Penelitian dilakukan di SD Inpres Tombolo Kecamatan Tombolopao Kabupaten Gowa. Informan dalam penelitian berjumlah 12 orang yang terdiri dari Kepala Sekolah, 5 orang guru kelas, 1 orang pegawai perpustakaan, dan 5 orang perwakilan peserta didik perwakilan dari tiap tingkatan kelas. Data dikumpulkan melalui observasi langsung di Satuan Pendidikan, wawancara mendalam pada informan dan dokumentasi, serta kelengkapan administrasi pelaksanaan Gerakan Literasi Sekolah. Hasil penelitian menunjukkan bahwa pelaksanaan Gerakan Literasi Sekolah di SD Inpres Tombolo telah dilaksanakan dengan baik mulai dari Tahap Pembiasaan, Tahap Pengembangan, dan Tahap Pembelajaran dengan memanfaatkan sudut baca kelas. Secara umum, dua strategi membaca yaitu hening dan nyaring digunakan dalam penelitian ini. Pelaksanaan Gerakan Literasi Sekolah tetap berjalan di beberapa kelas saat masa belajar dari rumah karena pandemik Covid-19 dengan memanfaatkan pelantar digital. Sumber bahan bacaan hanya memanfaatkan sudut baca kelas dan perpustakaan sekolah pada pelaksanaan Gerakan Literasi Sekolah. Faktor pendukung pelaksanaan GLS sangat terlihat dari sarana dan prasarana yang sangat mendukung dan tersedianya bahan bacaan yang bervariasi. Sementara untuk faktor penghambat dapat diatasi dengan berbagai trik dan diambilnya kebijakan oleh Kepala Sekolah.

Kata Kunci: gerakan literasi sekolah, sudut baca kelas, sekolah dasar

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INTRODUCTION

Developed countries can be assessed through their education (Haeruddin et al, 2022). Human resources can be properly empowered if education can manage existing resources in a country, as well as in Indonesia, placing education as something important and primary (Yantoro & Sholeh, 2022). Law Number 20 of 2003 article 4 concerning the National Education system states that education is organized as a process of cultivating and empowering students that lasts a lifetime; education is organized by providing exemplary, building willpower and developing students' creativity in the learning process; education is organized by developing a culture of reading, writing and arithmetic for all members of society; education is carried out by empowering all components of society through participation in the implementation and quality control of education services (Trimurtini et al, 2022). Some of the results of tests conducted by world organizations regarding literacy in Indonesia, namely; PIRLS (Progress International Reading Literacy Study evaluating the reading ability of fourth grade students in 2011 showed that Indonesia ranked 5th out of 48 countries; PISA (Program for International Student Assessment) evaluating the ability of 15 year old students in reading and science activities showed results namely in 2009 Indonesia was ranked 57th out of 65 countries, in 2012 it was ranked 64th out of 65 countries and in 2015 it was ranked 64th out of 70 countries; INAP (Indonesia National Assessment Program evaluates students in terms of reading, mathematics and science which shows the result of the reading ability score of students in Indonesia is 46.83% which is in the less category (Director General of Elementary and Primary Education, 2018).

The data above shows that awareness of literacy in Indonesia is still very low, research conducted from 2009 to 2016 Indonesia has always been ranked low and in the less category in terms of reading or literacy skills. In fact, in 2012 Indonesia showed a very worrying situation because it was in 64th position out of 65 countries in terms of reading, mathematics and science. So it is necessary to take a

comprehensive step or breakthrough in Indonesia to increase citizens' interest in literacy, especially in reading and writing. Increasing the level of literacy can be carried out thoroughly in Indonesia by involving educational units or schools in Indonesia, therefore the School Literacy Movement (GLS) task force was formed as an alternative to developing the character of students through cultivating the school literacy ecosystem so that they become a lifelong learner. (Wiedarti and Kisayani-L.ed 2016 in (Dirjen Didikdasmen, 2018). The implementation of the school literacy movement (GLS) is carried out through three stages, namely the habituation stage, the development stage and the learning stage. Each educational unit is given the freedom to determine policies for the three stages of implementation The School Literacy Movement (GLS) is based on the readiness of facilities and infrastructure at the school. School Literacy is able to attract students' interest in reading so that reading is a fun activity and becomes a culture that is inherent in every school member. In addition, the class reading corner can also help participants students easily get time-efficient reading materials or learning references without having to go to the school library (Hastuti & Lestrai, 2018).

Based on the two studies above and the description of the researcher's direct observations, the classroom reading corner is a very good tool to be used in implementing the School Literacy Movement at Inpres Kuncio Elementary School up to stage three, namely the learning stage, but in reality the implementation of the School Literacy Movement at the school is still at the stage habituation. So it is necessary to carry out further research to obtain information regarding the implementation of the School Literacy Movement through one of the supporting facilities, namely the class reading corner, taking into account the supporting and inhibiting factors for the use of the class reading corner. The hope is that the supporting factors can be maintained and improved, and the inhibiting factors can be found a solution.

METHOD

This type of research is a descriptive research with a qualitative approach. This research was conducted at the Inpres, Buttono Elementary School, Buttonopao District, Gowa Regency. The researcher determined this location with the consideration that the school has facilities and infrastructure to support the implementation of the School Literacy Movement which are classified as complete. Ideally at SD Inpres, the implementation of the School Literacy Movement will exceed that of other schools in the Buttonopao District. The unit of analysis in this study were students, teachers, librarians, and the principal of SD Inpres Buttono, Buttonopao district. The selected informants were people who were directly involved with the research object, namely the principal, 5 class teachers, 1 librarian, and student representatives at each grade level. Data collection techniques used in research are direct observation, in-depth interviews and documentation. The data analysis technique used by researchers is according to Miles and Huberman (Sugiyono, 2015) suggesting that activities in qualitative data analysis are carried out interactively and take place continuously until complete. Activities in data analysis, namely data reduction (data reduction), data display (data presentation), and conclusion drawing/verification (conclusion/verification). In order to ensure the validity of the data collected from various sources in various ways and at various times in this study, it was carried out using data validity techniques, namely triangulation, which consists of source triangulation, technical triangulation and time triangulation (Sugiyono, 2017).

RESULTS AND DISCUSSION

SD Inpres Kuncio is one of the elementary school level education units that carries out learning activities in the morning. The primary school building is located on Jln. Baji Dakka No.1, Tompoallu Neighborhood, Tamaona Sub-District, Buttonopao District. Its strategic location is because it is located in the center of the capital city of the Buttonopao Sub-District, so SD Inpres Rompio is often used as a place for meetings and activities at the cluster, regional and sub-district levels. SD Inpres Kuncio has 10

educators and education staff, 6 people with PNS status and 4 people with GTT status. There are 6 Study Groups with a total of 156 students. Research conducted at SD Inpres Kuncio provides several findings, which are discussed in detail below.

Implementation of the School Literacy Movement

The School Literacy Movement guidebook published by Dikjendikdasmen (2016b), explains that the implementation of the School Literacy Movement is carried out in 3 stages, namely the habituation stage, the development stage and the learning stage based on the readiness of each educational unit. Based on the answers of the informants at SD Inpres Kuncio, it can be seen that only two teachers knew that the implementation of the School Literacy Movement was carried out in three stages, however, its implementation in the field had been carried out in three stages.

The Habituation Stage of the School Literacy Movement

The Literacy Movement Activity at the Habituation Stage at SD Inpres Rompio was carried out by school residents, all informants said that reading activities 15 minutes before learning began had been carried out using the strategies that had been implemented using the reading models and strategies chosen by each class teacher. The high class, namely IV, V and VI, uses the method of reading aloud which is carried out by students alternately and reading silently. The reading activity at the habituation stage is reading 15 minutes before learning begins through reading aloud and reading silently (Abidin et al., 2017). Meanwhile reading activities in early grades I, II and III are carried out by reading together aloud, the homeroom teacher will read non-learning books together with their students, meanwhile, reading activities for students who are fluent in reading carry out reading activities silence. The focus of activities for lower grades is reading books aloud and reading silently (Dikjendikdasmen, 2016b).

Reading activities 15 minutes before learning begins are generally carried out in the

classroom by utilizing books that are already available in the classroom reading corner. Students will be free to choose reading material according to their wishes, and occasionally this will be done in the school library alternately with other classes. As stated in the Guidelines for the Movement for School Literacy in Elementary Schools by the Directorate General of Education and Science (2016b) that the facilities and infrastructure used in the habituation stage of reading activities are class reading corners, school libraries and reading areas. The same thing was expressed by Abidin et al (2017) the provision of school libraries, reading corners, comfortable reading areas, collections of printed texts to support the implementation of the School Literacy Movement at the habituation stage. The habituation stage is carried out to foster students' interest in reading with reading activities 15 minutes before learning begins and no bills are issued (Dikjendikdasmen, 2016b). Based on the results of interviews with all teacher informants, all teachers at SD Inpres Rompio did not mention anything about the assessment in reading activities 15 minutes before the lesson started.

Development Stage School Literacy Movement

Dikjendikdasmen (2016b: 21) says that literacy activities at the development stage aim to maintain interest in reading and in reading activities and improve students' reading fluency and comprehension. Therefore, a class teacher must be proficient in compiling strategies in literacy activities so that students can be interested in reading materials and reading activities. Literacy activities at SD Inpres Rompio at the development stage have been carried out at each grade level, strategies undertaken to maintain interest in reading and reading activities that have been built at the habituation stage are carried out by providing books that are interesting and varied and close to students, namely in class reading corner, the books provided are based on observations of students' reading activities, so that it can be seen which books are in great demand, that is what will be provided in the class reading corner.

Another strategy carried out by class teachers at SD Inpres Rompio at the development

stage is when reading activities are carried out using various methods or reading activities such as teachers in high grades read story texts paying attention to reading pronunciation and intonation, and students listen and provide responses to stories that have been read. be heard. Meanwhile, in the early grades, when the teacher reads the story, he also displays and shows the pictures in the book, this makes students more enthusiastic and happy to read. The focus of literacy activities at the early grade development stage includes the teacher guiding the child to read the teacher with pictures, the teacher reading the book with the students while for the high class the teacher reads the book and the students listen, then the students write responses or impressions of the reading with simple sentences (Dikjendikdasmen, 2016).

Dikjendikdasmen (2016b) one of the principles of activity at the development stage is that students' responses to readings are non-academic and focus on students' attitudes in activities, educator input or comments that are motivating. In line with this, another assessment was carried out at SD Inpres Kuncio in the development stage of the School Literacy Movement activities carried out by motivating in terms of reading fluency and providing a number of questions to find out students' understanding of the reading activities carried out. According to Hidayat et al, to find out someone has received information, it is necessary to ask questions about the contents of the reading that has been read (Hidayat et al, 2018).

Learning Stage School Literacy Movement

School Literacy Activities at the learning stage are carried out with the aim of increasing receptive (reading and listening) and active (speaking and writing) language skills (Dikjendikdasmen, 2016b). In line with the activities carried out at SD Inpres Rompio, namely reading activities are carried out by reading independently or listening to readings read by the teacher or friends that are adjusted to the grade level followed by speaking activities in terms of responding to and writing down the contents of the reading. Abidin et al (2017) stated that literacy activities in the learning stage were adjusted to the academic bills of the 2013

curriculum. What was said by Abidin et al was in line with the literacy activities in the learning stage at SD Inpres Buttono which was carried out by paying attention to class levels and the subject matter being studied based on the 2013 curriculum.

Literacy activities at the learning stage in the early grades are carried out by reading stories related to learning materials that have lots of pictures, independent reading for students who are already fluent in reading and reading words found in the literacy tree which is placed in the reading corner of the class. The level of ability in the early grades is in the form of understanding vocabulary by understanding a few words, most of the words are read with or without assistance (Dikjendikdasmen, 2016b).

Literacy activities carried out by students at the learning stage can be used as academic assessments. Sources of assessment at the learning stage can be obtained from various sources such as: students' portfolios in response to readings, teacher observations in reading activities, observations between students using the peer-to-peer assessment method (Dikjendikdasmen, 2016b). The assessment carried out on the GLS learning stage at SD Inpres Rompio was carried out based on the activities and material studied such as in the high class summarizing the contents of the books read, identifying characters, settings, story lines and looking for answers to assignments given by the teacher while for the early grades writing sentences from pictures and looking for sentences according to pictures, even though only using two sources of assessment, namely teacher observation and student portfolios, while peer-to-peer assessment has not been carried out. Assignment activities carried out at each grade level to determine students' understanding of the reading activities carried out. It was also said by Wandasari (2017) that reading is a skill that must be possessed by all children because through reading children can learn a lot about various fields of study.

Supporting and Inhibiting Factors of Using Classroom Reading Corners in the Implementation of the School Literacy

Movement

Utilization of classroom reading corners in the implementation of the School Literacy Movement can be carried out properly and smoothly if we are able to maximize the supporting factors, both from facilities and infrastructure, policies, and human resources, in this case teachers and education staff in the Education Unit, as well as minimizing and finding solutions to inhibiting factors. In more detail, a discussion of the supporting and inhibiting factors for the use of class reading corners in the implementation of the GLS is as follows:

a. Supporting factors

Based on the explanations expressed by informants at SD Inpres Rompio regarding the supporting factors for the use of classroom reading corners, this is in line with what was said by Suyono et al (2017: 119) regarding the source of books and the arrangement of infrastructure used to support the implementation of the school literacy movement, namely: (1) books handbook, (2) selection of books (3) management of reading areas (4) management of libraries, (3) management of reading corners, (5) management of posters. The facilities and infrastructure available at SD Inpres Kuncio became a supporting factor for the implementation of the first School Literacy Movement, the availability of a school library with a varied and diverse collection of books which functioned as a provider of books which were distributed to reading corners at each grade level by the collection of books in the reading corner. classes are always available with various types because the library staff changes the collection once a month. This is in line with what (Yanto et al, 2016) said that the library is one of the most important facilities for student learning and literacy activities.

Second, the management of the reading corner is also very supportive of the implementation of the School Literacy Movement, namely the appearance of a very attractive reading corner can be seen by the presence of bookshelves, tables, carpets, good decorations that are hung and placed in the reading area which are always neatly arranged

both before and after. after being used by students. The two supporting factors that have been discussed previously are in line with what Hidayat et al (2018) said that the supporting factors for the implementation of the School Literacy Movement can come from the management of the class reading corner, and the reading material available in the class reading corner.

Subsequent supporting factors for the implementation of the School Literacy Movement at Inpres Buttono Elementary School are the full support of the Principal, this is in accordance with the information disclosed by the SI Informant that an SK has been made for the implementation of the School Literacy Movement in the habituation stage, a policy has been taken to appoint school librarians and a policy to make reading areas around the school environment. This was also revealed by Hidayat et al (2018) that the first supporting factor for the School Literacy Movement is the motivation of the school principal and the enthusiasm of the teachers, because the implementation of an activity or program in an agency will not run well if the leaders and subordinates do not support each other.

b. Obstacle factor

Some of the inhibiting factors for the implementation of the School Literacy Movement by utilizing the class reading corner at the first SD Inpres Kuncio are the area of the class reading corner which is felt to be less extensive so that students need more time to choose the reading material they like because they have to take turns with their friends, this is often seen in the Habituation Stage Literacy activities, namely reading activities 15 minutes before learning begins. As said by Huda in Hidayat et al (2018) that three things are a common problem in the implementation of GLS in Indonesia, namely the lack of reading material, weak teacher resources and the availability of reading facilities by students. So one of these obstacles has been experienced by SD Inpres Rompio, namely reading facilities, in this case the reading angle of the class, which is still considered to be insufficient in area to facilitate the smooth implementation of the School Literacy

Movement.

The second inhibiting factor was teacher management when guiding students in utilizing the class reading corner, several informants revealed that there was often mutual encouragement between students when selecting reading material in the class reading corner, supervision was sometimes ignored by class teachers, especially in early classes who still needed attention. As revealed by Abidin et al (2018). The skills of a teacher include being able to create a conducive, harmonious and comfortable class for students, both in managing all the facilities and infrastructure in the class or in guiding and directing their students, other skills that a teacher should be good at choosing and using approaches, methods, techniques and strategies that can be used to facilitate literacy activities. The third inhibiting factor was that the class reading corner could not be used by students in school literacy activities during the pandemic, almost all informants said the same thing. With the government's policy not to carry out face-to-face learning activities in schools, automatically the reading corner rooms cannot be used but books can still be distributed to students for them to read at home or during group offline learning.

Facing obstacles or inhibiting factors in the implementation of the School Literacy Movement by utilizing the class reading corner, each class teacher has made efforts with various tricks. arrange the books placed there. This can make it easier for students to choose the reading material they like because the shelves have been arranged based on the type of book, for example separating between fiction and non-fiction books, because in reading activities carried out by students, especially in reading activities 15 minutes before learning starting, they are free to choose the books they want to read themselves which are available in the reading corner of the class or which they bring themselves from home (Dikjendikdasmen, 2016b). Second, it was felt that there was not enough time to carry out reading habituation activities 15 minutes before learning began, from the RA informant that getting around the lack of time by continuing to read the same reading material the next day was one way to overcome this problem, but ideally

reading activities were not limited to only 15 minutes before learning begins, even in the guidelines for the School Literacy Movement in Elementary Schools it is said that the literacy activity indicator for the 15-minute reading habituation stage is carried out every day either at the beginning, middle or towards the end of learning (Dikjendikdasmen, 2016b).

Third, the teacher stands near the class reading corner when students carry out reading activities or selects reading material, this is done to make it easier to supervise and to be more orderly in utilizing the class reading corner. The actions that have been taken by the SD Inpres Rompio teacher are in line with what Abidin et al (2018) said to become a literacy teacher requires roles, responsibilities, and talents in managing the class as well as attitudes that must be formed and appointed to work on when carrying out literacy activities. Fourth, the trick that was used by the Inpres Kuncio Elementary School teacher when he could not use the classroom reading corner during the Covid 19 pandemic was to distribute non-learning reading books to students to read at home and some teachers also distributed reading books when the group was offline and some teachers using digital reading materials through a literacy cloud platform is considered easier because it only distributes links to reading materials that can be adjusted according to class level. What was done by the SD Inpres Kuncio teacher was in accordance with the objectives of implementing the GLS based on the guidebook for the School Literacy Movement at the habituation stage, namely maintaining the continuity of learning by presenting a variety of reading books and providing a place for various reading strategies (Dikjendikdasmen, 2016b).

Based on the previous explanation regarding the implementation of the School Literacy Movement and the utilization of the class reading angle, it can be said that at SD Inpres, the School Literacy Movement has been implemented up to the learning stage, judging from the results of interviews, direct observation, and documentation conducted by researchers, however, the implementation of Literacy Activities Schools as outlined in the form of a Principal's Decree are only at the habituation

stage, namely reading activities 15 minutes before learning begins and are not yet attached to a School Literacy TEAM, while in the GLS guidebook in Elementary Schools by the Director General of Education and Science (2016b) there is the establishment of a School Literacy TEAM which role in ensuring the sustainability of the School Literacy Movement. The existence of the GLS TEAM will help the successful implementation of the GLS from administration to implementation. In addition, the School Literacy TEAM can assist in involving external parties in supporting the implementation of the GLS. Principals can form a School Literacy TEAM to increase public involvement in the implementation of school literacy programs, which is expressed in research results (Wanelly, 2019). SD Inpres Kuncio already has facilities and infrastructure that support carrying out School Literacy Activities up to the third stage, namely the learning stage, especially the class reading corners available at each class level, but the management needs to be improved so that it can continue to support and maintain student interest in implementing the School Literacy Movement as what Hartyatni (2018) said in his research results is that in managing classroom reading corners it is necessary to hold reflection involving students either in writing or orally as evaluation material and following up on it will build a well-facilitated reading culture.

According to Wandasari (2017) that the implementation of GLS should involve all stakeholders in the education sector, starting from the central, provincial, district/city levels, to education units, while the Implementation of School Literacy Activities at Inpres Buttono Elementary School which is carried out in three stages is only known to the public. There are only 2 teachers, but the implementation starts from the habituation stage, the development stage to the learning stage has been carried out, so that if referring to Wandasari's opinion, at SD Inpres Kuncio ideally socialization regarding the implementation of GLS with three stages is ideal. The strategy used in implementing SD Inpres Kuncio is not very varied, especially at the development stage because it only uses a strategy of reading aloud and silently and provides a

variety of books, whereas according to the results of Syarif's research (2009) it is revealed that literacy activities in elementary schools, if carried out in a variety of ways, are good. In pre-learning activities and the use of facilities and infrastructure students' interest in reading will increase. Furthermore, the Directorate General of Education and Science (2016b) also states that, for the successful implementation of GLS, it is necessary to organize literacy-rich facilities and environments and create a text-rich environment class.

The positive impact of the School Literacy Movement program at Inpres Buttono Elementary School has been seen as enthusiastic students and all school members carry out reading activities by utilizing existing facilities and infrastructure, especially the class reading corner, this activity is in line with research results from Hartatni (2018) that the existence of classroom reading corner media is a place where students can carry out reading activities that are easily accessible and time efficient, thus literacy activities especially reading can become a habit especially with reading activities that are programmed and carried out on an ongoing basis. Sustained activities can make reading a culture at SD Inpres Rompio. As contained in the Guide to the School Literacy Movement in Elementary Schools that the aim of literacy is to foster the character of students through cultivating the school literacy ecosystem which is manifested in the School Literacy Movement so that they become lifelong learners. (Director General of Basic Education, 2016b). The results of Wandasari's research (2017) state that the formation of character or manners can be carried out by implementing GLS, namely reading, character education is always a process and never finished by individuals. The character and culture that are formed from literacy activities will make a person useful not only for himself but for the people around him.

CONCLUSIONS AND RECOMMENDATION

The School Literacy Movement at Inpres Kuncio Elementary School has been carried out in 3 stages, namely the habituation stage, the development stage, and the learning stage by

utilizing the class's reading angle, in general using two reading strategies, namely silence and loudness. Implementation of the School Literacy Movement continues in several classes during the learning period from home due to the C.19 pandemic by utilizing digital platforms. The source of reading material only utilizes the class reading corner and the school library during the implementation of the School Literacy Movement. Factors supporting the implementation of the School Literacy Movement at Inpres Kuncio Elementary School are the varied collection of books in the school library, reading corners at each grade level, policies and motivation of the school principal, and reading gardens. While the inhibiting factors are the lack of variety of reading materials, the circulation of books to the class reading corner is not smooth, the class reading corner area is less interesting and wide so students get bored easily, but some tricks are done to minimize the inhibiting factors, namely by providing reading material that varies according to interests. Students, he appointed librarians, decorated the classroom reading corners and made multilevel shelves to store books.

Suggestions and recommendations that can be submitted by researchers based on the results of this study are: school residents improve and maintain supporting factors and continue to minimize inhibiting factors, teachers and prospective teachers need to carry out self-development to answer the various challenges of implementing the School Literacy Movement during a pandemic, especially mastery and science and technology development, future research can examine more about variations in strategies or methods for implementing GLS and the use of text-rich environments to maintain students' interest in reading.

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