

Building a Culture of Reading through a Mandatory Reading Activity Program

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DOI: <https://dx.doi.org/10.47772/IJRISS.2023.71018>

Received: 27 August 2023; Revised: 10 September 2023; Accepted: 14 September 2023; Published: 16 October 2023

ABSTRACT

This research aims to describe (1) the implementation of the School Literacy Movement and (2) the implementation of the Compulsory Reading Activity program at Kyai Ibrahim Elementary School, Surabaya. This research uses a qualitative approach with a case study method. The research subjects were 13 people: 1 principal, 6 class teachers, 1 librarian, and 5 students. Research subjects were determined using snowball sampling technique. The data collection techniques used were observation, in-depth interviews and documentation. The data analysis technique used is an interactive analysis model consisting of data reduction, data presentation, as well as drawing conclusions and verification. Test the validity of the data using techniques *credibility*, *transferability*, *dependability*, and *confirmability*. Testing the credibility of the data was carried out by extending observations, increasing persistence in research, and discussions with colleagues. The results of the research show that SD Kyai Ibrahim Surabaya has implemented the school literacy movement and the mandatory reading activity program well. Activities that are the implementation of the school literacy movement include reading aloud and silent reading, arranging literacy-rich facilities and environments, creating an environment with a literacy feel, and involving the public. The activities that implement the mandatory reading program include reading 15 minutes before class, library visits, and extracurricular research.

Keywords: Implementation, School Literacy Movement, Compulsory Reading Activity Program, Kyai Ibrahim Elementary School Surabaya

INTRODUCTION

Reading is an activity of changing visual symbols (writing) into sound symbols (sounds), or it can also be interpreted as an activity of reciting, pronouncing, spelling, sounding symbols that are strung into words, phrases, sentences, and so on. Reading is one of the receptive language skills. Reading activity is said to be receptive because the reader seeks to receive or absorb the information conveyed by the author through written language. The ability to read is the key to the next learning stage. Reading skills play an important role in life. A lot of knowledge, knowledge, and information is obtained through reading. In addition to adding insight and knowledge to develop readers' life skills, reading can improve brain function. If reading is done regularly, it can stimulate brain performance to be better, more active, and prevent memory loss. Reading can also be used as an entertainment activity. Reading fictional books such as novels, short stories, comics, and fairy tales can provide a sense of entertainment for readers so that reading can also reduce and prevent someone from becoming stressed. In addition, reading fictional stories such as fairy tales can also foster empathy and shape children's character. Teachers and parents must be able to convey the messages contained in fairy tales in an effort to shape the morals and character of children. If reading is done regularly, the brain will get used to receiving new vocabulary, and this will improve one's communication skills and critical thinking. So many benefits of reading books that we can get. Therefore, reading skills

must be mastered by students from an early age so that it becomes a habit and creates a reading culture for them so that they can increase their self-knowledge for their life. In line with this, reading is a skill that must be owned by all children because through reading, children can learn much about various fields of study, so reading is a skill that must be taught from the time children enter elementary school (Bagus et al., 2022).

Reading activities are closely related to literacy. According to the Kemdikbud GLN Team (2017), literacy is not just reading and writing activities. Moreover, literacy is understood as the ability to access, digest and use information intelligently. Literacy is also defined as the ability to read, write, count, and speak as well as the ability to find information and use it. Indonesia is a large nation. A large nation is characterized by literate society, high civilization, and actively advancing world society. However, Indonesian society cannot be said to be a literate society. Literacy is still a problem that must be fixed today. As a large nation, Indonesia must be able to develop a literacy culture as a prerequisite for 21st century life skills. To improve literacy in Indonesia, the first thing to consider is reading interest. Low reading interest is a major factor in this problem. Low interest in reading is caused by several things, namely, people's low purchasing power for books, the lack of available reading sources, reading habits that are not inculcated early on, and the emergence of various digital media that provide various entertainment, causing a lazy attitude to read. In addition to low interest in reading, reading ability is also a factor in low literacy in Indonesia. Not all Indonesian people are able to read. According to data from BPS in 2018, for example, 98% of Indonesian people are literate, meaning that only the remaining 2% can be said to be illiterate. However, the percentage of 2% of Indonesian people means that there are 3.4 million people who are still illiterate.

Data from the 2012 UNESCO survey show that the reading interest of the Indonesian people is only 0.0001. This can be interpreted follows: in 1000 people, there is only one person who has an interest in reading, so Indonesia is considered far behind other countries in ASEAN. In the 2011 PIRLS research results (*Progress in International Reading Literasi Study*) on reading ability, Indonesia was ranked 42nd out of 45 participating countries (Septiana & Ibrohim, 2020). Indonesia's PISA score in 2018 is in a very worrying position, placing Indonesia in 74th place, approximately 6th from the bottom. Indonesian students' reading ability gets a score of 371, mathematics gets 379 and is in 73rd position, and science ability with a score of 396 is in 71st position. Meanwhile, the INAP or *Indonesia National Assessment Program* also conducts research through evaluation activities on students' reading skills in mathematics and science. Based on this research, it shows that the reading ability score in Indonesia is still 46.83%, which means that the reading ability of students in Indonesia is still lacking. Based on these data, it can be concluded that the reading ability of students in Indonesia is still relatively low.

To overcome this problem, the government launched the National Literacy Movement (GLN) program in 2016. The implementation of GLN was realized through the School Literacy Movement, Community Literacy Movement and Family Literacy Movement programs. Based on a literature review in Madu et al.'s research. (2022), there are stages of the school literacy movement, namely, the habituation stage, the development stage, and the learning stage. At the habituation stage, it can be done by accustoming students to reading approximately 15 minutes before learning (Mendikbud, 2015). In accordance with this, Hanum's research (2021), stated that after carrying out routine reading activities for 15 minutes before class, the results showed that students' abilities increased from 83.99% to 90.23%. Reading activities for 15 minutes before learning in class are very helpful in increasing the reading literacy movement in schools. The second stage is the development stage. After students' reading habits are formed, students' literacy skills are developed through various literacy activities, for example, by discussing reading, reading stories with intonation, writing stories, and holding literacy festival activities. The results of research by Dafit & Ramadan (2020) at SDN 26 Pekanbaru, show that the literacy development stage is carried out by asking students to read the books they have chosen. Then, the teacher directs students to write down their daily experiences related to the books they read. This diary is placed in the literacy corner of the class. According to the principal, this activity sharpens the mindset of students to express ideas in written form. Furthermore, at the learning stage, the school organizes various activities that can maintain students' literacy skills and

interest in reading.

Reading habits can provide a positive response. Based on Research Honey et al. (2022), since the school literacy movement was implemented at SDK St. Yosefa Labuan Bajo, students have enthusiasm and habit of reading books. The positive impacts that are visible as a result of the efforts of teachers and students in increasing interest in reading include; the following: Children's vocabulary mastery is increasing and good. (2) Well-developed achievements. (3) Increased student confidence when telling stories and speaking. (4) The child keeps a diary. (5) The increasing number of students borrowing books from the school library. (6) The utilization of children's free time by reading. This research is also in line with the research of Rusniasa et al. (2021), namely, by implementing the school literacy movement, students' insights increase compared to before GLS was implemented. This is because reading activities indirectly hone students' abilities, broaden their horizons, and generate students' curiosity, which causes students to ask an increasing number of questions about the new things they read. Such activities cause students' knowledge to increase so that it has a positive impact on improving student learning outcomes at school.

The above description forms the rationale that interest in reading really needs to be increased to build a reading culture. This prompted SD Kyai Ibrahim Surabaya to make efforts to increase interest in reading so as to create a reading culture. Efforts made include implementing the Compulsory Reading Activity (KWA) program. Because of this, this research is entitled "Building a Reading Culture Through the Compulsory Reading Activity Program at SD Kyai Ibrahim Surabaya".

The problems in this study are formulated as follows: (1) How is the implementation of the School Literacy Movement at SD Kyai Ibrahim Surabaya? (2) How is the implementation of the Compulsory Reading Activity program at SD Kyai Ibrahim Surabaya? The aims of this study were to describe (1) the implementation of the School Literacy Movement at SD Kyai Ibrahim Surabaya and (2) the implementation of the Compulsory Reading Activity program at SD Kyai Ibrahim Surabaya.

GLS is a long-term program which is one of the government programs regulated through the Decree of the Minister of Education and Culture Number 23 of 2015. According to Hidayat et al. (2018), GLS is a program that seeks to familiarize school members with broad insights. GLS is a social movement with collaborative support from various elements. Efforts that can be taken to make it happen is in the form of reading habit in students. GLS is a social movement with collaborative support from various elements. Efforts are being taken to make it happen in the form of students' reading habits (Wiedarti, 2016). Based on the Regulation of the Minister of Education and Culture Number 23 of 2015, this program is to increase students' interest in reading and to increase knowledge. Reading books contain stories of local wisdom, moral values ??and others, and can be delivered according to the level of students (Faradina, 2017).

Elementary school (SD) students are required to have reading skills in terms of understanding texts analytically, critically, and reflectively in this global era. Schools play an important role in providing information literacy skills through the stages in implementing GLS. Based on the GLS Master Design (2018), GLS activities include the habituation stage, the development stage, and the learning stage (Laksono, 2016).

Literacy activities at this habituation stage are carried out to foster motivation for students to want and get used to reading. This is done by cultivating reading interest through 15 minutes of reading before learning begins and is done in class by reading silently or reading aloud together. (Permendikbud No. 23 of 2015). The habituation stage of the school literacy movement (GLS) is focused on (1) 15-minute reading activities before learning begins, (2) arranging facilities and the environment will be rich in literacy, (3) creating a literacy environment, (4) selecting elementary school reading books according to the low grade level students, (5) public involvement in the development of the school literacy movement (GLS).

Literacy activities at the development stage aim to develop the ability to understand reading and relate it to personal experiences, think critically, and cultivate communication skills creatively through activities responding to enrichment books (Anderson & Krathwol, 2001). Developing reading interest based on 15 minutes of daily reading activities develops literacy skills through non-academic activities (non-academic bills that are not related to grades can be made). For example: writing a synopsis, discussing books that have been read, extracurricular activities, and mandatory visits to the library (literacy hours).

Literacy activities at the learning stage aim to develop the ability to understand texts and relate them to personal experiences, think critically, and cultivate communication skills creatively through activities responding to texts of enrichment books and textbooks (Anderson & Krathwol, 2001). The implementation of the literacy strategy is supported by the use of a graphic controller. In addition, all subjects should use a variety of texts (print/visual/digital) available in enrichment books or other information outside of textbooks. Teachers are expected to be creative and proactive in finding relevant learning references. The implementation of literacy-based learning supports the implementation of the 2013 Curriculum which requires students to read non-text textbooks which can be in the form of books on general knowledge, hobbies, special interests, or multimodal texts, and can also be linked to certain subjects as many as six books for elementary students, 12 books for junior high school students, and 18 books for high school/vocational school students.

The Compulsory Reading Program is a part of the School Literacy Movement. The school literacy movement was launched by the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia 2014 in August 2015. The School Literacy Movement is regulated in the Regulation of the Minister of Education and Culture Number 21 of 2015. This movement aims to foster students' reading habits and motivation so that they are able to develop their character through reading books. It is not enough just to read, students are also accustomed to writing by summarizing, retelling and developing stories that will hone their creativity.

Before the Minister of Education and Culture launched the School Literacy Movement (GLS), Surabaya had already declared it a Literacy City in 2014 which was directly conveyed by the Mayor of Surabaya, Ms. Tri Rismaharini on National Education Day May 2 2014. The declaration "Surabaya the City of Literacy" aims to foster a culture of literacy (reading and writing) as a form of increasing public education that will be able to alleviate the problem of poverty. A firm policy was taken by incorporating a culture of literacy into the 2013 curriculum which must be implemented in schools from elementary to high school (Mursyid, 2016).

To support the Literacy City Surabaya program, many activities have been carried out to support it. The literacy programs carried out in schools take various forms, including compulsory reading programs, seminars and workshops on reading, distributing free reading books to 1,000 schools. and routine reading programs in schools, also known as the Compulsory Reading Program. There are several schools that call the Compulsory Reading Program the Compulsory Reading Curriculum (KWB).

Reading in the Compulsory Reading Program is not interpreted in a narrow context, namely reading with books only, but all forms of activities aimed at cultivating the habit of liking reading and giving students an understanding of the importance of reading. In the Compulsory Reading Program, all activities are carried out in a pleasant atmosphere so that students do not feel bored when the Compulsory Reading Program is implemented. In addition, it is also useful for growing *main set* that reading activities are not boring and even fun.

The Compulsory Reading Program is a breakthrough launched by the Surabaya City Education Office, to support the realization of Surabaya as a Literacy City, with the aim that children, especially in Surabaya City, develop a culture of reading, writing and thinking from an early age (Pakistyaningsih, 2014). This

Compulsory Reading Program is an implementation of reading activities that must be carried out by students and teachers within a certain time, namely taking a minimum of one hour of lessons every week (35 minutes). This activity is a tool in the learning process and is very useful for broadening students' insights, vocabulary, practicing writing, and fostering interest in reading from an early age (Dharma, 2016).

The Compulsory Reading Program is implemented to encourage students to always visit the library, especially during class hours. So on a regular basis all students get a scheduled visit to the library. So that all groups (one class) can be scheduled effectively, a schedule of mandatory visits to the library is arranged in order to carry out Compulsory Reading Program activities (Dharma, 2016).

The Compulsory Reading Program is not only carried out in the school environment, but is also carried out outside of school by monitoring students' reading activities outside of school. To find out the reading activities of students can use the reporting book (*book report*). With the reporting book, the teacher assigns the students to make a reading report of the book they read at home. This book reading report usually contains: book title, topic or content, and student response (Inayatillah, 2015). Through *book report* it is hoped that students will not only carry out the Compulsory Reading Program at school, but also grow the habit of reading outside of school.

The Compulsory Reading Program can help students to gain knowledge outside of learning activities. The knowledge gained by students increases so that with the Compulsory Reading Program, students gain a lot of knowledge and can help learning. Compulsory Reading Program indicators can help learning, namely students obtain satisfactory learning outcomes in the subjects studied.

RESEARCH METHODS

This research uses a qualitative approach with a case study method. Qualitative research is research taken from natural and in-depth object conditions and emphasizes meaning rather than generalizations that aim to describe complex realities (Sugiyono, 2015). Meanwhile, according to Arikunto (2013), research using the case study method is research conducted at an institution or organization as well as certain symptoms intensively, in detail and in depth. This research is qualitative because it is explorative. What was explored in this study were the efforts made to build a reading culture for Kyai Ibrahim elementary school students.

This research was conducted at Kyai Ibrahim Surabaya Elementary School in December 2022. The subjects in this study were the school principal as the person in charge of implementing the school literacy program, class teachers, librarians who are responsible for coordinating literacy programs in schools, and students. There were 13 research subjects: 1 principal, 6 class teachers, 1 librarian, and 5 students. The research subjects were determined by snowball sampling technique.

The research procedure begins with visiting schools, determining the time of the research, conducting in-depth observations and interviews, presenting data, and making conclusions. Data collection techniques in this study were carried out by collecting primary data sources and observations, and conducting in-depth interviews and documentation. The interview activities were carried out using research guidelines so that the interviews were more focused. Likewise, observation and documentation refers to the observation and documentation guidelines that have been made before. The data analysis technique used is an interactive analysis model found by Miles et al. (2014). Interactive model data analysis techniques consist of data reduction, data presentation, as well as drawing and conclusions and verification. Observation and documentation were carried out simultaneously during in-depth interviews regarding the school's efforts in implementing GLS to build a reading culture through the Compulsory Reading Activity program at SD Kyai Ibrahim Surabaya.

The validity test to prove the truth of the results of this study uses techniques: credibility, transferability,

dependability, and confirmability. Testing the credibility of the data on the results of this qualitative research was carried out by extending observations, increasing persistence in research, and discussions with colleagues.

THE RESULTS AND DISCUSSION

The research results are presented in accordance with the research objectives, namely (1) implementation of school literacy activities at Kyai Ibrahim Elementary School, Surabaya and (2) implementation of the mandatory reading activity program at Kyai Ibrahim Elementary School, Surabaya. This research was carried out for approximately one week, starting with permission to carry out observations of literacy activities at Kyai Ibrahim Elementary School in Surabaya, which then received a positive response from the Principal. Next, the researcher carried out observations by observing the implementation of literacy activities in the school environment in the classroom and school library. Researchers also conducted interviews with library staff, teachers and students in literacy activities at school.

Implementation of the School Literacy Movement at Kyai Ibrahim Elementary School Surabaya

The research results show that one of the activities that supports students' literacy activities at school is the School Literacy Movement (GLS). The government's aim in launching GLS is to make schools a place that is committed to fostering a high reading culture and comprehensive writing skills. GLS is a participatory activity that involves all components in the school including the principal, teachers, students, education staff, supervisors, committees, parents and all stakeholders involved (Kemdikbud, 2016). GLS is implemented in three stages, namely habituation, learning and development.

This habituation stage activity aims to familiarize students with reading activities so that students can read fluently and increase their interest in reading and gain insight and information. This is in accordance with the statement of Rusniana, et al. (2021), that reading habitual activities for students have a positive impact on increasing students' reading interest. Implementation of the school literacy movement at Kyai Ibrahim Elementary School in Surabaya in the form of the following activities: reading aloud and reading silently, arranging literacy-rich facilities and environments, creating an environment nuanced in literacy, and involving the public.

Reading Aloud and Reading Silent

Kyai Ibrahim Elementary School Surabaya implements literacy activities at the habituation stage as an effort to increase interest in reading for grade 4 students, requiring students to carry out non-learning book reading activities that have been provided in the class reading corner for 15 minutes before learning begins every day. This habituation stage activity aims to familiarize students with reading activities so that students can read fluently and can increase their interest in reading so that students gain insight and information and can participate in learning activities easily.

The 4th grade teacher at Kyai Ibrahim Elementary School, Surabaya, freed the students to choose reading books that were available in the class reading corner, then the students read silently for 15 minutes. When students read, the teacher creates a calm and comfortable atmosphere so that students can concentrate on the book they are reading. These findings are in accordance with research by Imanugroho and Ganggi (2018), that SDN Kuripan Lor 01 Pekalongan City is trying to increase students' reading interest by getting students used to reading books by freeing students to choose reading books in the reading corner according to their wishes. After reading, one of the students comes forward in front of the class to read the story book with the right intonation, then present the conclusion of the story. This activity not only familiarizes students with reading, but also familiarizes students with the courage to appear and be more confident. This is in accordance with the statement of Rahmayanti, et al. (2022) which states that morning story activities can

train students' self-confidence in telling stories, dare to appear in front of many people, can make students responsible for their tasks, become more active and enthusiastic about learning.

The implementation of the habituation stage is not only about reading silently, but Class 4 teachers also implement reading aloud by utilizing technology in the form of a projector screen to display short stories that will be read by Class 4 students together. These findings are in accordance with research by Lamingthon and Juliati (2022), that reading aloud activities at SDN 1 Mariana are carried out 3 times a week with the technical implementation of reading aloud carried out directly by students.

Arranging Literacy-Rich Facilities and Environments

Environmental facilities include the school library, classroom reading corners, and reading areas. The library functions as a learning center in elementary schools. Library development and arrangement is an important part of the implementation of the school literacy movement and knowledge management based on reading. Faizah, et al. (2016). A library that provides a variety of book collections so that it can increase students' reading interest.

Kyai Ibrahim Elementary School Surabaya has a school library which supports the school literacy movement program as an effort to increase students' interest in reading. Students are required to read in the school library, but students can still visit the library outside of their mandatory reading schedule. Class 4 students are scheduled for Wednesday at 12.00-13.00 for mandatory reading in the library. These findings are in accordance with research by Berliana et al. (2022) which states that SDN I85 Palembang provides a reading corner and schedules visits to the library for each class to motivate students to increase their interest in reading.

Not only the library, there is a classroom reading corner in the corner of the Kyai Ibrahim Elementary School classes in Surabaya, this reading corner is a place to display students' work and is equipped with various types of story books that students can use at any time, both during habituation activities and during breaks. These findings are in accordance with Wiratsiwi's research (2020) which states that apart from attracting students' interest in reading at SDN Saringembat I, the reading corner can also be used during habituation activities for 15 minutes before learning begins.

Creating an Environment with a Literary Attitude

School principals and educators really support literacy activities so that the school environment and students' classrooms have a literacy feel. There are posters and motivational words in the school environment and posters related to learning in the classrooms with most of the students' work. These findings are in accordance with research by Faradina (2017) which states that in an effort to increase students' interest in reading at the Muhammadiyah Anajah Integrated Islamic Elementary School, they created a school environment with a literacy nuance, there were pictures of students' work, posters about science, and etc.

Public Engagement

The implementation of the school literacy movement at Kyai Ibrahim Elementary School in Surabaya is also supported by public involvement. The school principal is involved in developing the book collection and providing the school community with an understanding of the importance of reading. There is the involvement of class teachers to always provide motivation to students in terms of reading.

When Class 4 students carry out habituation activities in class, it is not uncommon for the principal to be involved in habituation activities by reading non-learning books for 15 minutes before learning begins with

the aim that students can learn from various role models.

Public involvement from outside parties has also been implemented at Kyai Ibrahim Elementary School in Surabaya, namely the existence of a mobile library organized by the Surabaya city library. The mobile library visits Kyai Ibrahim Elementary School in Surabaya once a month. With a mobile library, students can read interesting books so that students are interested in reading and can increase their interest in reading. These findings are in accordance with research by Imanugroho & Ganggi (2018) which states that in fostering students' interest in reading at SDN Kuripan Lor 01 Pekalongan City when implementing literacy activities at the habituation stage there is public involvement as support in the literacy program.

In the habituation stage in class, reading books for 15 minutes before starting learning is carried out. Learners are given the freedom to have the book they want to read available in the classroom reading corner, so that the reading material is not a textbook or textbook. This activity was carried out in a relaxed, calm and enjoyable manner. The reading techniques used by teachers also vary, such as independent reading techniques for high grades and shared reading techniques for early grades. Apart from reading alone, other activities can also be carried out, such as the teacher reading books to students. With the habituation of reading in the classroom, it is hoped that it can foster students' interest in reading because the activities carried out are only reading with pleasure. This, if carried out repeatedly and consistently, can become a reading culture in a school or classroom environment. Assignments after reading are not included in the activity, so students do not feel burdened.

The habituation stage in class carried out by students is also accompanied by the class teacher. This assistance is intended so that students can be supervised during literacy and facilitate students if they have difficulty interpreting the contents of the reading or even require further discussion about the reading. This is in line with the research put forward by Bahrudin & Yuliawati (2022) that reading assistance in class through the reading corner can increase students' reading motivation because it can reduce learning routines in class, which, according to students, are boring.

Activities carried out at the habituation stage must also be supported by the development of a good school literacy climate (Mansyur, 2019). The school literacy climate that can be developed at the habituation stage is the development of a literacy physical environment with the availability of nonlearning reading sources in the classroom, such as comics, short stories, popular scientific books, magazines, and novels, that are adapted to the grade level. This is in line with Kristiyani (2016), who argues that students' interest in reading is influenced by internal and external factors. Internal factors are factors that come from within the student, such as character, habits, and self-expression, while external factors are factors that come from outside the student or environmental factors, including the family environment, neighbors, and the school environment. Therefore, students' interest in reading must be supported not only through improving literacy programs in schools, but also through other supporting aspects, including the provision of a variety of reading materials.

Implementation of the Compulsory Reading Activity Program at Kyai Ibrahim Elementary School, Surabaya

The Compulsory Reading Activity Program at Kyai Ibrahim Elementary School is a realization of the school literacy movement program. Compulsory reading activities are a habit for students to cultivate reading in the school environment. This was also conveyed by Wibisono & Paksi (2018) who stated that the Compulsory Reading Program is a program launched by the Library Service and the Surabaya City Education Service so that all educational units in the Surabaya area can implement and develop literacy activities in schools. The mandatory reading activity program at Kyai Ibrahim Surabaya Elementary School is implemented to support the Surabaya City Government program through a reading culture in the classroom and the library. The implementation of the mandatory reading activity program at Kyai Ibrahim Elementary School in Surabaya

consists of the following activities: reading 15 minutes before learning, library visits, and extracurricular tears.

Read 15 Minutes before Learning

As mentioned above, this mandatory reading activity program is a realization of the school literacy movement. One of the activities in the school literacy movement is reading 15 minutes before learning. This reading activity is divided into 2 types, namely reading aloud and reading silently. Reading-aloud activities are carried out by utilizing technology in the form of a projector screen to display reading material. After reading, one of the students comes forward in front of the class to read the reading book with the right intonation, and then present the conclusions. This activity not only familiarizes students with reading but also familiarizes students with the courage to appear and be more confident.

In silent reading, the teacher allows students to choose reading books that are available in the reading corner. Students read silently for 15 minutes. When students read, the teacher creates a calm and comfortable atmosphere so that students can concentrate on the book they are reading. These findings are in line with research by Imanugroho and Ganggi (2018) which states that to increase students' interest in reading, students are free to choose reading books in the reading corner according to their wishes. This is also the statement of Rahmayanti, et al. (2022) which states that such activities can increase students' self-confidence in telling stories, dare to appear in front of many people, can make students responsible for their assignments, become more active, and enthusiastic about learning.

Library Visit

Compulsory reading activities at Kyai Ibrahim Surabaya Elementary School are also realized in library visiting activities. There are special hours for visiting the library with visiting hours for grades 1, 2, and 3 for 30 minutes, while for grades 4, 5, and 6 for 35 minutes every week. This activity of course involves collaboration between class teachers, subject teachers, and librarians so that all stages of the school literacy movement can be carried out well.

There is a simple bill aimed at non-academic assessment. Activities carried out in the development stage of the GLS program at Kyai Ibrahim Elementary School are processing information based on books that have been read by students. The availability of time outside of class hours for this activity gives librarians on duty in this program the freedom to develop assignment activities such as summarizing, storytelling or retelling, and various other activities. The understanding made by students is by the PISA competency level. PISA-type questions are categorized as the ability to re-express, develop opinions, and reflect on the text. The ability carried out at school, namely re-expressing information, has not developed students' high-level thinking abilities (Harsiati, 2018). However, according to Rohim & Rahmawati (2020), students being able to retell reading in their language has a positive impact on literacy culture. This productive activity is not assessed academically. This activity aims to hone students' abilities in responding to book content orally or in writing, build interaction between students or between teachers and students, and hone students' abilities in critical thinking.

Teater Extracurricular Activities

The development of mandatory reading activities is also carried out in theater extracurriculars. Through the habit of choosing students' reading interests, educators direct students who like literary texts to show their talents. The theater extracurricular does not only feature drama performance arts but also storytelling activities, reading poetry and rhymes. Fairy tale studio activities can encourage cultural literacy. The activities carried out help students understand the role or reading that will be shown (Harlistyarintica et al., 2018).

The habituation stage emphasizes developing the school's physical literacy environment by providing a variety of reading materials to foster a school literacy climate. So the second stage places more emphasis on developing the social and affective environment. An effective social environment in the school literacy climate can be fostered by giving awards for students' non-academic achievements (Mansyur, 2019). This can be exemplified by giving rewards to students who complete the target of reading books every week which can be monitored in a reading journal. According to Safitri & Dafit (2021), in implementing the literacy program teachers play a role in providing guidance, direction and services for students to facilitate the students' literacy process in reading, writing and arithmetic. Therefore, this habituation stage is important for the entire class to get the same learning opportunities. However, in practice, not all classes carry out these activities optimally, so better cooperation is needed in implementing all literacy programs in schools.

Literacy activities given to students at Kyai Ibrahim Elementary School in Surabaya at the learning stage include the use of various strategies to understand texts that are integrated into every lesson in the classroom. Starting with reading the text for 15 minutes, then students are given academic bills or assignments with teacher guidance. Students' ability to understand reading texts continues to develop at the learning stage of literacy activities. Apart from that, the ability to think critically in managing the information received is increasingly developing, this is in line with one of the learning objectives of the new paradigm of the 21st century. The teacher acts as a facilitator, while students explore understanding from what they find themselves, such as from reading activities.

At the habituation stage, reading activities are carried out with the freedom to choose the desired reading books, at the learning stage students are more directed to gain an understanding of choosing books from general knowledge, hobbies, and special interests and can also be related to subjects. As explained by the Ministry of Education and Culture (2016), literacy activities in the learning process as previously implemented are appropriate and support the implementation of the 2013 curriculum which requires students to read non-textbooks. In addition, before the reading ends, an invoice is given for learning activities based on the topic being taught. The assignments produced by students are in the form of writing that is presented and posted on the classroom wall. The development of a literacy climate at this stage is more complex to make students' knowledge broader.

The Compulsory Reading Activity Program implemented at Kyai Ibrahim Elementary School in Surabaya can foster a reading culture in students. This can be seen from the habit of reading which is carried out in the classroom for approximately 15 minutes before learning and the habit of reading in the library which is carried out in rotation between one class and another. The development of students' literacy activities is also carried out during extracurricular activities to foster their interest and motivation towards literary arts. Having support and positive responses from the school environment and family can create maximum school literacy programs. This statement is in line with Safitri & Sukartiningsih's (2020) research that not only are the main factors that make a school literacy program possible, but also supporting factors such as parental support and infrastructure and facilities greatly determine the success of the literacy program. Students must always be accustomed to practicing positive culture, especially reading. For this reason, all elements in it must also participate in supporting its implementation.

CONCLUSION

Based on the explanation of the research results above, it can be concluded that the school literacy movement and the mandatory reading activity program have been implemented well at Kyai Ibrahim Elementary School, Surabaya. Activities that are the implementation of the school literacy movement include reading aloud and silent reading, arranging literacy-rich facilities and environments, creating an environment with a literacy feel, and involving the public. The activities that implement the mandatory reading program include reading 15 minutes before class, library visits, and extracurricular research.

The successful implementation of these two types of programs cannot be separated from the participation of all parties. The active involvement of school principals, teachers, librarians and students in supporting these two programs has a very positive influence on the success of the program. Therefore, for this program to be more successful, other parties outside the school must be more widely involved. It is true that this research still needs to be refined with similar studies with a wider scope.

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