OPTIMIZATION OF LITERACY PROGRAM AS AN EFFORT TO IMPROVE READING INTEREST OF ELEMENTARY SCHOOL STUDENTS AT INDONESIAN SCHOOL MAKKAH

Khoirun Nisa[1], M. Fahim Tharaba[2], Muhammad Amin Nur[3]

[1, 2, 3] Magister Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
[1]khoirunnisaa243@gmail.com, [2]fahimtarbiyah@pai.uin-malang.ac.id,
[3]aminnur@pai.uin-malang.ac.id

Abstract

Low reading ability in Sekolah Indonesia Makkah shows that educational efforts have not succeeded in increasing students' interest in reading towards knowledge, because currently their interest in reading is very minimal. Through the reading literacy program, it is hoped that students can improve their understanding of basic literacy. The purpose of this study is to determine and analyze the planning, implementation and results of the implementation of the literacy program as an effort to increase the reading interest of elementary school students at Sekolah Indonesia Makkah.This research applies a qualitative and quantitative approach.This type of research applies a qualitative observation study. This research is located at SD Sekolah Indonesia Makkah which is located in Mecca, Saudi Arabia and the subjects of this research are class II B students.Indata collection using techniques, interviews, observations, and documentation. Qualitative data analysis is done interactively and continuously until all data is collected completely. Consists of data condensation, data presentation, and drawing conclusions.Based on the results of research that has been conducted by researchers regarding the title of optimizing literacy programs as an effort to increase reading interest in elementary school students of Sekolah Indonesia Makkah, it can be concluded that the planning, implementation of this literacy program has the results of implementing the literacy program as an effort to increase students' reading interest, namely increasing self-confidence, often practicing reading, practicing pronunciation of words, practicing proper intonation, practicing reading with a clear voice, enriching vocabulary, improving writing skills, and understanding the meaning of reading. And the school library becomes more alive because of the presence of students who take the time to read there so that students are formed who make reading a habit in learning activities.
Keywords: optimization, literacy program, increasing interest in reading

Abstrak

Kemampuan membaca yang rendah di Sekolah Indonesia Makkah menunjukkan bahwa upaya pendidikan belum berhasil meningkatkan minat baca peserta didik terhadap pengetahuan, karena saat ini minat baca mereka sangat minim. Melalui program literasi membaca, diharapkan peserta didik dapat meningkatkan pemahaman literasi dasar. Tujuan dari penelitian ini yaitu untuk mengetahui dan menganalisis dari perencanaan, pelaksanaan dan hasil pelaksanaan program literasi sebagai upaya unutk meningkatkan minat baca peserta didik SD Sekolah Indonesia Makkah. Penelitian ini menerapkan pendekatan kualitatif dan jenis penelitian ini menerapkan jenis penelitian kualitatif studi observasi. Penelitian ini berlokasikan di SD Sekolah Indonesia Makkah yang terletak di Makkah Saudi Arabia dan subjek penelitian ini yaitu peserta didik kelas II B. Dalam pengumpulan data menggunakan teknik, wawancara, observasi, dan dokumentasi. Analisis data kualitatif lakukan secara interaktif dan terus-menerus hingga seluruh data terkumpul dengan lengkap. Terdiri dari kondensasi data, penyajian data, dan menarik kesimpulan. Berdasarkan hasil penelitian yang sudah dilakukan oleh peneliti mengenai judul optimalisasi programm literasi sebagain upaya untuk meningkatkan minat baca siswa SD Sekolah Indonesia Makkah, maka dapat disimpulkan bahwa perencanaan, pelaksanaan program literasi ini memiliki hasil pelaksanaan program literasi sebagai upaya

untuk meningkatkan minat baca peserta didik, yaitu meningkatkan dalam rasa percaya diri, sering berlatih membaca, berlatih pelafalan kata, berlatih intonasi yang tepat, berlatih membaca dengan suara yang jelas, memperkaya kosa kata, meningkatkan kemampuan menulis, dan memahami makna bacaan. Serta perpustakaan sekolah menjadi lebih hidup karena kehadiran peserta didik yang meluangkan waktu untuk membaca disana sehingga terbentuknya peserta didik yang menjadikan membaca adalah sebuah kebiasaan dalam kegiatan belajar.
Kata kunci : optimalisasi, progam literasi, meningkatkan minat baca

INTRODUCTION

Education in Indonesia is still ranked low compared to other countries, especially in terms of literacy or reading interest of students and college students in educational environments. There are several factors causing the low level of education in Indonesia compared to other countries, one of which is the lack of literacy culture, especially in reading activities, which has not yet spread in Indonesian society.[1] The United Educational, Scientific and Cultural Organization (UNESCO) officially establishes International Literacy Day (National Literacy Day) every September 8. According to the World Economic Forum, there are six aspects of literacy that must be mastered by adults, namely reading and writing, numeracy literacy, financial literacy, science literacy, cultural and citizenship literacy, and information and communication technology literacy or digital literacy.[2]

Based on statistics from UNESCO, the reading interest of Indonesian people is very low, only reaching 0.001%. This means that out of 1,000 people in Indonesia, only one person actively reads. According to the World's Most Literate Nations Ranked study conducted by Central Connecticut State University in 2016, Indonesia is ranked 60th out of 61 countries with low literacy rates. Meanwhile, the highest literacy rate is held by Finland, almost reaching 100%. This data indicates that Indonesia is still far behind in terms of reading interest when compared to Singapore and Malaysia.[3] Students are still less trained in reading because they prefer watching rather than reading books. Their free time is more often used to play mobile phones and be active

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[1] Azmi Rizky Anisa, Ala Aprila Ipungkarti, and Kayla Nur Saffanah, "Pengaruh Kurangnya Literasi Serta Kemampuan Dalam Berpikir Kritis Yang Masih Rendah Dalam Pendidikan Di Indonesia," *Current Research in Education: Conference Series Journal* 01, no. 01 (2021): 1–12.
[2] Anisa, Ipungkarti, and Saffanah.
[3] Mega Prasrihamni, Zulela, and Edwita, "Optimalisasi Penerapan Kegiatan Literasi Dalam Meningkatkan Minat Baca Siswa Sekolah Dasar," *Jurnal Cakrawala Pendas* 8, no. 1 (2022): 128–34.

on social media, rather than spending time reading or searching for knowledge on the internet.[4] The low reading ability in the Indonesian School of Makkah shows that educational efforts have not succeeded in increasing students' interest in reading knowledge, because currently their interest in reading is very minimal. Through the reading literacy program, it is hoped that students can improve their understanding of basic literacy, including reading and writing skills.[5] Therefore, steps need to be taken to form a culture of reading interest from an early age, so that the culture of literacy in Indonesian society can develop. To achieve this goal, a program is needed that can encourage students to be more interested and active in increasing their reading interest.

In order to encourage moral development and increase students' interest in reading, the government through the Ministry of Education and Culture is developing a School Literacy Movement that involves all components in schools, including educators, students, parents, and the community, as an integral part of education providers.[6] The implementation of the reading literacy program aims to develop students' interest in reading so that they can improve their reading skills and acquire knowledge better.

Based on interviews conducted by researchers with Mr. Mustofa, M. Pd. as the person in charge of the literacy program at the Indonesian School of Makkah, this school implements a literacy program by submitting readings every day by sending voice recordings to the WhatsApp group.[7] This literacy program is implemented to improve literacy habits for students, especially basic literacy, namely reading and writing. One of the Indonesian schools located in another country that has implemented a literacy program is the Indonesian School of Makkah (SIM). The school located in Hera Al-Ghassalah Complex, Mecca, Saudi Arabia has implemented non-textbook reading activities every day. The literacy program began in the odd semester of the 2022/2023 school year.[8] After the implementation of the reading literacy program, there were significant changes, one of which was that through reading, students could explore cultural heritage, such as traditional clothing, regional songs, traditional musical instruments and traditional games.[9] When students are encouraged to explore the information they need, interest in reading can be considered as a tendency to continue engaging in reading activities.

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[4] Rokmana Rokmana et al., "Peran Budaya Literasi Dalam Meningkatkan Minat Baca Peserta Didik Di Sekolah Dasar," *Journal of Student Research* 1, no. 1 (2023): 129–40, https://doi.org/10.55606/jsr.v1i1.960.

[5] Bapak Mustafa, "Wawancara Bersama Kepala Sekolah, Sekolah Indonesia Makkah, 28 Januari 2024."

[6] Ahmad Ihza Mahendra et al., "Implementasi Gerakan Literasi Sekolah (GLS) Pada Kurikulum Merdeka," *Jurnal Pendidikan Dan Pengajaran* 1, no. 1 (2024): 33–42.

[7] Mustafa, "Wawancara Bersama Kepala Sekolah, Sekolah Indonesia Makkah, 28 Januari 2024."

[8] Mustafa.

[9] Siti Saadah, "Hasil Wawancara Bersama Wali Kelas IV B, 5 Mei 2024."

Despite the benefits of this reading literacy program, there are obstacles in its implementation, namely the limited collection of books or reading materials in Indonesian.[10] Therefore, from the existence of these inhibiting factors, it is necessary to have a strategy to support reading interest and more reading materials for students. Based on the description above, the researcher wants to know more about how the planning, implementation and results of the implementation of the literacy program as an effort to increase the reading interest of students at SD Sekolah Indonesia Makkah.

RESEARCH METHODS

This study applies a qualitative approach. In this study, a study was conducted on optimizing literacy programs as an effort to increase students' interest in reading at the Indonesian Elementary School of Makkah. As forThis type of research applies the qualitative research type of observational study.[11] This means that the data observed is data that is currently occurring, so direct observations must be made in implementing the literacy program.at the Indonesian Elementary School of Makkah.

This research was located at the Indonesian Elementary School of Makkah located in Mecca, Saudi Arabia and the subjects of this research were class II B students.Indata collection using techniques, interviews, observations, and documentation. In analyzing data in this study adopted the Miles, Huberman and Saldana model that qualitative data analysis is done interactively and continuously until all data is collected completely.[12] Consists of data condensation, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Literacy Program Planning as an Effort to Increase Students' Interest in Reading at Sekolah Indonesia Makkah Elementary School

According to Marno and Triyo Supriyanto, planning is an important step in achieving every goal.[13] Literacy program is a series of activities designed to improve reading, writing, and reading comprehension skills, especially for students.[14] Literacy program planning is a systematic process

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[10] Mustafa, "Wawancara Bersama Kepala Sekolah, Sekolah Indonesia Makkah, 28 Januari 2024."

[11] Burhan Burgin, *Penelitian Kualitatif* (Jakarta: Kencana Prenada Media Group, 2021).

[12] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, Qualitative Data Analysis (Sage Publications, 2014), https://books.google.co.id/books?id=3CNrUbTu6CsC&lpg=PP1&dq=miles huberman data analysis&hl=en&pg=PP1#v=onepage&q=miles&f=false.

[13] Rabial Kanada and Zulkipli, *Perencanaan Pendidikan* (Prenada Media, 2024).

[14] Ni Nyoman Arca Aspini, "Meningkatkan Kemampuan Literasi Siswa Melalui Baca Simak Pagi" 1, no. July (2024): 31–36.

for designing, developing, and implementing activities aimed at improving students' reading, writing, and understanding of texts.

School literacy program planning activities through three (3) forms of planning methods. The first program planning, the purpose of literacy program planning. The purpose of literacy program planning is expected to improve students' reading, writing, and listening skills, so that they are able to understand and manage information well. Second, literacy program steps. The steps are carried out in three (3) ways, namely, literacy coin programs, class educator teams, and preparing a schedule of learning activities and implementation of literacy programs. Three, evaluation of literacy program planning.

Table 1. Types of Literacy Program Planning at the Indonesian Elementary School of Makkah

No	Types of Planning	The Role of Program Planning
1	Literacy Program planning objectives	This program encourages students' interest in reading by providing interesting reading materials that are appropriate for their age.
2	Literacy program steps	The steps are: 1. Literacy coins 2. Classroom educator team 3. Preparing a schedule of learning activities and implementing literacy programs
3	Evaluation of literacy program steps	Assessment of changes resulting from literacy programs in students' reading and writing skills.

With maximum planning, this literacy program can run effectively, increase students' interest in reading, and help them develop a love of reading that will be useful throughout life.

Implementation of Literacy Program as an Effort to Increase Students' Interest in Reading at Sekolah Indonesia Makkah Elementary School

Based on the results of the study, it shows that the implementation of the literacy program at SD Sekolah Indonesia Makkah involves three stages. In accordance with the literacy guidebook,

this program is implemented through several stages that include various indicators.[15] The following are the indicators used in the literacy program at the Indonesian Elementary School of Makkah:

1. Habituation Stage
   a. 15 minute reading activity is carried out every day

      The activity of reading books for 15 minutes carried out every day before learning begins has several important aspects.[16] This activity aims to build a habit of reading every day to help students make reading a part of their routine, which can increase interest and love for books. By reading regularly, it can improve students' reading skills, students can develop their reading skills, such as reading comprehension, vocabulary, and reading speed.

      Reading books for 15 minutes every day before learning is an effective strategy to build a reading culture among students. By involving students in this activity regularly, they can improve their reading skills and better prepare themselves for the learning process that will take place.

   b. Reading aloud activity

      In the 15-minute reading activity before the lesson begins, a habit of reading aloud is carried out in class II B of the Indonesian Elementary School of Makkah together, where students who are not yet fluent in reading read aloud in front. The 15-minute read aloud activity is an activity in which students read texts out loud in front of their classmates or in front of an educator.[17] Aims to improve reading skills by reading aloud to help students who are not yet fluent to improve pronunciation, intonation, and reading comprehension and build self-confidence students feel more confident when they speak in front of others, which can increase their confidence in reading. Both types of activities have an important role in developing students' reading skills. Reading aloud helps with pronunciation and confidence, while silent reading strengthens comprehension and independence. The combination of the two can create an effective learning experience.

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[15] Dewi Utama Faizah et al., *Panduan Gerakan Literasi Sekolah Di Sekolah Sekolah Dasar*, *Journal of Chemical Information and Modeling*, vol. 53, 2016, https://repositori.kemdikbud.go.id/40/1/Panduan-Gerakan-Literasi-Sekolah-di-SD.pdf.

[16] Ananda Setyabudi Utomo, Dwi Anggraeni, and Koko Prasetyo, "Literasi Membaca Untuk Menumbuhkan Sikap Sosial Siswa Sekolah Dasar," *Jurnal Pendidikan Dasar Flobamorata* 4, no. 1 (2024).

[17] Maya Oktaviani et al., "Peningkatan Minat Baca Siswa Melalui Metode Membaca Nyaring," 2024, 503–17.

c. Silent reading activity

In silent reading activities in class II B of the Indonesian Elementary School, Makkahdone when reading together in the library.The 15-minute silent reading activity is an activity in which students read text silently without making a sound.[18] Aims to improve silent reading comprehension, allowing students to focus more on the content of the text, helping them understand and digest information better, and developing reading speed, students can practice their reading speed, which is important for improving overall literacy skills.

d. School library

Library at the Indonesian Elementary School of Makkahis an important facility in supporting the learning process and literacy development of students. In the library there are fiction and non-fiction books. The collection usually includes story books, comics, novels, encyclopedias, and other reference books that are appropriate to the age and interests of students. The library is also useful for students to increase their interest in reading with access to a variety of reading materials, students are more motivated to read and explore new knowledge and can develop students' skills in learning research and problem-solving skills that will be useful in the future.[19] Elementary school libraries serve as learning centers that support the development of students' literacy and academic skills. By providing access to a variety of resources and creating a supportive environment, libraries play a vital role in shaping students' love of reading and learning.

2. Development Stage

a. Reading activity 15 minutes before the lesson starts

In the activity of reading for 15 minutes before learning takes place has very positive benefits for students. Reading regularly helps students form habits that will be useful throughout their lives.[20] This introduces them to the importance of reading as a daily activity. Reading activities help students recognize and understand new words, which are important for their language skills, it also helps them express ideas and feelings better. By reading materials related to the lesson to be discussed, students can have an initial understanding that makes them more prepared to follow discussions and

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[18] Zulaikhah and Siti Nur Afifah, "Implementasi Reading Morning Menggunakan Metode DEAR Di Madrasah Ibtidaiyah," *RumpunJurnalPersuratanMelayu* 12, no. 1 (2024): 40–52.

[19] Zalwa Ayu Sabilah, "Sebagai Upaya Memperbaiki Kualitas Pengajaran Siswa Untuk Meningkatkan Fokus Belajar Dan Revitalisasi Perpustakaan," 2024, 1884–92.

[20] Sasi Kirana, Sugi Wiwikananda, and Aditya Briansyah, "Peran Guru Terhadap Keterampilan Membaca Melalui Gerakan Literasi Sekolah Peserta Didik Sekolah Dasar," *JESE Journal of Elementary School Education* 1, no. 1 (2024): 50–59.

explanations from educators. Reading interesting books can increase students' curiosity. When they find interesting things, they will be more enthusiastic in learning. By reading regularly, students can practice and improve their reading skills, both in terms of fluency and reading comprehension. Reading activities before lessons can create a calm and focused atmosphere in the classroom, preparing students to learn better. By doing reading activities for 15 minutes before learning, elementary school students in grade II B not only improve their reading skills, but also prepare themselves for a more effective and enjoyable learning experience.

b. Reading together

Shared reading activities are usually carried out in class. Educators show how to read to all students or individually. Educators can read with students and then ask them to read in turns. This method aims to provide students with experience in reading aloud and improve their fluency.[21] By demonstrating how to read, educators also teach reading strategies to students.

3. Learning Stages

a. Carrying out literacy activities regularly

Carrying out literacy activities routinely in the learning stage is the key to developing students' reading and writing skills. Educators set aside a special time every Thursday for literacy activities in the library, such as reading and writing or dictating. This done consistently helps students build good reading habits. Educators also encourage parents to be involved in literacy activities at home, such as reading together. Because family support is very important in the development of children's literacy.

By carrying out literacy activities regularly, students not only improve their reading and writing skills, but also develop a love of literacy that can continue into adulthood.

b. Reading strategies to increase students' interest in reading

Learning using Direct Reading Thinking Activity (DRTA) is carried out in several stages according to Abidin.[22] The first stage is Pre-reading, where the teacher introduces some readings and explains the contents of the readings to the students. The

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[21] Farida Agil Arianti, Badruli Martati, and Deni Adi Putra, "Analisis Metode Reading Aloud Dalam Pembelajaran Literasi Siswa Sekolah Dasar," *Perseda* V, no. 2 (2023): 142–51.

[22] Muhammad Syazali, Nisa Alfiah, and Muhammad Sobri, "Strategi Untuk Meningkatkan Minat Baca Pada Peserta Didik Sekolah Dasar," *Mahasantri Jurnal Pendidikan Dan Studi Islam* 3 (2023): 619, https://ejournal.iainh.ac.id/index.php/mahasantri/article/view/272%0Ahttps://ejournal.iainh.ac.id/index.php/mahasantri/article/download/272/163.

students are then asked to make a picture of what they will read, so that the teacher can see the students' predictions and find out which groups agree or disagree.

The second stage is Reading, where students read silently to re-evaluate the predictions they have made. The teacher plays a role in guiding students in understanding the meaning of the reading and helping those who have difficulty with words. In addition, students also check their predictions; if there are errors, they are asked to point out where they are and make more accurate predictions.

The final stage is Post-Reading, where students review the story they have read, retell the story, and describe the character's journey in the event. Students who have a high interest in reading and curiosity tend to find challenges, remain persistent, and enthusiastic in learning. Conversely, students with low interest in reading often lack curiosity and give up easily when faced with difficulties.

To increase students' interest in reading, educators provide reading materials that are in accordance with the interests and ability levels of students. Involving them in choosing reading can increase their enthusiasm. By implementing this strategy, students' interest in reading can increase, and they will be more motivated to make reading a fun and useful activity.

Results of the Implementation of the Literacy Program as an Effort to Increase Students' Interest in Reading at the Indonesian Elementary School of Makkah

Based on the research results, it shows that the implementation of the literacy program at the Indonesian Elementary School of Makkah has had significant results in increasing students' interest in reading.Based on this study, various results are seen in the growth and development of students. It was found that the habituation and development stages have a significant influence on the development of students' self. The visible results are that reading has become a habit in students. Reading and writing literacy can increase awareness and reading habits among students.[23] In this case, educators also focus more on directing students' reading and writing skills. The results of the frequency and literacy habits in students produce activities that are carried out continuously, regardless of direction from certain parties. These ongoing activities automatically increase and improve the insight of the school community, thus creating a thirst for knowledge in the student environment at school.

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[23] Naimah Zhahratun Nabilah, Nensilianti, and Usman, "Implementasi Program Literasi Dalam Meningkatkan Minat Baca Peserta Didik Di SDN Unggulan Bontomanai," *Indonesian Language Teaching & Literature Journal* 1, no. 1 (2023): 32–45, https://doi.org/10.59562/iltlj.v1i1.359.

This literacy program improves reading skills so that it helps students develop better reading skills, such as practicing reading often, practicing pronunciation, practicing proper intonation, practicing reading with a clear voice, enriching vocabulary, improving writing skills, understanding the meaning of reading, and visiting the library often. These skills make them more confident in reading. This literacy program can strengthen social relationships between students and create a good and supportive learning environment. Reading from various types of books can help students understand different perspectives and cultures, thus shaping their character and empathy towards others. Thus, the literacy program not only focuses on improving reading skills, but also has a broad impact on the social and emotional development of students at SD Sekolah Indonesia Makkah.

CONCLUSION

Based on the results of research that has been conducted by researchers regarding the title of optimizing literacy programs as an effort to increase the reading interest of elementary school students at the Indonesian School of Makkah, it can be concluded that the planning and implementation of this literacy program has...the results of the implementation of the literacy program as an effort to increase students' interest in reading, namely increasing self-confidence, often practicing reading, practicing pronunciation, practicing proper intonation, practicing reading with a clear voice, enriching vocabulary, improving writing skills, and understanding the meaning of reading. And the school library becomes more alive because of the presence of students who take the time to read there so that students are formed who make reading a habit in learning activities.

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