



## The Influence of the School Literacy Movement on Students' Reading Interest

Juwita Ikhsanat Nirmala Zendrato<sup>1</sup>, Novita Yanti<sup>2</sup>, Yovita Florentina Telaumbanua<sup>3</sup>,  
Fivin Aryanti Mendrofa<sup>4</sup>, Agnes Renostini Harefa<sup>5</sup>

Universitas Nias

Email: [zendratojuwita13@gmail.com](mailto:zendratojuwita13@gmail.com)<sup>1</sup>, [novitayanti299@gmail.com](mailto:novitayanti299@gmail.com)<sup>2</sup>,  
[Florentinatelaumbanua03@gmail.com](mailto:Florentinatelaumbanua03@gmail.com)<sup>3</sup>, [Fivinariantimendrofa@gmail.com](mailto:Fivinariantimendrofa@gmail.com)<sup>4</sup>,  
[agnesysz@gmail.com](mailto:agnesysz@gmail.com)<sup>5</sup>

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### Abstract

This study investigates the impact of the School Literacy Movement on students' reading interest in the educational context. Employing a quantitative approach with an associative method, the research aims to discern relationships between two or more variables, exploring roles, influences, and causative connections. The analysis employed in this research is the technique of simple linear regression, seeking to determine the influence of the school literacy movement on students' reading interest. The research findings indicate that the School Literacy Movement has a significant positive impact on students' reading interest. The strong correlation between participation in the school literacy movement and increased reading interest highlights the program's success in stimulating students' interest in literature. Consequently, the School Literacy Movement emerges as a crucial element in promoting students' reading interest, and these findings provide a foundation for the development of broader literacy strategies within the educational environment.

**Keyword: School Literacy Movement, Reading Interest, Influence.**

## Introduction

Education is an important aspect in character building and student potential development, one of the factors that can support the success of the learning process at school is student reading interest. High reading interest can increase student motivation and involvement in the learning process. Effective schools will certainly implement a reading culture or implement a program that can increase student reading interest as a form of school support in producing superior human resources.

Reading is an activity to get information or enjoy stories through written text from books. According to Far (1984: 5) says that reading is the heart of education, meaning that without reading it is impossible for life to arise from education. There are many times the benefits of reading other than reading to get information, reading is also useful as a means to expand knowledge and insight, improve language skills, expand imagination, increase analytical ability or critical thinking, and reading becomes a relaxation tool that can prevent a person's stress. Reading is an activity that is simple and can be done by anyone and anywhere, but the statement of interest in reading among Indonesians is still relatively low.

UNESCO stated that Indonesia is second from the bottom in terms of world literacy, meaning that interest in reading is still very relendah. According to UNESCO data, the reading interest of the Indonesian people is very concerning, only 0.001% means that out of 1,000 Indonesians, only 10 people have an interest in reading. Research entitled World's Most Literate Nations Ranked conducted by Central Connecticut State University in March 2016, Indonesia was declared ranked 60th out of 61 countries in terms of reading interest, Indonesia is below Thailand (59) and above Bostwana (61). In fact, in terms of infrastructure assessment to support

reading, Indonesia ranks above European countries (Devega, 2017). Based on an assessment of 600,000 15-year-olds from 79 countries each year, the study compares each child's math, reading and science performance. The results of PISA 2018 show that Indonesian students' ability in reading gets an average score of 371, while the overall average is 487, the average math score is 379, the overall average is 489, science is 389, the overall average is 489. In this case of reading ability, PISA noted that the average of Indonesian children was ranked 6 from the bottom or 74 (Ministry of Education and Culture, 2019). The results of a recent survey conducted by the Indonesian survey institute (LSI) in August 2023 show that only 20% of the Indonesian population (more than 270 million) have read a book in a year (Juliansyah, 2023). It is undeniable that technological advances also affect students' reading interest, school children are now more concerned with their gadgets to play online games and play social media than reading books.

Based on the data and facts that have been disclosed above, of course, it has become a task for the Indonesian order to provide solutions and efforts to increase the reading interest of the Indonesian people. Minister of Education and Culture (Mendikbud) Anies Baswedan launched the School Literacy Movement "Bahasa Penumbuh Budi Pekerti", as a form of effort made by the Indonesian government to improve the quality of quality human resources. The launch of the School Literacy Movement was carried out symbolically by handing over reading packages for 20 schools in DKI Jakarta as the initial material for literacy activities (Ministry of Education and Culture, 2015). The general objective of the school literacy movement (GLS) is to develop the ethics of students through cultivating the school literacy ecosystem embodied in the school literacy movement so that they become lifelong learners. While the specific

objectives of the School Literacy Movement (GLS) are: (a) fostering a culture of literacy in schools (b) increasing the capacity of residents and the school environment so that literacy (c) making schools a fun and child-friendly learning park so that school residents are able to manage knowledge (d) maintaining learning continuity by presenting a variety of reading books and accommodating various reading strategies (Ministry of Education and Culture, 2016).

Researchers found research that had been carried out by previous researchers that were used as a reference in carrying out this research including: conducted by Tri Wulandari (2020) in his thesis entitled "The Influence of the School Literacy Movement on the Reading Interest and Reading Skills of SMA N 1 Purworejo Students". Ajeng Kristianti Lawalata in her journal entitled "The Influence of Literacy Programs on Reading Interest and Learning Achievement of Students at Al-AZHAAR Islamic Junior High School Tulungagung". Nurul Imi, Nelnelng Sri Wulan and D Wahyudin (2021) in Education: Journal of Education Science Volume 3 Number 5 entitled "School Literacy Movement in Increasing Reading Interest of Elementary School Students". Nabila, Syafitri, and Yamin (2022) in Basicedu Journal Volume 6 Number 4 entitled "The Influence of the School Literacy Movement on Student Reading Interest". Nindya Farandina (2017) in Hanata Widya Journal Volume 6 Number 8 entitled "The Influence of the School Literacy Movement Program on Student Reading Interest in Integrated Islamic Elementary School Muhammadiyah An-Najah Jatinom Klaten". Raamadhan Surya Ilmiawan (2017) in his journal entitled "The Implementation of The Policy on The School Literacy Movement And Students' Reading Interest At Public Jhs 9 Of Yogyakarta". As well as a book entitled "School Literacy Movement"

written by the Task Force of the School Literacy Movement of the Ministry of Education and Culture.

According to the Ministry of Education and Culture (2016: 2), literacy is the ability to access, understand, and use something intellectually through various activities such as reading, seeing, listening, writing, and speaking. GLS is a participatory effort or activity involving school residents (students, teachers, principals, education personnel, school supervisors, school committees, parents), academics, publishers, mass media, communities, and officials under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture. The definition of literacy according to UNESCO (in Pulrwati, 2017) is the embodiment of real literacy, especially the cognitive skills of reading and writing, regardless of the context in which the telrampilan is learned and how to achieve it. Some factors that can affect a person's sense of literacy are academic research, institutions, national context, cultural values, and also experience. According to Romdhoni (2013), the school literacy movement is an effort to improve students' ability to access, understand, and use something intelligently through various activities such as reading, viewing, listening, writing, and speaking.

According to Anderson, Hiebert, Scott & Wilkinson (1985), reading interest is an individual's desire to read voluntarily and participate in reading activities. According to Guthrie and Wigfield (2000), reading interest is a genuine desire to engage in reading activities that require attention, interest, and personal satisfaction. According to Krashen (2004), reading interest is a strong internal drive to read. According to Wigfield and Guthrie (1997), reading interest is the desire and enjoyment of reading that motivates individuals to actively participate in reading activities.

According to Baker and Wigfield (1999), reading interest is the desire and enjoyment of reading that motivates individuals to read voluntarily and continuously. From the various opinions above, it can be concluded that reading interest is a person's motivation or desire to obtain information through reading activities and to provide a review of a reading material.

Based on the description above, the researcher conducted a quantitative research on the School Literacy Movement with the title "The Influence of the School Literacy Movement on Students' Reading Interest at SMP Negeri 2 Dharma Caraka Gunungsitoli". The hope is that the results of this research can serve as a reference for the implementation of the school literacy movement policy in other schools.

**Research Methods**

This research uses a quantitative approach with an associative method. According to Sugiyono (2014), associative research aims to determine the relationship between two or more variables, to find roles, influences, and cause-and-effect relationships, namely independent variables and dependent variables. The variables in this study are the school literacy movement (independent variable) and students' reading interest (dependent variable). The analysis used in this research is simple linear regression analysis, which aims to determine the influence of the school literacy movement on students' reading interest. Hypothesis testing in this research uses simple correlation analysis and coefficient of determination analysis.

**Result and Discussion**

**1. Validity Test**

According Riyanto (2020: 63) validity test is a rule of thumb that shows the validity or validity of research instruments. The instruction is said to be valid if it can be used to to measure which could result in. Meanwhile, according to Surajiyo, (2020: 75) stated that the validity test was used to determine the appropriateness of the items in the list of questions to ultimately define variable rules. Test the validity of this research on the School Literacy Movement (GLS) questionnaire and students' reading interest by using a sample of 20 school students so that later it will be possible to see the validity of the school Literacy Gelrakan (GLS) questionnaire and students' reading interest by looking at the table, namely 20 students with  $df=n-2$  ( $20-2 = 18$ ), then the table's r table in the cultural statistics volume is 0.468. If later the rritulng value of the results of the SPSS results shows that each questionnaire question is greater than the rtabell ( $rhitulng > rtabell$  (0.468) then the questionnaire statement can be declared valid. Meanwhile, if it is smaller then the questionnaire statement is invalid or not used. The results of the questionnaire validity test increase school literacy and Students' reading interest can be seen as characteristics:

**Table 3.1 Validity Test Questionnaire Results of the School Literacy Movement (SLM)**

Question Items	Skor Total Pearson Correlation	r-table	Valid
1	0.702	0,468	Valid
2	0.787	0,468	Valid
3	0.808	0,468	Valid
4	0.505	0,468	Valid
5	0,798	0,468	Valid
6	0.647	0,468	Valid
7	0.472	0,468	Valid
8	0.832	0,468	Valid
9	0.926	0,468	Valid

10	0.926	0,468	Valid
11	0.745	0,468	Valid
12	0.928	0,468	Valid
13	0.817	0,468	Valid
14	0.832	0,468	Valid
15	0.699	0,468	Valid
16	0.751	0,468	Valid
17	0.921	0,468	Valid
18	0.921	0,468	Valid
19	0.800	0,468	Valid
20	0.921	0,468	Valid
21	0.791	0,468	Valid

Source: Processed Researcher Data 2024

Based on table 3.1, it can be explained that the results of the validity test carried out on the School Literacy Movement (SLM) variable, which was tested using the SPSS version 25 tool, showed that all statement items were declared valid.

**Table 3.2 Validity Test Questionnaire Results of the Reading Interest**

Question Items	Skor Total Pearson Correlation	r-tabel	Valid
1	0.686	0,468	Valid
2	0.781	0,468	Valid
3	0.921	0,468	Valid
4	0.501	0,468	Valid
5	0.671	0,468	Valid
6	0.686	0,468	Valid
7	0.751	0,468	Valid
8	0.921	0,468	Valid
9	0.921	0,468	Valid
10	0.800	0,468	Valid
11	0.921	0,468	Valid
12	0.791	0,468	Valid
13	0.702	0,468	Valid
14	0.787	0,468	Valid
15	0.808	0,468	Valid
16	0.505	0,468	Valid
17	0.798	0,468	Valid
18	0.647	0,468	Valid
19	0.472	0,468	Valid

20	0.832	0,468	Valid
21	0.926	0,468	Valid

Source: Processed Researcher Data 2024

Based on table 3.6, it can be explained that the results of the validity test carried out on the student reading interest questionnaire variable were tested using the SPSS version 25 tool, which shows that all items were declared valid.

**2. Reliability Test**

According to Noor (2012: 130), reliability test is an index that indicates the extent to which a measuring instrument can be trusted or relied upon. According to Riyanto (2020: 63), reliability test is a measure of consistency to measure what is intended to be measured. This means that whatever measuring instrument is used, it will provide the same measurement results. On the other hand, according to Surajiyo (2020: 75), reliability test is a measure of stability and consistency of respondents in answering questions related to the dimensions of a variable, which are arranged in the form of a questionnaire.

**Table 3.3 Reliability Test Results**

No.	Variabel	Cronbach Alpha	Information
1	School Literacy Movement (X)	0,931	Reliabel/good
2	Student's Reading Interest (Y)	0,915	Reliabel/good

In the case of the School Literacy Movement (GLS) variable with a value of 0.931, according to the formula presented in Priyatno's theory (2012: 187), to determine whether an instrument is reliable or not, the threshold value of Alpha is 0.6. If the Cronbach's Alpha value is higher than 0.6, it can be concluded that the research instrument is considered reliable or good. Similarly, for the student's reading interest variable, an alpha value of 0.915 was obtained, indicating that it

is reliable or good. Therefore, the questionnaire statements for each variable in this study are considered good.

### 3. Correlation Test

#### Correlations

		Learning Literacy Movement	Interest in Reading
Learning Literacy Movement	Pearson Correlation	1	.455**
	Sig. (2-tailed)		.000
	N	158	158
Interest in Reading	Pearson Correlation	.455**	1
	Sig. (2-tailed)	.000	
	N	158	158

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the results of a simple linear regression test, it can be seen that the significance value (sig) is  $0.000 < \text{probability } 0.005$ , so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means there is a significant influence of the School Literacy Movement (GLS) (X) on students' reading interest (Y).

This means that from the results of this research it is known that there is an influence of the School Literacy Movement (GLS) on students' reading interest. This is also proven by the results of research conducted by Wulandari (2020) which shows that there is a positive and significant influence between the school literacy movement on reading interest and influence of 25.6%. Furthermore, the results of research conducted by Faradina (2017) stated that there was a significant influence of the School Literacy Movement (GLS) on students' interest in reading at BNKP Middle School. According to this research, the School Literacy Movement (GLS) program succeeded in fostering students' interest in reading with a

frequency of 70 students answering yes, which can be seen from the text-rich school environment, such as student pictures, knowledge posters and so on.

If the School Literacy Movement (GLS) can always be carried out well and continues to be carried out, it will certainly be able to help with students' interest in reading, where by getting used to participating in School Literacy Movement (GLS) activities which lead to reading activities, it will directly influence students' interest in reading to always can be done every day.

#### Conclusion

This research illustrates that the School Literacy Movement has a significant positive influence on students' reading interest. The implementation of this program is able to stimulate and enhance students' interest in reading activities. The correlation found between participation in the school literacy movement and increased reading interest provides concrete evidence that this program can be considered an effective strategy in enriching the literacy culture in the educational environment. In conclusion, the School Literacy Movement is a key factor in shaping a positive attitude towards reading among students, indicating its significant role in enhancing literacy and love for literature in schools. The implications of this research can provide a foundation for further development in enhancing students' reading interest through a school literacy approach.

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