Students' Attitude towards the Implementation of The School Literacy Movement

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ARTICLE INFO	ABSTRACT
	School literacy movement (GLS) is a government policy aimed at increasing student interest in reading. GLS is a program in which one of the activities is reading non-learning books for 15 minutes before KBM starts. The purpose of this study is to find out students' attitudes towards the implementation of GLS in Yogyakarta. This type of research is a quantitative study with a survey approach, the population in this study were all students of SMA Negeri 5 Yogyakarta, the sample of this study were 205 students. Data collection techniques in this study used non-test techniques with data collection instruments in the form of measurement scales. Analysis of the data in this study uses descriptive statistical analysis aided by the Microsoft Excel program. The results obtained are the attitudes of students towards the implementation of GLS in the category of agreed attitude with the following explanation: (a) 131 students (63.90%) are in the agreed category; (b) 48 students (23.41%) are in the category of strongly agree; (c) 25 students (12.20%) were in the category of disagreeing, and (d) 1 student (0.49%) in the category of strongly disagreeing. The implication of this research is that students attitudes towards GLS need to be improved by the school can improve the quality of its collaboration with various parties, increasing the variety of literacy activities carried out, and schools can provide comfortable reading rooms and bookshelves in each class so that students can place their literacy books and journals on these shelves.

Introduction

Article 31, paragraph (3) of the 1945 Constitution of the Republic of Indonesia mandates that the government undertakes and organizes a national education system that leads to increasing faith and piety to God Almighty and noble character in the context of the intellectual life of the nation. Many things can be done in order to educate a nation, one of which is by doing reading activities. Reading is essentially "a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities" (Rahayu, 2015). Although reading is a complicated thing, there are many benefits that can be obtained when reading.

Gray and Roger suggest that by reading a lot, a person can increase knowledge, reasoning, and broad-mindedness that will be useful for him-self and others, can train

imagination and thinking power. so that intellectual satisfaction is fulfilled, obtaining practical knowledge that is useful in everyday life to fulfill the interests of life (Arnold, Prjana, and Sukaesih, 2015; Sukaesih, 2012). In addition, by reading a person can increase his interest in a field and find out actual things about events that occur in the surrounding environment and around the world that may be related to his educational disciplinary background, so that he can apply it in real life. Given that there are so many things that can be obtained from reading activities, it is clear that reading is very important for students, especially if it becomes a culture.

But in reality, reading culture in Indonesia can be categorized as very low. The low reading culture in Indonesia also shows the people's low interest and ability to read. Kalida and Mursyid (2014) explain that Indonesian people are still known as people who have a low reading culture. Based on data from the Central Statistics Agency (BPS), in 2006, it was recorded that 85.86% of people over the age of 10 watched TV and 23.46% read newspapers. Furthermore, in 2009, the population who watched TV reached 90.27% and those who read newspapers were 18.94%. The last time in 2012 showed that the population who watched TV reached 91.68% and those who read newspapers amounted to 17.66%. In addition, from UNESCO 2012 statistical data, it can also be seen that the reading interest index in Indonesia has only reached 0.001. This means that only one person has an interest in reading out of every 1000 people in Indonesia (Nafisa, 2014; Batubara & Ariani, 2018).

Apart from data from BPS and UNESCO, there is also data from PIRLS and PISA results. Data from the results of the 2011 Progress International Reading Literacy Study (PIRLS), which evaluates students' reading abilities, puts Indonesia in 45th place out of 48 participating countries. Meanwhile, a survey evaluating the reading ability of 15-year-old students conducted by the Program for International Student Assessment (PISA) in 2009 and 2012, showed that the reading ability of Indonesian students, which was originally ranked 57th in PISA 2009, turned out to be PISA 2012 has dropped its ranking, which is 64th out of 65 participating countries. (Wiedarti et.al., 2016; Thompson et al., 2012). The low reading ability and interest of Indonesian students is a very worrying phenomenon because in the era of information technology, students are required to have reading skills in the sense of understanding texts analytically, critically, and reflectively (Widayoko, et. Al., 2018). In addition, the low reading ability and culture also proves that the education process in Indonesia has not been able to fully develop students' competence and interest in knowledge. Educational practices carried out in schools so far also show that schools have not functioned as learning organizations that make all of its citizens as literate learners for life (Wiedarti, et.al, 2016).

The factors that cause low interest in reading in Indonesia include the educational curriculum and learning methods that have not supported the development of student literacy competencies (Pradana et.al., 2017), television programs that do not educate and addiction to technology (Nurdiyanti & Suryanto, 2017; Cabiles et.al., 2022), and there is a habit of people who prefer to speak and listen compared to reading and writing (Nurdiyanti & Suryanto, 2010; Batubara & Ariani, 2018). In order to develop schools as learning organizations whose citizens are literate for life, the Ministry of Education and Culture has

developed a new program, namely the School Literacy Movement (GLS) program. This school literacy movement program is a program aimed at strengthening the character development movement as stated in the Minister of Education and Culture Regulation Number 23 of 2015 concerning Character Development. One of the activities in the program is a fifteen minute activity of reading non-lesson books before teaching and learning activities begin. The school literacy movement is intended to achieve a goal that can be classified into general goals and special goals (Wiedarti, et.al 2016).

Based on an assessment of relevant research, it can be seen that many school literacy movement programs have implemented it. The form of the implementation of the school literacy movement program is contained in a number of research results, including research conducted by Widayako, et.al (2018) on "Analysis of the School Literacy Movement (GLS) Implementation Program With a Goal-Based Evaluation Approach" research conducted by Agustin & Cahyono (2017) on "School Literacy Movement to Improve Reading Culture in SMA Negeri 1 Geger" and research conducted by Batubara & Ariani (2018) on "Implementation of the School Literacy Movement Program at State Elementary Schools in Sungai Miai Cluster Banjarmasin". In contrast to these studies, this study examines how students' attitudes towards the implementation of the school literacy movement, not merely examining the implementation of the GLS policy to improve reading culture and reading interest.

According to Yusuf and Nurihsan (2012: 169-170) attitude is a relatively permanent mental condition to respond to a certain object or stimulus that has a positive, neutral, or negative meaning, concerning aspects of cognition, affection, and a tendency to act. . This attitude can be formed due to the presence of three attitude-forming components, namely the cognitive component which contains the individual's understanding/belief, the affective component which shows the individual's emotional feelings or tendencies, and the conative component which contains the individual's willingness to act/respond to the object. Departing from the overall description, the researchers were encouraged to conduct research with the aim of finding out how students' attitudes towards the implementation of the School Literacy Movement were focused on schools in Yogyakarta that had implemented the school literacy movement program. As for the attitude in this case, it will be reviewed from the three components of attitude, namely cognitive, affective, and conative.

Research Methods

The type of research used is quantitative research with a survey approach. This research describes how students' attitudes towards the implementation of the school literacy movement are. The population in this study were all students of SMA Negeri 5 Yogyakarta, totaling 738 students. Sampling in this study is to use a stratified random sampling technique. In this case, from the entire population (all students at SMA Negeri 5 Yogyakarta), the students who were used as stratified samples were taken from students in grades XI and XII, totaling 511 students. While the students of class X were not used as samples because students of class X at the time of the study were new students and had just undergone the

school orientation period. According to Sugiyono (2016: 127-128), how to determine the sample can be determined by using a table for determining the number of samples by Isaac Michael with error rates of 1%, 5%, and 10%. Thus, based on Isaac Michael's table on determining the number of samples from 511 students with an error rate of 5%, the number of samples in this study was 205 students consisting of 103 students in class XI and 102 students in class XII and 50 students (2 classes) as test samples try.

The data collection technique used to obtain data in this study is to use a non-test assessment while the instrument used is an attitude measurement scale that refers to the four-choice model. The items developed in this scale consist of favorable items and unfavorable items. Furthermore, for the lattice of the scale instrument in this study will contain three components of attitude which include components cognitive, affective, and conative and contains five important components of the implementation of the school literacy movement which will be used as components of the attitude object: (1) the role of stakeholders related to the education unit; (2) the stages of the school literacy movement; (3) strategy; (4) capacity building; and (5) achievement targets. As for the design component of the school literacy movement, and several subcomponents of the role of stakeholders are not used as components of the attitude object due to the considerations of the researchers and recommendations from the school (literacy team) who think that these components and subcomponents are more related to policies in general and other parties or stakeholders.

In order to test the validity of this research instrument, the instrument has been first tested on students outside the research subject or who are not research subjects. After testing, the developed instrument was then determined with content validity by analyzing each item of the instrument using the Pearson Product Moment statistical formula with the help of the SPSS program. After the validity test was carried out, from 84 statement items that had been filled out by 50 respondents, it was found that 71 items were valid statements. Meanwhile, the instrument reliability test in this study was carried out using internal consistency testing, namely by using the Cronbach's Alpha formula, assisted by the SPSS program. Based on the results of the calculation of the reliability of the student's attitude scale towards the implementation of the school literacy movement with a total of 84 statement items, it can be seen that the Alpha value shows 0.946 which means the instrument can be said to be very good.

Furthermore, for data analysis, this study uses quantitative data analysis with descriptive statistical methods. This quantitative descriptive method is used to identify and describe the data based on the existing percentage scores. The formula is as follows.

$$P = \frac{f}{n} x \ 100\%$$

Information:
P : percentage
f : the frequency of each selected answer
n : number 100% constant

In addition, researchers also use grouping criteria, according to Azwar (2012: 128), the grouping is as follows:

Strongly Agree	: $X > (\mu + 1{,}0\ \sigma)$
Agree	: $\mu < X \le (\mu + 1{,}0\ \sigma)$
Disagree	: $(\mu - 1{,}0\ \sigma) < X \le \mu$
Strongly disagree	: $X < (\mu - 1{,}0\ \sigma)$

Information:
σ : standard deviation
μ : theoretic of mean
X   : score

Findings

The total number of statement items for students' attitudes towards the implementation of the school literacy movement is 71 statements with a scale of four and the total number of respondents is 205 students consisting of 103 students from class XI and 102 students from class XII. Based on calculations with the help of the Microsoft Excel computer program, the following hypothetical scores were obtained:

Minimum score	= 1 x number of items
	= 71
Maximum score	= 4 x number of items
	= 284
Average	= (maximum score+minimum score)/2
	= 177.5
Standard deviation	= (maximum value-minimum value)/6
	= 35.5

Based on the calculation of the minimum score, maximum score, average and standard deviation above, the following criteria can be obtained.

|	
Strongly Agree	= x > (μ+ 1.0)
	= x > 213
Agree	= < x (μ + 1.0)
	= 177.5 < x 213
Disagree	= (μ - 1.0) < x
	= 142 < x 177.5
Strongly Disagree	= x (μ - 1.0)
	= x 142

Based on the distribution of the criteria above, the next step is to calculate the frequency distribution of students' attitudes towards the implementation of the overall school literacy movement using the percentage formula. Meanwhile, based on the calculation of the

percentage formula and the criteria grouping above, the frequency distribution of students' attitudes towards the implementation of the school literacy movement can be seen in table 1 below.

Table 1. Frequency Distribution of Student Attitudes towards the Overall Implementation of the School Literacy Movement

Category	Interval	XII Class		XI Class		F Total	% Total
		F	%	F	%		
Strongly agree	X > 213	33	11,22%	25	12,20%	48	23,41%
Agree	177,5 < X ≤ 213	58	28,29%	73	35,61%	131	63,90%
Disagree	142 < X ≤ 177,5	20	9,76%	5	2,44%	25	12,20%
Strongly disagree	X ≤ 142	1	0,49%	0	0,00%	1	0,49%
Total		102	49,76%	103	50,24%	205	100%

Based on Table 1, after the scores are grouped into four categories, it can be seen that the students' attitudes towards the implementation of the school literacy movement as a whole are in the agree category with a percentage of 63.90% (131 students). Meanwhile, for students who are in the category of strongly agree by 23.41% (48 students), the category of disagreeing is 12.20% (25 students), and the category of strongly disagreeing is 0.49% (1 student). The graph of the frequency distribution of students' attitudes towards the implementation of the school literacy movement as a whole can be seen in Figure 1.
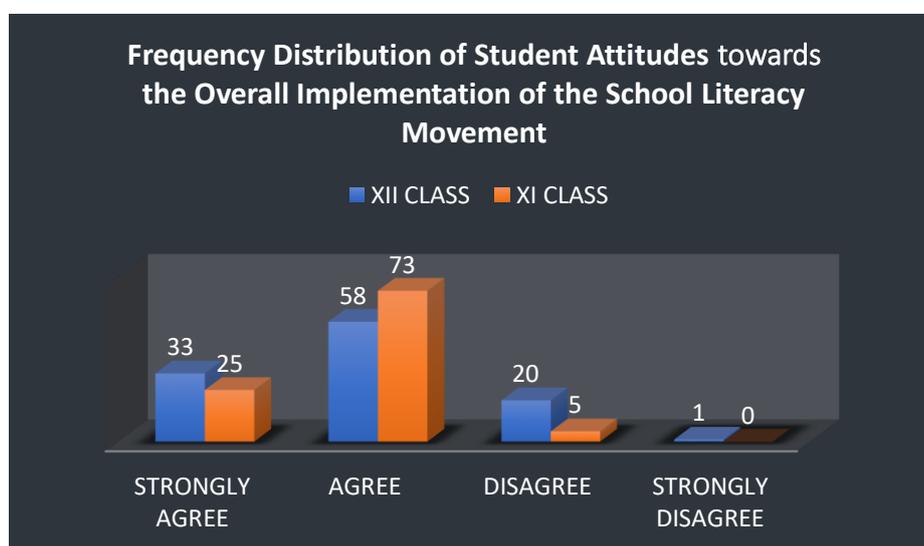
Figure 1. Frequency Distribution of Students' Attitudes towards the Overall Implementation of the School Literacy Movement

While the results of the analysis for each component of the school literacy movement which includes stakeholder roles, stages of the school literacy movement, strategies, capacity building, and achievement targets get different categories.

1. Stakeholder Role

Based on the results of data analysis, it can be described that students who are in the category of strongly agreeing to the component of the stakeholder role are 48.29% (99 students), students who are in the agree category are 42.92% (88 students), students who are in the agree category are 42.92% (88 students). are in the disagree category is 8.29% (17 students), and students who are in the strongly disagree category are 0.49% (1 student). Based on these results, it can be seen that students' attitudes towards the implementation of the school literacy movement when viewed from the point of view of the role of stakeholders are in the category of strongly agree.

2. Stages of the School Literacy Movement

Based on the results of data analysis, it can be described that students who are in the category of strongly agreeing to the components of the stages of the school literacy movement are 20.49%% (42 students), students who are in the agree category are 60.49% (124 students), students who are in the agree category are 60.49% (124 students). who are in the disagree category are 18.53% (38 students), and students who are in the strongly disagree category are 0.49% (1 student). Based on these results, it can be seen that students' attitudes towards the implementation of the school literacy movement when viewed from the components of the school literacy movement are in the agreed category.

3. Strategy

Based on the results of data analysis, it can be described that students who are in the category of strongly agreeing to the strategy component are 20.93%% (47 students), students who are in the agree category are 60.00% (123 students), students who are in the category of agreeing are 60.00% (123 students). in the disagree category is 16.63% (30 students), and students who are in the strongly disagree category are 2.44% (5 students). Based on these results, it can be seen that students' attitudes towards the implementation of the school literacy movement when viewed from the strategy component are in the agree category.

4. Capacity Upgrade

Based on the results of data analysis, it can be described that students who are in the category of strongly agreeing to the capacity building component are 44.39% (91 students), students who are in the agree category are 47.32% (97 students), students who are in the category of agreeing are 47.32% (97 students). in the disagree category is 7.80% (16 students), and students who are in the strongly disagree category are 0.49% (1 student). Based on these results, it can be seen that students' attitudes towards the implementation of the school literacy movement when viewed from the capacity building component are in the agreed category.

5. Achievement Target

Based on the results of data analysis, it can be described that students who are in the category of strongly agreeing to the achievement target component are 41.46% (85

students), students who are in the agree category are also 41.46% (85 students), students who are in the disagree category is 16.59% (34 students), and students who are in the strongly disagree category are 0.49% (1 student). Based on these results, it can be seen that students' attitudes towards the implementation of the school literacy movement when viewed from the component of the achievement target are in the category of strongly agree and agree.

Discussion

Literacy can be interpreted as the ability to read, write, view, and design things accompanied by critical thinking skills that cause a person to communicate effectively and efficiently so as to create meaning in their world (Kharizmi, 2015). Literacy is a necessity for society that we cannot deny, especially in the era of technology and information. Literacy or reading and writing activities are the main things that everyone has (Inten, 2017). People who have made literacy a necessity, one of which is people who like to read. People who like to read, we can see from their daily lives where at any time, opportunity, and place they will definitely do reading activities. People who like to read can get many benefits, including increasing their ability to read or understand a passage, improve their ability to think critically, think analytically, think creatively, think innovatively, improve their ability to solve problems, and improve their other abilities related to reading something they read. People who make literacy a necessity in general and who like to read in particular will have a good character which is reflected by their behavior in solving a problem. Where those who like to read will have good language skills that can be used wisely in solving a problem in a peaceful way, not by means of violence.

But in reality the Indonesian people have not made literacy a necessity because it is still very rare for Indonesian people who like to read every week. This is in line with what was stated by Tunardi (2018) where he stated that Literacy Culture has not been deeply rooted in our nation's culture. People watch or listen more often than read let alone write. In addition, based on BPS data in 2012, it can be seen that only 15.06% of Indonesians over the age of 10 (rural and urban residents) read newspapers for a week. Meanwhile, only 6.92% of people read magazines or tabloids, 5.01% of story books, 20.49% of school textbooks, only 14.08% of knowledge books, and only 17.03% of others who read. (BPS Data on Proportion of Population Age 10 and Over Who Read During the Last Week by Province, Type of Reading, and Type of Region, 2012, quoted from https://www.bps.go.id/linkTabelStatis/view/id/1521 At least The people who enjoy reading show that their reading interest and culture are also low, and if their reading interest is low, their reading ability will also be low.

Based on the results of the 2011 Progress International Reading Literacy Study (PIRLS) test that evaluates students' reading abilities, it can be seen that Indonesia is ranked 45th out of 48 participating countries. Meanwhile, a survey evaluating the reading ability of 15-year-old students conducted by the Program for International Student Assessment (PISA) in 2009 and 2012, showed that the reading ability of Indonesian students, which was originally ranked 57th in PISA 2009, turned out to be PISA 2012 has dropped its ranking, which is 64th

out of 65 participating countries. (Wiedarti, et.al, 2016: 2). In addition to the 2009 and 2012 PISA data, there is also 2015 PISA data. From the 2015 PISA results, it can be seen that the reading ability of Indonesian students is ranked 62 out of 70 participating countries (OECD, 2016: 5).

In order to increase the interest and reading ability of the Indonesian people in general and students in particular, the government issued a new program, namely the School Literacy Movement Program. The school literacy movement is an effort that is carried out in a comprehensive and sustainable manner to make schools a learning organization whose citizens are literate for life through public involvement. The school as a literate learning organization is a fun and child-friendly school where all its citizens show empathy, care, curiosity and love of knowledge, are good at communicating and can contribute to their social environment (Fath, Solina, Isma, & Rahmawan, 2018). This study aims to find out how students' attitudes towards the implementation of the school literacy movement are seen from four criteria, whether they strongly agree, agree, disagree, or even strongly disagree with the implementation of the school literacy movement program.

Based on the results of data analysis on students' attitudes towards the implementation of the literacy movement, overall it can be seen that students' attitudes towards the implementation of the school literacy movement are in the category of agreeable attitudes. Of the 205 students who became respondents in this study, there were at most 131 students (63.90%) who were on the criteria of an agreeable attitude, followed by 48 students (23.41%) who were on the criteria of a strongly agree attitude, then there were 25 students (12.20%) who are on the criteria of attitude that do not agree, and finally there is 1 student (0.49%) who are on the criteria of attitude that strongly disagree. Based on this explanation, it can be seen that there are still 26 students (12.69%) who do not agree with the implementation of the school literacy movement.

When viewed from the research instrument, in general this can occur due to several factors related to the components of the implementation of the school literacy movement which include the implementation of literacy which is still relatively new, the school's lack of maximum cooperation with other parties related to the implementation of literacy in schools, implementation literacy activities that seem monotonous and boring, capacity building in terms of providing socialization, workshops, mentoring, and the provision of facilities, infrastructure, and funding that are less than optimal, literacy targets that have not been fully achieved, as well as good opinions/beliefs, emotional tendencies and tendencies students act on the implementation of the school literacy movement. This is reinforced by Wulandari (2017: 113-114) which states that the supporting factors for implementing literacy policies include the allocation of sufficient time and funds for the implementation of school literacy activities, teachers have sufficient literacy spirit, and all school members are actively involved in the implementation. program. While one of the inhibiting factors is the implementation of the literacy program which is too monotonous and there is no evaluation of the various programs implemented.

In addition, there are other inhibiting factors in the implementation of the school literacy movement, these factors include First, the low awareness of teachers about the importance of literacy activities so that it affects the implementation of their responsibilities in implementing school literacy movement programs. Second, it is difficult to find enrichment books that are appropriate to the child's developmental level. Third, teachers who should act as models but are lazy in reading books and do not understand examples of the application of the literacy movement. And fourth, the lack of school funds that can be allocated to implement the school literacy movement program (Batubara and Ariani, 2018).

The above limitations are also in line with what was expressed by Trini Haryanti (2011: 3), that several inhibiting factors for increasing interest in reading in today's society, among others, are the scarcity of interesting children's books published in the country, and the lack of availability of parks. free reading with a complete and interesting collection of books. This is made worse by the teachers or educators, students and parents who should agree to carry out this literacy movement with a sense of responsibility. But in reality, some of these elements do not support this literacy activity (Agustin and Cahyono, 2017). According to Ansyori (2016: 1), GLS is a comprehensive effort that involves all school members, namely teachers, students, parents/guardians, who are part of the education ecosystem. They are expected to be the driving force behind the success of this movement. As part of the educational ecosystem, their role is very important. They are the driving force in this activity. The cooperation of all these elements is very much needed to carry out an integrated and effective joint movement.

Based on all the things that have been explained above, it is necessary for the overall active role of the school to improve the quality of the implementation of the school literacy movement. Improving the quality of the implementation of the school literacy movement, among others, can be done through: (1) Improving the quality of school collaboration with other parties such as parents, community, alumni, and the business world to hold an activity or literacy festival (book bazaar, literacy competition, book review, and so on). etc); (2) Improving the quality of the implementation of the school literacy movement by encouraging the school literacy movement and providing facilities and infrastructure that can support the successful implementation of literacy in schools (providing reading books, bookshelves in each class, reading corner/literacy corner, and so on); (3) Improving the quality of the implementation of the school literacy movement by directly involving the role of guidance and counseling teachers related to the selection of reading books that are in accordance with the developmental stage of students which can increase students' respect, empathy, and concern for others.

This is in accordance with what was stated by Batubara and Ariani (2018) where to support the successful implementation of the school literacy movement, the school needs to (1) add enrichment books in schools for the purpose of filling reading corners and other reading areas. The efforts made by schools to increase the number of enrichment books in schools are by making a proposal to the Education Office to obtain a grant for literacy facilities or books through the Special Allocation Fund (DAK). The government will usually provide library assistance funds based on incoming proposals. Therefore, it is very

important for schools to make proposals to increase library collections as part of literacy facilities. In addition, the school can also buy books using BOS (School Operational Assistance) funds or invite alumni and parents of students to donate books to the school. In addition to these three things, the school also needs to improve the quality of the implementation of the school literacy movement by increasing the types of literacy activities carried out in schools so that literacy activities do not seem monotonous and boring.

This is in accordance with the opinion of Batubara and Ariani (2018) where in literacy activities, it is necessary to carry out various forms of literacy activities such as reading 10-15 minutes before the lesson begins, monitoring the progress of students using reading journals, promoting writing activities, and holding skills competitions. student literacy. This is in line with Wulandari's opinion were the results of his research explain that competitions and awards can stimulate the enthusiasm of students in carrying out reading and writing activities. Therefore, teachers can motivate students by giving awards to students who demonstrate literacy skills. For example, this month's favorite readers, best storytellers, best short story writers, best poetry writers, and selection of library ambassadors (Wulandari, 2017). The researcher admits that this research is not without limitations or obstacles in its implementation.

Limitations or obstacles in this study include that this study only uses one type of data collection instrument, namely in the form of an attitude measurement scale which according to the researcher still needs to be further developed in terms of preparing statement items. In addition, in the research that has been conducted, the researcher only examined students' attitudes towards the implementation of the school literacy movement without providing any action or treatment related to how to improve students' attitudes towards the implementation of the school literacy movement. Then, the researcher was also unable to observe one by one the seriousness of the students in filling out the instrument, in the form of a scale of attitude measurement about the implementation of the school literacy movement because of the large number of respondents involved in this study and the limitations of time, energy, and research costs. And lastly, the researcher was unable to provide an instrument in the form of this attitude measurement scale to class X students because at the time of conducting the research, class X students had never participated in the implementation of the school literacy movement.

Conclusion

Based on the results of data analysis on students' attitudes towards the implementation of the school literacy movement, overall it can be seen that students' attitudes towards the implementation of the school literacy movement are on the criteria of an agreeable attitude. Of the 205 students who became respondents in this study, there were at most 131 students (63.90%) who were on the criteria of an agreeable attitude, followed by 48 students (23.41%) who were on the criteria of a strongly agree attitude, then there were 25 students

(12.20%) who are on the criteria of attitude that do not agree, and finally there is 1 student (0.49%) who are on the criteria of attitude that strongly disagree. Based on this explanation, it can be seen that there are still 26 students (12.69%) who do not agree with the implementation of the school literacy movement in Yogyakarta.

Furthermore, based on the results and discussions that have been explained, the implications of this research are the attitude of students towards the implementation of the school literacy movement can be said to be good but it can still be improved. The school can improve the quality of its collaboration with parents, the community, alumni or even the business world to improve the quality of the implementation of the school literacy movement. In addition, schools can also improve the quality of the implementation of the school literacy movement by increasing the variety of literacy activities carried out so that the implementation of literacy activities does not seem monotonous and boring, such as holding literacy festivals such as book reviews, inviting writers, and holding literacy competitions. Then, the school can also improve the quality of the implementation of the school literacy movement by providing comfortable reading rooms and bookshelves in each class so that students can place their books and literacy journals on the shelves (Hapsari, 2021). With this shelf, it is hoped that there will be no more students who reason not to bring non-lesson books for literacy activities and student literacy journals should be recorded so that literacy journals are not scattered and even lost. In addition, the researcher also hopes that all teachers and school employees will also provide a model by being actively involved in every literacy activity that is carried out, including participating in reading non-lesson books for fifteen minutes before KBM begins, providing an understanding of the importance of literacy skills in this century. 21st, and participate in choosing reading books that are appropriate to the developmental stage of the students. And finally, the researcher hopes that this research can be a reference for other researchers in the future, who will raise the same theme but with a different research point of view. Thus, the results of this study and those that follow are expected to complement each other and cover each other's shortcomings.

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