



DEVELOPMENT OF THE LITERACY MOVEMENT IN MADRASAH CURRICULUM MANAGEMENT

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Abstract:

The purpose of this research is so that madrasah can develop students' literacy skills optimally as expected by the government, can improve students' ethics and knowledge. The research method in this research uses qualitative research with descriptive methods. The data collection methods used were interviews and field observations. The results of this research state that the implementation of the School Literacy Movement in MI Muhammadiyah Gempolsek in the 2022/2023 academic year is still very low. Indications of the implementation of the School Literacy Movement are visible, such as the existence of bookshelves in each class, but the existing books do not meet the standard number of school libraries. The ongoing literacy activities are not yet regular, they still run naturally in each class. In the lower grades, students enjoy reading before school hours. While the upper grades is more visible with smartphone facilities brought from home. A new finding in this research is the enthusiasm of students, especially the lower class, in literacy. They are 'thirsty' for books after not studying at school for two years due to the COVID-19 pandemic. In the upper class, students are introduced to digital literacy, where they bring their facilities from home, namely smartphones. This is to bridge the shortage of textbooks, introduce students to the internet, and use it for positive things. The main problem of implementing literacy at MI Muhammadiyah Gempolsek is focused on the School Literacy Movement program which should be included in the madrasah curriculum so that its implementation can be directed and controlled.

Keywords: *Literacy, Madrasah Curriculum, Digital Literacy*

INTRODUCTION

Students' low interest in reading can affect their intellectual development in exploring information and knowledge. Literacy is a way to gain a complete understanding of reality. A developed literacy culture can be the main capital for analyzing and commenting on various events that occur. However, currently most people are less interested in literacy activities because they are influenced by the environment, considering that reading activities from an early age are not important, today's generation is all instant, the influence of technology, the books in school are less interesting, so students do not have the awareness to read. (Puspasari & Dafit, 2021); (Altoris et al., 2022)

The efforts made by the Government as a stakeholder in the education sector, the Ministry of Education and Culture developed the School Literacy Movement (GLS) program with the aim of cultivating moral attitudes among students in schools. Among the programs in GLS activities is the activity of reading 15 minutes of non-subject books before the start of learning. The aim is to develop students' literacy skills as expected. The GLS program should be supported by various parties from the central level to the educational unit level. (Sa'diyah et al., 2022)

As a form of helping the government, the School Literacy Movement program has been implemented and developed in schools, especially elementary schools, by conducting research. Various kinds of research on GLS have been carried out, some of which aim to describe the pattern of implementing the GLS program in elementary schools which still do not have complete facilities. (Hidayat & Basuki, 2018); (Batubara & Ariani, 2018); (Novarina et al., 2019); (Hermansah & Kartini, 2021)

A lot of research has also been carried out with the aim of exploring the implementation of GLS to find out the obstacles, inhibiting and supporting factors found in the school. (Faradina, 2017); (Dafit & Ramadan, 2020); (Wiratsiwi, 2020); (Sa'diyah et al., 2022)

At MI Muhammadiyah Gempolsek, the implementation of the School Literacy Movement as developed by the government for schools is still just a habit, running naturally to adapt to school conditions after the COVID-19 pandemic. There are several interesting things to examine regarding the implementation of GLS in this school which may not yet meet national literacy standards but has demonstrated literacy activities and even learning levels. At this stage, the implementation of literacy strategies is supported by the use of graphic organizers, using a variety of texts (print/visual/digital) available in enrichment books or other information outside textbooks. Teachers are expected to be creative and proactive in finding relevant learning references. (Hasanah & Silitonga, 2020)

With this research, it is hoped that madrasahs can develop students' literacy skills to the maximum as expected by the government, and can improve students' character and knowledge as stated in Permendikbud Number 23 of 2015 concerning the development of character.

RESEARCH METHODS

This research is qualitative research with descriptive methods. Data collection methods use interview techniques and field observations. The interviews in this research are open, that is, researchers can ask key informants about activity facts and also their opinions. Even though the interviews in this research were open, the author still prepared a list of questions as a guide to ask key informants. Researchers provide checklists for the answers to a question or several questions asked. If there are several facts or opinions presented that are interesting to deepen, the researcher can postpone continuing the list of questions.

The next evidence is notes from direct observations. This observational evidence record is useful for strengthening arguments or providing additional information about the problems being researched. (Iswanto, 2018) The data analysis carried out was inductive based on the facts found to build a hypothesis. (Abdussamad, 2021) The research targets are teachers and policy makers at MI Muhammadiyah Gempolsek, Rowosari District, Kendal Regency. Research was conducted between February and March 2023.

RESULTS AND DISCUSSION

Implementation of the School Literacy Movement at MI Muhammadiyah Gempolsek in the 2022/2023 academic year is still very low. It is proven that there is no reading corner in each class. In some classes there are bookshelves, but most of them contain textbooks and very few reading books. There is no special space available for the library. The books owned by the school are stored in the book cupboard for each class.

This condition is experienced by many schools at the primary level, including Elementary Schools (SD), Special Schools (SLB), and Madrasah Ibtidaiyah (MI). One of them is at MI Muhammadiyah Gempolsek, Rowosari District, Kendal Regency.

The implementation of literacy in the form of the School Literacy Movement is practiced in stages, starting from habituation, development, to learning. The habituation stage is intended to foster interest in reading and reading activities among the school community. The form of activity that is emphasized is reading for 15 minutes. The development stage is aimed at developing the ability to understand reading and correlate

it with personal experience, think critically, and develop creative communication skills in activities responding to enrichment reading. Meanwhile, the learning stage is intended to develop the ability to understand texts and relate them to personal experiences, think critically, and develop creative communication skills in activities responding to enrichment reading book texts and lessons. In this third stage there are bills that are academic in nature, because they are related to subjects, and the homeroom teacher makes a report regarding this reading activity (Wiedarti et al., 2016); (Hasanah & Silitonga, 2020)

An overview of the implementation of the School Literacy Movement in Indonesia, at the habituation stage of obtaining indicators in the high category. This means that the school has implemented the School Literacy Movement well at this stage. At the development stage, the indicators obtained are in the medium category, meaning that there are still indicators that have not been fulfilled properly. At the learning stage, the indicators obtained are in the high category, which means the school has implemented the School Literacy Movement well at this stage. (Hasanah & Silitonga, 2020)

The implementation of GLS at MI is still considered pre-familiarization because there is no integrated readiness from various aspects, especially what does not meet library standards is the lack of reading books. At MI Muhammadiyah Gempolsewu there are 11 study groups but there are less than 1000 reading books available. This is still far from the school library standards that have been determined. (Iswanto, 2018); (Batubara & Ariani, 2018)

There is one interesting thing that happens at MI Muhammadiyah Gempolsewu, namely that before the bell comes in, the students from classes 1, 2 and 3 (lower class) are happy to be in class rather than doing activities outside of class. After investigation, it turned out that they used the time before going to school to learn to read or just look at pictures of reading books in their class. The limited number of reading books has attracted their attention. Maybe it is something new that is encountered at school and is not found at home.

This is a very positive habit and should always be developed. This activity cannot be separated from the teachers' motivation for their students as well as the parents' encouragement and advice for their children so that they remain enthusiastic in studying even though the means and facilities are very limited. (Halida, 2018)

This is different from students from grades 4, 5 and 6 (upper grades) who are seen almost every day bringing smartphones/Androids to school. The students did this not to compete in playing games at school, but because of orders from their teacher to bring smartphones for teaching and learning activities in their class. To overcome the limitations of textbooks in class, teachers share pdf files of textbooks in the class WhatsApp group so that students can pay more attention when learning. In fact, to develop students' literacy culture, it is not uncommon for teachers to give assignments to students to browse looking for answers to the assignments given.

Among the benefits of the internet is as a learning resource that can be put into practice in learning activities. One form of use is in learning activities, the internet can be a source of information. In utilizing the internet network as a learning resource and source of information in learning activities, we can implement it through browsing, resourcing, searching, consulting, and communicating. Using the internet must be done with positive awareness so that the presence of the internet can truly support learning activities. (Gafar, 2017); (Sasmita, 2020); (Rahman, 2021)

However, so far the school has not provided meaningful support for the development of literacy in the school. For the last three years (since the start of the COVID-19 pandemic) there has been no program to provide textbooks, let alone reading books for students. Only the teacher's handbook was attempted. Meanwhile, teachers are encouraged to provide teaching materials in the form of files which are shared in WhatsApp groups in each class.

Since the start of the COVID-19 pandemic around the beginning of March 2020, students have been studying online from their respective homes. This requires class

teachers to be active in delivering teaching materials and learning assignments via WhatsApp groups in their respective classes, so that the materials and assignments that reach students are in the form of files, whether PDF, JPG or other file types.

At the time the researchers conducted this research, MI Muhammadiyah Gempolsek had implemented learning completely offline, even entering its second year after the COVID-19 pandemic. However, literacy activities do not seem to be optimal. This is due to limited facilities and infrastructure which hamper the implementation of GLS. In fact, the main factor causing the low implementation of GLS is that GLS is not programmed in the madrasah curriculum, so that the implementation is only the initiative of class teachers which runs without official guidance from the school.

Current literacy developments, especially in Indonesia, have not shown literacy growth that meets expectations. School is the main means through which students develop literacy. Schools are the front line in determining student success at the next level. Ahmadi explained that the School Literacy Movement (GLS) is a social activity that can run with support from various parties (Teguh, 2017); (Puspasari & Dafit, 2021)

Minister of Education and Culture Regulation Number 23 of 2015 concerning the development of character. Among the forms of literacy activities is 15 minutes of reading non-learning books before the start of study time. This activity is intended to foster students' interest in reading and improve reading skills so that knowledge can be mastered better. Reading material revolves around moral values, in the form of local, national and global wisdom which is adapted to the student's stage of development. The implementation of this activity must pay attention to the basic concepts of implementing the school literacy movement according to Minister of Education and Culture Regulation number 23 of 2015, so that it can achieve the goals as expected. (Sari, 2018)

The School Literacy Movement, which is implemented in stages in elementary schools, is implemented according to the readiness of each school. Each school is given the freedom to determine when the implementation of GLS will be carried out according to the readiness and time determined by the school. This readiness includes the availability of literacy facilities, facilities and infrastructure, the readiness of students, teachers, parents and the community, as well as the readiness of other support systems such as audience participation, institutional support and relevant policy tools (Faradina, 2017); (Dafit & Ramadan, 2020); (Hasanah & Silitonga, 2020)

One of the main means of realizing the school literacy movement is the availability of reading books. The ideal standard for an elementary school library is 1000 book titles for 6 study groups and 1500 book titles for 12 study groups. (Batubara & Ariani, 2018); (Akhsanti, 2018)

The Director General of Primary and Secondary Education, Ministry of Education and Culture, said that there were three problems faced in implementing GLS nationally, namely first, the lack of availability of reading books in schools, especially in remote areas. Second, teachers do not yet fully understand the methods or techniques that will be used to improve literacy culture. Third, the minimal availability of reading places, such as libraries, reading corners, and so on, which support the implementation of GLS activities. (Hidayat & Basuki, 2018)

Curriculum management is an effort to regulate the use of school resources to help achieve goals and implement the educational curriculum in schools. (Khotimah & Dodi, 2022) For the purposes of developing GLS in schools, the GLS program should be included in the preparation of the curriculum in schools so that it can be developed institutionally and not partially on the initiative of individual class teachers.

School Curriculum Management in improving the Quality of Islamic Education requires strategies such as those proposed by Wasty Soemanto F.X. Soeyarno, including: 1. Curriculum development including methods of providing lessons and study systems in general; 2. Procurement of basic textbooks for students and teacher's manuals for primary and secondary schools; 3. Procurement of teaching aids and other learning media in Kindergartens, Elementary Schools and Special Schools, science laboratories for middle and high school levels; 4. Upgrading of teachers and lecturers; 5. Procurement of healthy and quality reading books through the school library. (Guruddin, 2018)

The Ministry of Religion has launched a madrasa literacy movement (GELEM) which aims to improve the quality of madrasas. GELEM is part of the Let's Build Madrasa Movement (GERAMM) which discusses madrasa literacy. The Madrasa Literacy Movement is a follow-up action to the national literacy movement with a formulation adapted to the characteristics of madrasas as Islamic educational institutions. (Muchamad, 2022)

Curriculum Management in order to increase the student literacy movement in madrasas includes: 1. Curriculum planning to increase the student literacy movement, 2. Implementation of the curriculum to increase the student literacy movement, 3. Results of curriculum management to increase the student literacy movement. (Mufida, 2020)

School literacy movement program planning is based on Minister of Education and Culture Regulation Number 23 of 2015 and schools can develop it independently. Planning and preparation for literacy programs can be done when the head of curriculum prepares the curriculum under the direct supervision of the school principal. This planning is expected to produce a product in the form of a good literacy activity schedule, including 15 minutes of silent reading every day. At this planning stage, we also plan financing resources specifically for the optimal implementation of this program. (Hasna Rafida et al., 2022)

Good practices in the School Literacy Movement according to Beers et al. guided by the following principles: 1. Implementation of literacy development is adjusted to the stage of development and can be predicted. Schools can determine appropriate Literacy habituation and learning strategies according to students' developmental needs; 2. A good literacy program is balanced. The choice of reading strategies and the types of texts read are varied and not monotonous according to the level of each class; 3. Literacy program includes the curriculum. Familiarization in Literacy learning activities in schools is the responsibility of teachers in each subject because learning activities in any subject require language skills, especially reading and writing skills; 4. Reading and writing activities can be done whenever and wherever we are. The application of this principle is proven by the existence of reading corners and libraries. Students can access books as reading resources easily. The existence of a reading corner and library brings students closer to books, which makes them accustomed to the culture of reading. (Beers et al., 2009)

Furthermore, Beers et al. providing solutions so that schools can be at the forefront of developing a Literacy culture, they outlined strategies for creating a positive Literacy culture in schools, including: 1. Creating a literacy-friendly school environment. The physical environment is strived to be friendly and conducive to learning. An indication of schools that support the development of a literacy culture is that they often display students' work in the school area; 2. Strive for an affective social environment as communication and interaction capital that supports literacy. This can be demonstrated by recognition of student achievements throughout the year. Awards are given at the beginning of each month's learning to students. The achievements that are valued are not only academic, but also their attitude; 3. The school strives to be an academic environment that really supports literacy. This can be seen from the planning and implementation of the literacy movement that has been programmed by the school. Schools should allocate sufficient and appropriate time for literacy learning activities. It is stated in the school curriculum that it is appropriate to allocate literacy programs, namely shared reading and digital literacy. (Anggraeni, 2019)

The GLS program will be implemented well if there is an evaluation of the program. In implementing the School Literacy Movement, many factors cause the success of GLS in schools. The teacher's selection of appropriate learning methods and strategies is used to improve independent learning. Teachers must also evaluate the improvement of students' independent learning on a regular basis. Apart from the role of teachers, the role of schools also needs to be evaluated. Schools should pay attention to the availability of literacy facilities such as classroom book corners, libraries and reading areas. In order to implement GLS, schools must also pay attention to various types of reading such as books without text, simple textbooks, fiction books, non-fiction

books, picture books rich in text, picture story books and beginner novels. Schools must have good financing management, using existing funds in a transparent, accountable, effective and efficient manner. Schools can use 20% BOS for book procurement in accordance with regulations regarding the use of BOS funds. Schools can give awards to teachers and students who excel in the field of literacy. Giving rewards or awards to teachers if they can make the school literacy movement a success. School principals are required to be creative in the program for providing library facilities and infrastructure. (Hasanah & Silitonga, 2020)

The managerial role of the school principal regarding the School Literacy Movement program is very strategic, including: 1. Developing the school library; 2. Providing reading books, both textbooks and non-textbooks; 3. Develop a reading corner/reading area; 4. Form a school literacy team (TLS); 5. Always campaign for GLS through posters, notice boards, etc.; 6. Develop a 15 minute reading program; 7. Develop a school activity program on literacy; 8. Develop cooperative relationships with students' parents/guardians; 9. Develop collaborative relationships with caregivers; 10. Carry out monitoring and evaluation of the school level School Literacy Movement (GLS) program. (Pratomo, 2017)

According to the Ministry of Education and Culture, in assessing the success of the School Literacy Movement, the aspects measured include the following: 1. Input, namely the availability of resources that support literacy activities, both inside and outside the school, such as the physical and social environment of the school, teaching staff, facilities, infrastructure, funds, and system or governance of the School Literacy Movement; 2. Process, namely activities carried out inside and outside the classroom to improve literacy skills and utilize existing learning resources in the community. These activities include intracurricular, extracurricular and co-curricular activities; 3. Output, namely student literacy success in the form of achievement scores, student achievements in various competitions, student work, etc. (Ministry of Education and Culture, 2017)

CONCLUSION

Implementation of the School Literacy Movement at MI Muhammadiyah Gempolsek in the 2022/2023 academic year is still very low. Indications of the implementation of GLS are visible, such as the existence of bookshelves in each class, but the existing books do not meet the standard number of school libraries. The ongoing literacy activities are not yet regular, they still run naturally in each class. In the lower grades, students enjoy reading before school. Meanwhile, the upper class is more likely to be seen with smartphone facilities brought from home.

The urgent problem is that GLS has not been programmed in the madrasa curriculum, which makes the implementation of GLS like a ship without a captain. It is hoped that in the next academic year the policy makers at this madrasah will think about GLS by including it in the school curriculum so that the implementation of GLS at MI Muhammadiyah Gempolsek will be more focused and controlled.

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