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Management of the School Literacy Movement through the "KLIMIS" Literacy Program at Kembangan Utara 04 Public Elementary School

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ABSTRACT

This study seeks to elucidate the implementation of the School Literacy Movement through the KLIMIS Literacy Program at SDN Kembangan Utara 04. Employing a qualitative descriptive approach, the study utilized observation, interviews, and documentation. Conducted from December 2024 to August 2025, the study involved interviews with four informants: the vice principal for student affairs, the head of the library, and two teachers. The findings revealed that the program was initiated to address the low reading skills and school literacy performance of students. The program was systematically implemented through daily literacy activities and weekly core sessions, supported by school leaders, teachers, librarians, parents, and mobile libraries. The evaluation results demonstrated a significant improvement in students' reading skills and interests, increasing from 40% to 70% fluent readers. Challenges such as limited book collections and digital distractions were effectively addressed through collaboration and digital literacy initiatives. The KLIMIS program has proven to be effective in cultivating a sustainable reading culture and enhancing student learning outcomes.

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1. INTRODUCTION

Education serves as a fundamental pillar in national development. One of the key factors influencing the quality of education is students' literacy competence. Literacy encompasses not only the ability to read and write but also the capacity to comprehend, analyze, and apply information in everyday life. Therefore, enhancing literacy skills has become a primary focus in efforts to improve educational quality, particularly at the elementary school level, as students at this stage are in a crucial phase of cognitive development.

In the global context, literacy is regarded as a key indicator of the success of an education system. Countries with high literacy levels tend to demonstrate superior educational quality. Strong literacy skills enable students to better understand various subjects, think critically, and develop robust analytical abilities. However, Indonesia's literacy rate remains relatively low compared to developed nations. Based on the 2022 results of the *Programme for International Student Assessment (PISA)*, Indonesia ranked 69th out of 80 participating countries in reading

performance. This finding indicates that many Indonesian students still struggle to comprehend texts and draw conclusions from the information provided.

The low level of literacy has a direct impact on the overall quality of education. In response, the Indonesian government has implemented various initiatives to address this issue, one of which is the *School Literacy Movement* (*Gerakan Literasi Sekolah* or GLS), as stated in the Ministry of Education and Culture Regulation No. 23 of 2015 on the Cultivation of Character Education. This movement emphasizes the importance of a 15-minute daily reading activity before lessons begin, aiming to foster reading habits, nurture a love of knowledge, and cultivate students' critical thinking and intellectual curiosity.

Nevertheless, the implementation of GLS in schools continues to face several challenges, including low student reading interest, limited literacy facilities, and minimal parental involvement. To overcome these barriers, many schools have developed literacy innovations tailored to their specific contexts and needs. One such initiative is the *KLIMIS Literacy Program* (*Kegiatan Literasi Kamis Manis* or *Sweet Thursday Literacy Activity*), developed by SDN Kembangan Utara 04 in West Jakarta. This program represents an adaptation and enhancement of the GLS, designed to strengthen students' literacy skills through reading and writing activities, digital literacy, and collaboration with the West Jakarta Mobile Library.

The KLIMIS Literacy Program emerged as a response to the school's previous condition of low literacy engagement and limited library use. Following the rehabilitation of its facilities and infrastructure, the school began utilizing its new library resources to create an engaging and active literacy environment. The program involves not only teachers but also parents and the community, fostering a sustainable culture of literacy.

Previous studies Rahmawati, (2021; Hapsari, (2022) have predominantly focused on the general implementation of the School Literacy Movement without highlighting specific literacy innovations developed by individual schools. Furthermore, research on locally based literacy initiatives in urban public schools—particularly those that have undergone infrastructure revitalization remains limited. In this context, SDN Kembangan Utara 04 presents an interesting case through the implementation of the KLIMIS Literacy Program, which plays a significant role in strengthening the culture of literacy following the school's rehabilitation. Meanwhile, Pramesti's research (2018) *Implementation of the School Literacy Movement Program at SDN Tanjung Duren Selatan 01*. This study aims to determine the implementation and constraints of the School Literacy Movement (GLS) program at SDN Tanjung Duren Selatan 01, West Jakarta. The results indicate that GLS implementation at the school is not optimal due to a lack of reading books and parental motivation, as well as a lack of varied methods for responding to reading. However, efforts are being made to cultivate reading habits, instill an interest in reading, and foster student discipline through teacher role models and rewards.

Therefore, this study aims to explore in depth the implementation of the *School Literacy Movement* through the *KLIMIS Literacy Program* at SDN Kembangan Utara 04, focusing on aspects of planning, implementation, and evaluation in improving the quality of education at the elementary school level. Specifically, this study seeks to answer the following questions: (1) how is the planning of the School Literacy Movement through the KLIMIS Literacy Program at SDN Kembangan Utara 04? (2) how does the implementation of the KLIMIS Literacy Program strengthen students' literacy culture? and (3) how to evaluate the implementation

2. METHODS

This research uses a qualitative approach with descriptive methods. The data collected represents the actual and factual conditions observed in the field. Data collection was conducted through in-depth interviews, documentation studies, and field observations, tailored to the research objectives. The informants in this study consisted of the head librarian, the vice principal for student affairs, and teachers. The informants were selected based on their strategic roles, direct experience, and active involvement in the planning, implementation, and evaluation of the KLIMIS Literacy Program at SDN Kembangan Utara 04. The head librarian was selected because of her crucial role in managing literacy resources and implementing library-based literacy

activities. The vice principal for student affairs was chosen because of her authority in policymaking and coordinating school programs, including the literacy program. Meanwhile, teachers were selected because of their direct involvement in implementing the literacy program in the classroom and their intensive interaction with students in reading and writing activities.

This research was conducted from November 2024 to August 2025. The data sources used consisted of primary and secondary data. Primary data was obtained through in-depth interviews and direct observation of the implementation of the KLIMIS Literacy Program, while secondary data was obtained from school documents, such as literacy work programs, activity reports, implementation schedules, and other supporting documentation. Informants were selected using a purposive sampling technique, selecting informants deemed to have the most understanding and direct involvement in the KLIMIS Literacy Program. Snowball sampling was then used to obtain additional informants based on recommendations from initial informants to enrich and deepen the data obtained.

The interview guide was semi-structured to allow researchers to obtain in-depth yet flexible data. The interview guide covered several key aspects: (1) KLIMIS Literacy Program planning, including background, objectives, and implementation strategies; (2) program implementation, including the forms of literacy activities, the roles of teachers and librarians, and the involvement of students and parents; and (3) program evaluation, which included assessment mechanisms, program achievements, obstacles encountered, and efforts to improve and sustain the literacy program in schools. The data analysis in this study follows the Miles and Huberman model, which includes three stages: data reduction, data presentation, and drawing conclusions or verification. To ensure data validity, this study applies four criteria for qualitative data trustworthiness: credibility, transferability, dependability, and confirmability.

3. RESULTS AND DISCUSSION

3.1. Planning of the KLIMIS Literacy Program

Kembangan Utara 04 Public Elementary School developed the KLIMIS Literacy Program based on the school's real and urgent need to address the low reading ability of some students, particularly those in grades five and six, and to respond to the negative impact of the pandemic, which had worsened students' basic literacy skills. This issue was supported by data from the school's *Rapor Mutu* (Education Quality Report), which indicated that the literacy achievement level was categorized as low. These conditions encouraged the development of a more structured and targeted literacy program.

The KLIMIS program was designed not only to improve students' reading interest and skills but also to strengthen their performance in the *Asesmen Nasional Berbasis Komputer* (ANBK) and to equip students with productive literacy abilities through literary appreciation activities such as poetry reading, storytelling, and *pantun* (rhyming verse). This aligns with the school's vision and mission to improve educational quality, positioning the KLIMIS program as a strategic effort consistent with the school's policy direction.

The first stage of program implementation—planning—served as the foundation for the entire process. This aligns with the statement of the Ministry of Education and Culture (Kemendikbud, 2020) that planning is a process of translating abstract policy into concrete and operational steps. In the context of literacy programs, planning involves setting clear goals, identifying students' needs, and formulating measurable and contextual activity plans. From the researcher's perspective, SDN Kembangan Utara 04 demonstrated strong planning grounded in a needs analysis of the school's literacy context, which included assessments of students' abilities, sociocultural backgrounds, and available resources such as book collections, technology, and teaching staff.

This finding is reinforced by Arifin and Kusumawardani (2020), who emphasize that literacy program planning should not only focus on improving reading skills but also aim to foster

attitudes, active participation, and the development of a comprehensive school literacy culture. Similarly, the Ministry of Education and Culture (2020), through the *School Literacy Movement Guidelines*, recommends that schools develop a literacy master plan encompassing initial situation analysis, formulation of literacy vision and mission, and measurable indicators of success to be evaluated periodically. The guideline also stresses the principle of inclusivity to ensure that all students, including those with special needs, can access literacy activities.

In line with this, Zubaidah (2021) highlights that the success of school literacy programs is determined by collaborative literacy leadership, where principals, teachers, and librarians play active roles in program planning and implementation. The KLIMIS program planning at SDN Kembangan Utara 04 has fulfilled these principles. This is evident in the existence of formal documents—such as proposals and implementation plans—that outline clear objectives, measurable targets, and diverse activities. The involvement of the principal, teachers, and librarian in the planning process indicates strong literacy leadership, consistent with Putra's (2019) view that effective educational planning requires the participation of all stakeholders.

From the researcher's analysis, when viewed through the theoretical framework of the *School Literacy Movement* (GLS), the KLIMIS program at SDN Kembangan Utara 04 embodies the three core principles of GLS: habituation, development, and learning (Kemendikbud, 2019). Activities such as poetry reading, storytelling, and *dongeng* (folk tale narration) conducted every Thursday represent systematic habituation practices to cultivate a literacy culture. Meanwhile, the inclusion of literary appreciation activities reflects the development stage, in which students not only read but also creatively express themselves. Finally, the program's orientation toward ANBK performance and productive literacy reflects the learning stage, integrating literacy with academic achievement and 21st-century skills.

The program is implemented consistently every Thursday through a variety of engaging and adaptive activities such as storytelling, poetry reading, and public speaking. The structured implementation plan demonstrates effective coordination and management involving multiple school elements, supported by regular evaluations. Therefore, the KLIMIS program's planning can be regarded as a practical realization of modern literacy program planning theory, which emphasizes needs analysis, inclusivity, collaboration, goal clarity, and program sustainability—while remaining aligned with the framework of the *School Literacy Movement*, which integrates literacy habituation, development, and learning within the school environment.

Aspect	Description
Background of Program Development	The KLIMIS Literacy Program was developed in response to the low reading ability of students, particularly in grades five and six, and the decline in basic literacy skills following the COVID-19 pandemic. School data from the <i>Rapor Mutu</i> indicated that literacy achievement was categorized as low, necessitating a structured and targeted literacy intervention.
Program Objectives	To improve students' reading interest and literacy skills, strengthen performance in the Asesmen Nasional Berbasis Komputer (ANBK), and develop productive literacy through literary appreciation activities such as poetry reading, storytelling, and pantun.
Alignment with School Vision and Policy	The program aligns with the school's vision and mission to improve educational quality and serves as a strategic literacy initiative consistent with school policy directions.
Planning Orientation	Planning focused on translating literacy policy into concrete and operational actions, including needs analysis, goal setting, and formulation of measurable and contextual activities (Kemendikbud, 2020).
Needs Analysis	The planning process was based on assessments of students' literacy abilities, sociocultural backgrounds, and available resources such as book collections, technology, and teaching staff.

Aspect	Description
Stakeholder Involvement	Program planning involved collaborative literacy leadership among the principal, teachers, and librarian, reflecting strong coordination and shared responsibility.
Program Documentation	Formal planning documents were developed, including proposals and implementation plans outlining clear objectives, measurable targets, and diverse literacy activities.
GLS Framework Integration	The KLIMIS program embodies the three stages of the School Literacy Movement (GLS): habituation (routine literacy activities), development (literary appreciation and creative expression), and learning (integration of literacy with academic achievement and ANBK preparation).
Implementation Schedule	The program is implemented consistently every Thursday through engaging activities such as storytelling, poetry reading, dongeng, and public speaking.
Theoretical Support	The planning aligns with modern literacy program theories emphasizing collaboration, inclusivity, goal clarity, sustainability, and whole-school participation (Arifin & Kusumawardani, 2020; Zubaidah, 2021; Putra, 2019).
Overall Assessment	The KLIMIS program planning represents a practical application of effective school literacy planning, integrating needs-based analysis, strong leadership, and alignment with national literacy policy frameworks.

3.2. Implementaion of the KLIMIS Literacy Program

The implementation of the KLIMIS Literacy Program at SDN Kembangan Utara 04 demonstrates a systematic, structured, and consistent approach. The program extends beyond the conventional ten-minute reading activity before lessons by incorporating a range of literacy activities conducted every Thursday, such as storytelling, poetry reading, and *pantun* (rhymed verse) recitation. These activities create opportunities for students to develop both academic and non-academic potential while also providing targeted support for those who struggle with reading. This is realized through a "Reading Clinic," where teachers identify students in each class who have not yet mastered reading and provide them with remedial assistance after school. In addition, each class has a scheduled visit to the school library.

These findings indicate that KLIMIS serves not merely as a routine activity but as an innovative program focused on strengthening students' basic literacy competencies and communication skills. The literacy practices implemented at SDN Kembangan Utara 04 are directed not only toward improving technical reading ability but also toward fostering text comprehension, linking reading materials to personal experience, and cultivating critical and creative thinking skills (Kemendikbud, 2019). Therefore, the KLIMIS program aligns with the principles of literacy-based learning, as it provides students with opportunities to respond to various texts—both enrichment materials and academic content—thereby contributing to their overall academic performance.

Within the theoretical framework of the *School Literacy Movement* (Gerakan Literasi Sekolah/GLS), as outlined by the Ministry of Education and Culture (Kemendikbud, 2019), the implementation of KLIMIS reflects the three main stages of GLS: habituation, development, and learning. First, activities such as joint reading and the ten-minute reading session before lessons represent the *habituation stage*, designed to cultivate students' reading interest through consistent routines. Second, diverse activities like storytelling, poetry reading, and *pantun* performance illustrate the *development stage*, where students not only read but also engage creatively through oral expression and literary appreciation. Third, the program's orientation toward text comprehension, critical thinking, and improved academic achievement reflects the

learning stage, where literacy becomes integrated into the broader educational process across subjects.

Furthermore, documentation such as photos, videos, activity schedules, program guidelines, and literacy modules demonstrates that the KLIMIS program is designed with clear objectives, measurable evaluation mechanisms, and adaptive implementation strategies. This aligns with Rokhimawan's (2020) view that successful literacy implementation in schools requires careful planning, structured management, and continuous evaluation to address students' learning needs contextually.

The involvement of various stakeholders—including the school principal, teachers, librarian, parents, and external partners such as the West Jakarta Mobile Library Service—indicates that KLIMIS is a collaborative literacy initiative. This finding supports the research of Pertiwi and Dewi (2021), who assert that the success of literacy programs is highly influenced by multi-stakeholder collaboration, both within and beyond the school environment, as collective support strengthens the sustainability of literacy ecosystems.

In conclusion, the implementation of the KLIMIS Literacy Program at SDN Kembangan Utara 04 aligns with the theoretical framework of literacy-based learning. The program effectively facilitates students in developing reading comprehension, critical thinking, and creative communication skills, while also demonstrating evaluation mechanisms and collaborative efforts that ensure its sustainability. Therefore, KLIMIS functions not only as a routine school activity but as an innovative literacy initiative that significantly contributes to improving the quality of elementary education.

Aspect	Description
Implementation Model	The KLIMIS Literacy Program is implemented in a systematic, structured, and consistent manner, extending beyond conventional ten-minute reading activities through comprehensive weekly literacy sessions.
Implementation Schedule	Literacy activities are conducted every Thursday, complemented by daily ten-minute reading sessions before lessons.
Types of Literacy Activities	Storytelling, poetry reading, pantun recitation, joint reading sessions, public speaking activities, and scheduled class visits to the school library.
Support for Low-Reading Students	The program includes a "Reading Clinic," where teachers identify students with low reading proficiency and provide remedial reading assistance after school.
Literacy Focus	The implementation emphasizes not only technical reading skills but also text comprehension, critical thinking, creative expression, and the ability to relate texts to personal experiences (Kemendikbud, 2019).
GLS Framework Alignment	The program reflects all three stages of the School Literacy Movement (GLS): habituation (routine reading activities), development (creative and expressive literacy activities), and learning (integration of literacy with academic achievement).
Learning Orientation	Literacy is integrated into subject learning to support comprehension, academic performance, and preparation for the Asesmen Nasional Berbasis Komputer (ANBK).
Documentation and Evaluation	Program implementation is supported by structured documentation, including photos, videos, activity schedules, program guidelines, and literacy modules, enabling measurable evaluation and continuous improvement.
Stakeholder Involvement	The program involves collaborative participation from the school principal, teachers, librarian, parents, and external partners such as the West Jakarta Mobile Library Service.

Theoretical Support	The implementation aligns with literacy implementation theories emphasizing structured management, adaptability, collaboration, and continuous evaluation (Rokhimawan, 2020; Pertiwi & Dewi, 2021).
Overall Assessment	The KLIMIS program functions as an innovative literacy initiative that strengthens students' literacy competencies, communication skills, and academic achievement while ensuring program sustainability through collaboration and evaluation.

3.3. Evaluation of the KLIMIS Literacy Program

The KLIMIS Literacy Program at SDN Kembangan Utara 04 has proven to produce a significant positive impact on students' literacy development. The program successfully enhanced students' reading skills, text comprehension, and reading motivation, as evidenced by the increasing number of students categorized as fluent readers, the high frequency of book borrowing, and students' active participation in regular literacy activities. The impact extends beyond the cognitive domain to the affective and social domains, including the growth of self-confidence, expressive ability, and student involvement in literacy competitions both within and outside the school.

These findings align with Arifin and Kusumawardani (2020), who state that literacy program evaluation should not solely measure reading achievement but also consider the development of students' attitudes, communication skills, and active participation in literacy activities. Evaluation in this context does not merely focus on academic outcomes but also examines the extent to which the program fosters a school-wide literacy culture.

In implementing the KLIMIS Literacy Program, SDN Kembangan Utara 04 faced several challenges, including the influence of gadget use, limited book collections, inadequate library facilities, and varying literacy abilities among students. These challenges highlight the need for continuous evaluation to ensure that literacy programs remain responsive to students' evolving needs. This is consistent with Fitriyani's (2019) assertion that literacy program evaluation should include the identification of obstacles and the formulation of adaptive strategies to maintain program relevance and sustainability.

The school has adopted several adaptive measures, such as integrating digital literacy, collaborating with the West Jakarta Mobile Library Service, promoting peer collaboration, and strengthening support from teachers, parents, and local authorities. These actions represent formative evaluation practices that directly improve program implementation. According to Wiratama (2021), educational program evaluation should not merely function as a summative assessment but serve as a reflective and continuous improvement process aimed at enhancing the quality of literacy activities.

Through triangulation of data sources—including student literacy assessment records, participation data, and program improvement reports—it can be concluded that the KLIMIS Literacy Program has made a tangible contribution to building a literacy-oriented culture at SDN Kembangan Utara 04. The school's evaluation process emphasizes not only the improvement of academic achievement but also the sustainability of the program by fostering students' social skills, learning motivation, and consistent reading interest. This demonstrates that KLIMIS aligns with the principles of literacy program evaluation that emphasize holistic, adaptive, and sustainable development.

Evaluation Aspect	Findings
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Impact on Reading Skills	The program significantly improved students' reading fluency and text comprehension, as indicated by the increasing number of fluent readers and improved literacy assessment results.
Reading Motivation	Students demonstrated higher reading motivation, reflected in the increased frequency of book borrowing and active participation in literacy activities.
Affective and Social Development	The program fostered students' self-confidence, expressive abilities, and social participation, including involvement in literacy competitions at school and external levels.
Literacy Culture Development	KLIMIS contributed to the establishment of a school-wide literacy culture, emphasizing habitual reading, creative expression, and active literacy engagement.
Evaluation Orientation	Evaluation focused not only on academic achievement but also on students' attitudes, communication skills, and active participation in literacy activities (Arifin & Kusumawardani, 2020).
Challenges Identified	Challenges included excessive gadget use, limited book collections, inadequate library facilities, and diverse literacy skill levels among students.
Formative Evaluation Practices	Continuous evaluation was conducted through identification of obstacles and implementation of adaptive strategies to improve program relevance and sustainability (Fitriyani, 2019).
Adaptive Improvement Strategies	The school integrated digital literacy, collaborated with the We

4. CONCLUSION

Based on the findings of this study on the implementation of the School Literacy Movement through the KLIMIS Literacy Program at SDN Kembangan Utara 04, it can be concluded that the program has been implemented in a systematic, well-structured, and sustainable manner. In the planning stage, the school designed literacy activities grounded in students' needs analysis and effectively optimized available resources. During the implementation stage, KLIMIS promoted a variety of creative literacy activities such as reading habituation, storytelling, poetry reading, and personalized reading clinics for struggling students demonstrating that the program functions not merely as a routine activity but as an innovative literacy initiative that fosters reading interest, critical thinking, and communication skills.

The evaluation stage revealed that the KLIMIS Literacy Program produced a significant positive impact on students' literacy proficiency, learning motivation, and school-wide reading culture. Continuous evaluation was carried out through observation, reflection, and collaboration among the principal, teachers, librarians, parents, and external partners. Consequently, KLIMIS has contributed to strengthening a collaborative and adaptive literacy ecosystem that supports the improvement of primary education quality.

Overall, this study confirms that the implementation of the KLIMIS Literacy Program aligns with the core principles of the School Literacy Movement (GLS) established by the Ministry of Education, encompassing the stages of habituation, development, and learning. The program can therefore be regarded as a best practice model for fostering a sustainable school literacy culture that meaningfully enhances the quality of teaching and learning.

Based on the findings, several practical recommendations are proposed. School administrators are encouraged to conduct regular literacy needs assessments and integrate literacy programs into school policy and annual planning. Teachers and librarians should collaboratively design diverse and engaging literacy activities that address students' varying literacy levels. Policymakers are advised to support school-based literacy innovations by

providing adequate funding, improving library infrastructure, and facilitating partnerships with external literacy institutions, such as mobile library services. This study is limited to a single public elementary school and employs a qualitative descriptive approach, which may restrict the generalizability of the findings. Additionally, the study relies primarily on qualitative data without longitudinal measurement of students' literacy achievement, making it difficult to capture long-term program impacts.

Future studies are recommended to employ mixed-method or longitudinal designs to measure literacy improvement quantitatively over time. Comparative studies across multiple schools or regions would also be valuable in examining the effectiveness of similar literacy programs in different contexts. Further research may explore the role of digital literacy integration and parental involvement in sustaining school literacy initiatives.

To scale the KLIMIS Literacy Program to other schools, it is recommended that education authorities develop a flexible implementation guideline based on the KLIMIS model, allowing adaptation to local contexts and resource availability. Capacity-building programs for principals, teachers, and librarians should be provided to strengthen literacy leadership and program management. Through structured support and contextual adaptation, the KLIMIS program has the potential to be replicated as a sustainable literacy model in other elementary schools.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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