THE EFFECT OF LITERACY PROGRAMMED TOWARD STUDENTS' READING INTEREST IN ELEMENTARY SCHOOL

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Abstract

Literacy programed give positive effect toward students' reading interest. The research aimed to find out the effect of Literacy Programmed toward Students' Reading Interest in Fourth and Fifth Grade at Public Elementary School of 010 Tembilahan Hulu. This research was quantitative research. The participants consisted of 25 students. It took by using random sampling technique. Data collection used questionnaires, and documentation. The data analyzed using simple linear regression. The results showed that the Fhitung $14{,}66 \geq$ Ftabel $4{,}28$, so Ha is received and H0 is rejected. It means that there is a significance effect between literacy program of reading fifteen minutes before learning toward Students Reading Interest at Public Elementary School of 010 Tembilahan Hulu. The results suggest that school should have fixed schedule for visiting library as a part of literacy program which help students achieve reading interest.

Keywords: *Literacy Programme, Students' Reading Interest, Elementary School.*

Abstrak

Program literasi memberikan pengaruh positif terhadap minat baca siswa. Penelitian ini bertujuan untuk mengetahui pengaruh Program Literasi terhadap Minat Baca Siswa Kelas IV dan V di Sekolah Dasar Negeri 010 Tembilahan Hulu. Penelitian ini merupakan penelitian kuantitatif. Partisipan penelitian ini terdiri dari 25 siswa. Pengambilan sampel dilakukan dengan menggunakan teknik random sampling. Pengumpulan data menggunakan angket dan dokumentasi. Data dianalisis dengan menggunakan regresi linier sederhana. Hasil penelitian menunjukkan bahwa F_{hitung} $14{,}66 \geq F_{\text{tabel}}$ $4{,}28$, sehingga H_a diterima dan H_0 ditolak. Hal ini berarti terdapat pengaruh yang signifikan antara program literasi membaca lima belas menit sebelum pembelajaran terhadap minat baca siswa di Sekolah Dasar Negeri 010 Tembilahan Hulu. Penelitian ini menyarankan sekolah untuk memiliki jadwal kunjungan perpustakaan sebagai bagian dari program literasi yang akan menimbulkan dan meningkatkan minat baca siswa.

Kata Kunci: *Program Literasi, Minat Baca Siswa, Sekolah Dasar.*

INTRODUCTION

Reading interest refers to person's desire or interest in reading activities continuously and pleasure. In other word, reading interest means an encouragement that

make someone do reading activities by themselves without forcing [1] (Nopita & Dafit, 2021). Other views said that reading interest is someone's desires or students toward reading which bring up wish and ability to read after that following by real interest reading activity [2] (Kanusta et al., 2021). Besides that, reading interest is also as an activity encouraged by own desire to understand meaning of a reading to obtain information and the higher a person's interest in reading , the higher the desire to read [3] (Hartini et al., 2023). As the result, reading interest is someone's awareness of reading because an encouragement within yourself without coercion.

Students who have reading interest have characteristics such as need to read a book, desire to find book reading material, enjoy when reading a book, interest in book, desire to read book,. follow-up (from reading activity) [4] (Astuti, 2021). But, Reading interest in Indonesia is still low [5] (Hader et al., 2023). Low reading ability show that education activities cannot build students' reading interest [6] (Elita & Supriyanto, 2019). Low reading interest is an obstacle to build students' reading ability [6] (Elita & Supriyanto, 2019). Indonesia is the condition of reading emergency and its influence the nation future, beside that students' interest in visiting library is also still low [7] (Nailufar et al., 2022). Students' reading interest at SDN 010 Tembilahan Hulu is still low and students' enthusiasm for literacy program is lacking. It is because the students are not happy when the teacher ask them to read a book, it show by their facial expression. The students dislike to find reading book material, low interest in reading a book, it is showed that the students only read the book when the teacher ask them to read, the learners rarely visit the library because the library has few visitors.

One of ways to increase reading interest is implement the program of literacy [5] (Hader et al., 2023). Literacy program is also known as School Literacy Movement (GLS) as one of mandatory program at school to improve students' devotion toward reading and creating literate school environment [8] (Bareki et al., 2024). The school applies school literacy movement to encourage and build reading habitual and students; reading interest is improving [9] (Aziz & Nugraheni, 2022). Reading interest has important role especially reading during fifteen minutes before learning because through this activity the teacher can see/build students' reading interest step by step and School literacy program has significant effect towards students' reading interest in elementary school because its encourage students to be more interested in reading [5] (Hader et al., 2023). Literacy program has positive effect toward reading interest because the more students who contribute and take part in school literacy movement activities effectively, the more student' interest in reading [10] (Finishi & Friyatmi, 2023). Besides that, government make a specific program that named is School Education Development (GLS) to help Indonesian students in having reading interest and become a culture in people's lives [11] (Hasanah & Akbar, 2024). The aims of school literacy movement is training and motivating students to read and develop character to produce students who have high literacy ability, and one of the practices of literacy movement is reading non-academic book for 15 minutes before learning begins [3] (Hartini et al., 2023).

Some research have done about the effect of literacy programmed toward students' reading Interest in elementary school such as [12] (Iskandar et al., 2023), the result show that there is significance effect of literacy activity toward students' reading interest fifth grade students at SD Inpres Bontomanai Kecamatan Tamalate Kota Makasar. The implementation of literacy program gives positive and significance effect towards students' reading interest at SMPN 1 Tilango Gorontalo regency because school literacy program has integrated by K-13 Curriculum, libraray utilization in literacy

program, literacy programgiven positive habitual to the learners, students provided convenience to comprehend learning material and given space for the students to express themselves [13] (Kiayi et al., 2022). Program literacy has positive and significance effect towards students' reading interest at eight grade students in SMPn 3 Gorontalo because as better as the literacy programs, the more increase students' interest in reading [14] (Ahmad et al., 2024). Basic literacy programs has significance effect towards students' reading interest at fourth grade students Advent Tomohon, because illiteracy activities the learners independently choose some reading book at reading corner, the teacherimplemented DEAR activities (drop everything and read) to develop students' reading ability in literacy activities, students give positive respond toward reading material like the learners can answer the teacher's question, students use some reading strategies in literacy activities such as spelling, sound the initial letter, read aloud, read by pointing to the letters [15] (Mentu & Makawawa, 2023).

The research aim is to find out the effect of literacy program towards students' reading interest at high grades students (IV and V) in SDN 010 Tembilahan Hulu

LITERATURE REVIEW
A. Literacy program

Literacy program is school mandatory program to help students have high devotion to read and build literate school environment and also a planning structured and sustainable activity to improve reading and writing ability, and to comprehend the information critically. Besides that this program is known as school literacy movement (GLS) [8] (Bareki et al., 2024). Literacy program is also overall ways and continuity to make school as teaching organization who literate schoolers by involving stakeholders in education sector [16] (Iflaha, 2020). Besides that, literacy program refers to a process to create literate school people include students, teacher, staff, and school can create literate culture [17] (Faiza & Sya;bani, 2020). This program define as systematically and continuity effort to improve students' literacy ability. Hence, literacy program is a program to build school literate environment, to improve students' reading interest and ability.

School literacy program or school literacy movement (GLS) has purpose to encourage and build reading habitual therefore reading interest is increasing [9] (Aziz & Nugraheni, 2022).the advantages of school literacy movement is to improve reading ability, additional students'vocabulary and knowledge, creativity through work creating [8] (Bareki et al., 2024). Teguh in Aziz said that school literacy movement has aim to make a school as a community that has high commitment and reading culture and also has comprehensive writing ability [9] (Aziz & Nugraheni, 2022). Hence, the aim of literacy program is building students habitual in reading to get new vocabularies and knowledge and then their reading ability will improve.

Implementing literacy program can do based on three stages, they are habituation, development, and learning [16] (Iflaha, 2020). Fisrt, Habituation. This step has aim to build students' reading interest at school [8] (Bareki et al., 2024). The activity in habitual stage is choosing reading book which is suitable to students' interest and age [18] (Septiani et al., 2022). Teguh in Iflaha said that Focus activities of this stage include: first, reading for fifteen minutes before teaching and learning through reading aloud and sustained silent reading. Second, building a physical school surrounding which literate by facilitating school libraray [16] (Iflaha, 2020).

Second, Development. Students improve their reading literacy in this step through relating a reading book with daily life and learn to think critically and creatively [18] (Septiani et al., 2022). Activity focus on development stage are: first, reading for fifteen minutes before teaching and learning everyday through reading aloud, silent reading, integrated reading, and nonacademic activity such as making story map using graphic organizer, and talk book. Second, developing physical surrounding, social, affective, literate school, and creating school ecosystem that is appreciating openness and indulgence to knowledge. Third, literacy ability development through activities in school library, city/region library or community reading garden, class reading corner [16] (Iflaha, 2020).

Third, Learning. Reading activities in this stage to support the implementation of 2013 curriculum which require learners to read non-academic book include global knowledge book, specific interest, multimodal texts, or related to a subject [16] (Iflaha, 2020). This purpose can be received if the students be literate person because they have literacy knowledge in their selves to complete their ability [16] (Iflaha, 2020). Ahmad Sugandi in Iflaha said that activities are focus on these steps. First, reading activity for fifteen minutes before teaching and learning through read aloud, silent reading, integrated reading for academic or nonacademic books. Second, teaching literacy, it based on the 2013 curriculum.next steps, Implement some strategies to comprehend text in all subjects (such as graphics orginizers). The last is Applying physical environment effective social, academic, and various reading (print, visual,auditory, digital) which improve literacy besides textbooks to enrich internal knowledge subjects [16] (Iflaha, 2020).

Besides that, arrangement of Facilities and Literacy-Rich Environment involve: Elementary School Library (The function of Elementary School Library is as knowledge management center and learning sources in Elementary School. It managed by library team include professional staff in managing literacy sources and it has to support by various application systems to record visitors, reading activities, and other literacy facilities), class reading corner (It refers to a class corner with book collection which is interested arrangement to build students' reading interest and reading corner is managed by teacher, students, or parents), reading area (this are involve school surrounding such as foyer, corridor, yard, garden, room, classroom, place of worship, parking place, principal's room, teacher's room, parents' waiting room, and toilet), creating reading sources surrounding in Literacy Programs at Schools (the purpose is to build literacy culture in school surrounding such as display students work, posters, daily schedule clipping at madding).

The literacy programs in Elementary school involve library mandatory visiting for every class based on schedule, reading for fifteen minutes before learning begin, reading, writing, and counting activities, madding activation, reading a favorite book, giving reward to students who are active in visiting library [19] (Lestari & Septianingrum, 2019). Other opinions state that there are some literacy programs, they are: practicing the learners to read and listen, adding reading collection to support students in doing literacy, suggesting the learners to choose good reading book based on their interested in reading, determining the mandatory visiting schedule to the library on literacy time, applying graphic design setting to literacy program [20] (Kemendikbud, 2018).

B. Reading Interest

Reading Interest is encouragement that influence behaviour or action to have pleasure feeling and interested in reading activities [21] (Jannah et al., 2022). Another view states that reading interest refers someone's desire to read and someone who has high reading interest will find reading sources based on their wish [22] (Fhadillah, 2020). In addition, interesting in reading is strong desire within individual and following by individual effort in reading process [23] (Ama, 2021). In reading interest is contained by desire element, attention, awareness, and pleasure to read and if someone have reading interest they often want to read [24] (Zelpamailiani, 2020).

The teacher can improve students' reading interest by: first, requiring support from parents, teachers, and their friends. Second, asking the learners to read books before learning begin. Third, choosing reading that students' like but educated. Forth, giving positive effect so that the students like to read. Fifth, utilising existing facilities and infrastructure [25] (Hadi et al., 2023). The manners of improving students' reading interest correlate to some factors, they are: first, teaching and learning sources (the learners are guided to be able to comprehend idea, improve vocabulary, interpret and decide, comprehend the aim of reading). Second, supporting factors (learning atmosphere, students' note, dictionary, school library, and own library). Third, teachers' factors (the teacher as a model of good reader, the teachers have knowledge about good reading, the teachers share their reading experiences, the teachers have good preparation) [24] (Zelpamailiani, 2020).

In addition, the ways to maintain students' reading interest by adding facilities and infrastructures such as several of reading books, cooperation between schools and parents to give students chance to read the book he likes, and build network of playmates who have good interest in reading [26] (Afriani et al., 2021). Besides that, there are some strategies to build students' reading interest from early age. First, they are: increasing book exhibition frequency in each city/district by involving publishers, libraries, book-loving communities, The Ministry of National Education and schools and the students must visit the book exhibition. Second, providing a lot of books. Third, taking the time to read. Forth, reading book every day. Fifth, telling the result of reading book. Sixth, inviting the learners to buy books. Seventh, creating surrounding that build learners' reading interest at home or school [27] (Yuliana, 2023). The indicators of reading interest is first, having pleasure while reading a book, need of reading book, interested in book, desire to read book, desire to find sources of reading book [28] (Utami et al., 2018).

Factors that influence students' reading interest are internal factors (feeling, attention, motivation) and external factors (teachers' role, surrounding, family, and facilities) [22] (Fhadillah, 2020). In addition, some factors that influence the students' reading interest is environment, technology development, copy-paste culture, inadequate facilities, lack of motivation, instant generation, and own intention [25] (Hadi et al., 2023). In addition, students' high interest in reading because of some factors such as surrounding, available facilities of reading books, and supporting from family [26] (Afriani et al., 2021). High and low book reading interest of the learners influence by internal factors (the students does not enjoy while reading, there is no wish to read, lack of awareness of reading book is important), and external factors (the books are not interesting in reading, the environment in not supporting the students to read) [29] (Shofiyah et al., 2023). Low

reading interest is influenced by books prices are still expensive, library facilities are lack, lack of attention and motivation from family and environment to build students' reading interest in early age [30] (Yoni, 2020).

RESEARCH METHOD

The research design is quantitative method. Quantitative method is an investigation of social problem based on theory testing that consist of variable, measured numerically, and analyzed by statistical procedures to determine whether the theory's predictive generalization are true [31] (Arif, 2019). The research phases are collecting quantitative data through questioners and observe some documents to support the questioners' result. The participants consisted of 25 students at high grade students (IV and V) in SDN 010 Tembilahan Hulu using Random Sampling technique. The ways of choosing the participants are draw lots system. Thus, 25 high grade learners (IV, and V) become the research sample.

Collecting research data, the writers use questioner and documentation. The sheet of questioner form consist of written question or statement and the aim is getting information from respondents about he experienced and known [32] (Barlian, 2009). Documentation is a way to collect research data indirectly, it means the data gets from supporting documents relate to research data [32] (Barlian, 2009). In collecting the data, the researcher used the following procedures, such as:

a. The questioner sheet consists of some indicators which focus on school literacy program in Elementary school and students' reading interest. The sheet answer consist of strongly agree, agree, disagree, and strongly disagree answer.

b. The documentation used to observe some schools' documents which relate to school literacy program and reading interest.

The researcher analyzed the data according to the characteristics and purpose of data, as follows: The questioner's data analyzed by using simple linear regression. Finding the categorized of research result by using presentation formula which included very good, good, enough, and poor categorized.

FINDINGS AND DISCUSSION

The findings are related to school literacy programs and students' reading interest at Public Elementary School of 010 Tembilahan Hulu. The data presented in the table below:

Table 1: school literacy program at Elementary school

No	Statements	Answer alternatives				Amount	Persentage
		Strongly Agree	Agree	Doubt	Disagree		
1	School literacy program train the learners to read and listen	10	7	6	2	25	100%
2	School literacy program has a lot of reading	7	11	4	3	25	100%

No	Statement					Amount	Percentage
	collection in supporting students' literation.						
3	The guider of School literacy program suggest the learners to choose good reading books based on their interested in.	6	12	5	2	25	100%
4	The guider of school literacy program determine the mandatory visit schedule to library at literacy time	15	5	2	3	25	100%
5	School literacy program use graphic designed setting	5	5	10	5	25	100%
	Amount	43	40	27	15	125	100%

The table shows that 10 out of 25 learners felt school literacy program had guided them to read and listen. These means the students have awareness about the important of reading. 15 learners out of 25 students said school literacy program had mandatory visit schedule to library at literacy time. It shows that school literacy program at SDN 010 Tembilahan Hulu have done good because based on the result of percentage analysed the implementation of school literacy program espescially 15 minutes before learning begin is 72,2%. It categorized "good" because it is in 61%-80% interval [33] (Riduwan, 2015).

Table 2
Students' Reading Interest

No	Statement	Alternative Answers				Amount	Percentage
		Strongly Agree	Agree	Doubt	Disagree		
1	I enjoy reading a book wherever I am	9	10	4	2	25	100%
2	I really need a book to read	16	4	1	4	25	100%
3	I am interested in reading books	6	7	8	4	25	100%
4	I have strong desire to read books	5	12	3	5	25	100%
5	I am looking for a	10	5	7	3	25	100%

book to use as reading material				
Amount	48	38	23	18

The table shows that from 25 students only 10 students comfort in reading a book wherever they are, 16 learners feel have to read a book, 12 learners have high desire in reading book, 10 students aware that using books as reading material, however 6 students interested in reading a book. It means that the learners does not like to read a book or they do not really want to read book if they do not have task, homework or exam from the teachers. Thus, students' reading interest at SDN 010 Tembilahan Hulu is at 74% and it categorized is "good" because it is in 61%-80% interval [33] (Riduwan, 2015).

Based on the data analysed using simple linier regression, it found that Fcount = 14,66 Ftable=4,28. So, Fcount =14,66 ≥ Ftable=4,28. It means Ha is accepted and Ho is rejected. Therefore there is significance and positive effect between literacy program of 15 minute before learning begin towards students' reading interest at SDn 010 Tembilahan Kota.

Picture 1
Curva
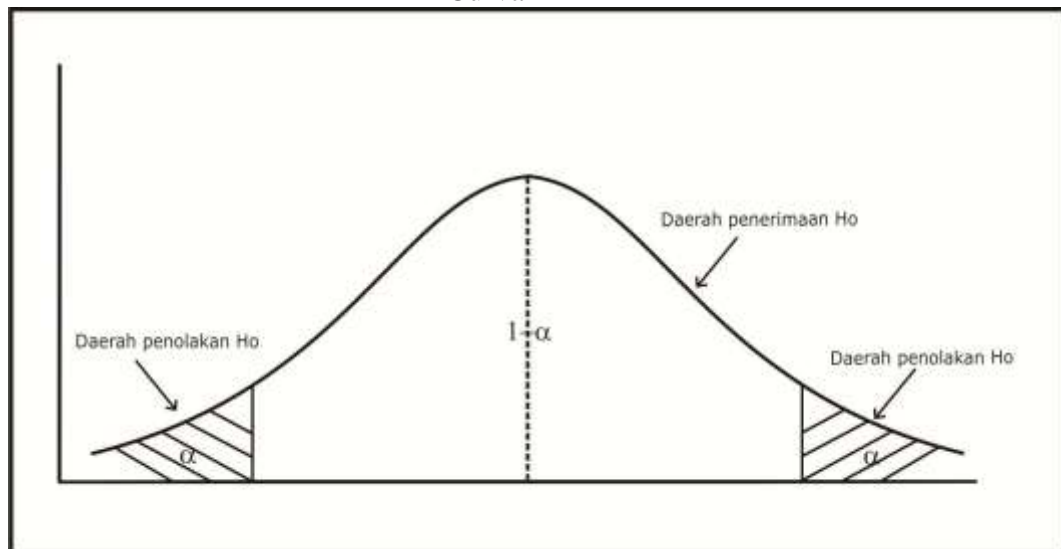
It shown that f_{count} in H_o rejection area so H_a is eccepted and H_o is rejected. It means there is a signifance and positive effect between school literacy program 15 minutes before learning begin toward students' reading interest at SDN 010 Tembilahan Hulu.

Based on the findings above, the researcher discussed the results as follows:

First, school literacy program 15 minute before learning begin at SDN 010 Tembilahan Hulu had done "good" and the learners like all programs of school literacy because they follow the programs well at the school. It is also can see on the students questioner answer, they mention that the literacy program at school train them to read and listen. It means the learners do not feel they are forcing to read but they enjoy reading activities in literacy program. Besides that the learners like their school literacy program because they have humble literacy guider at school. Sometimes, students confused to choose which one the best book to choose and read at the library because there are a lot of books there. In this situation, the

literacy guider will ask them about what books do you like or the genres of story do you like' and then suggest them to choose and read some books related to their interest. Following school literacy program make students interested in reading and listening activities.

These findings relate to Hader's theory, literacy program has some advantages such as encourage leaners to be more interested in reading, and improving students' learning outcomes. It show that literacy program has important role in improving reading interest and learning outcomes [5]. Second, it refers to students' reading interest. It categorized is "good". The students enjoy read books anywhere they are and feel they need to read book sometimes. But some students does not interested in reading book because almost of them only read book when they need it as reading material, task, homework, or exam. Besides that the books in the library is not interesting for them, so the learners do not want read it. Moreover, the students have low reading habit. That means they have lack of awareness that reading interest is important to improve knowledge, though, and behaviour.

This finding is in line with Sari, reading interest is still low because of students' reading ability and reading habit. The students have lack of reading fluency, difficult in understanding words meaning, do not take time to read, rarely visiting library for reading book [34]. Thus, it can be concluded that literacy program 15 minutes before learning begin give positive and significance effect toward students' reading interst at SDN 010 Tembilahan Hulu

CONCLUSIONS AND SUGGESTIONS

Based on the research findings and discussions, it can be concluded that there is positive and significance effect between literacy program of 15 minutes before learning begins towards students' reading interest at SDN 010 Tembilahan Hulu because Fcount $14,66 \geq$ Ftable 4,28, therefore Ha is accepted and Ho is rejected. The researcher puts forward the following suggestions:

a. For learners, this research result explain that literacy program can encourage and improve their interested in reading activities and it will influence their learning achievement. As more as they read, more knowledge they get. Reading literacy program as one of ways to improve learning score. Thus, take more care and serious to the literacy program.
b. For teachers, take more attention to the literacy activities of reading 15 minutes before learning begin include supervision, providing reading books to support literacy. Providing good direction to the learners in implementing the reading literacy program 15 minute before studying.
c. For further researchers, this research will provide valuable information about the effect of reading literacy program 15 minutes before learning towards students' reading interest. The researcher can use the results of this research as a useful reference and also in carrying out their research, they can carry out literacy numeracy, obstacle in implementing literacy program.

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