



Increasing Interest In Reading Through the School Literacy Movement Program in Class IV State Elementary School 27 Pontianak Timur

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Article Info	Abstract
Article History Received: 2024-08-07 Revised: 2024-09-22 Published: 2024-10-07 Keywords: <i>School Literacy Movement; Implementation; Principles of School Literacy Movement,</i>	This study aims to determine the implementation of GLS in Class IV State Elementary School Negeri 27 East Pontianak through the application of GLS principles and its impact on students' interest in reading. The research method used was descriptive qualitative with data collection techniques of observation, interview and documentation. The results showed that the implementation of GLS at Class IV State Elementary School Negeri 27 East Pontianak was carried out through reading habit 15 minutes before lessons, providing reading materials at school, teachers giving reading examples, and students forming reading study groups. However, the utilization of technology in GLS has not been maximized. The positive impact of GLS on students' reading interest is characterized by an increase in the number of library visits and students actively reading outside of class hours. Lack of facilities such as a narrow reading room is an obstacle. Based on the results of the study, strategies are needed to improve the implementation of GLS through the utilization of technology and improvement of supporting facilities. This aims to realize a sustainable literacy culture at Class IV State Elementary School Negeri 27 East Pontianak.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-08-07 Direvisi: 2024-09-22 Dipublikasi: 2024-10-07 Kata kunci: <i>Gerakan Literasi Sekolah; Implementasi; Prinsip-prinsip Gerakan Literasi Sekolah.</i>	Penelitian ini bertujuan untuk mengetahui implementasi GLS di kelas IV Sekolah Dasar Negeri 27 Pontianak Timur melalui penerapan prinsip-prinsip GLS dan dampaknya terhadap minat baca siswa. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi GLS di kelas IV Sekolah Dasar Negeri 27 Pontianak Timur dilakukan melalui pembiasaan membaca 15 menit sebelum pelajaran, menyediakan bahan bacaan disekolah, guru memberikan contoh membaca, serta siswa membentuk kelompok belajar baca. Akan tetapi, pemanfaatan teknologi dalam GLS belum maksimal. Dampak positif GLS terhadap minat baca siswa ditandai dengan peningkatan jumlah kunjungan perpustakaan dan siswa aktif membaca diluar jam pelajaran. Kekurangan sarana seperti ruang baca yang sempit menjadi hambatan. Berdasarkan hasil penelitian, perlu strategi untuk meningkatkan implementasi GLS lewat pemanfaatan teknologi dan perbaikan sarana pendukung. Hal ini bertujuan untuk mewujudkan budaya literasi yang berkelanjutan di kelas IV Sekolah Dasar Negeri 27 Pontianak Timur.

I. INTRODUCTION

Based on the Regulation of the Minister of Education and Culture No. 21/2015 on Cultivating Budi Pekerti, the School Literacy Movement (GLS) program supports Budi Pekerti cultivation initiatives. This movement includes "15 minutes of reading non-lesson books before learning time begins". This activity is carried out to increase learners' interest in reading and improve their reading skills so that they can better master knowledge. Reading materials contain moral principles and local, national, and global wisdom, delivered in accordance with students' developmental stages. (Wandasari, 2017) This GSL activity focuses on higher order thinking skills (HOTS, higher order reasoning

skills), 21st century competencies (critical, creative, communicative and collaborative thinking skills) and strengthening character education. The purpose of this activity is to ensure that the 2013 Curriculum for each lesson remains consistent. Stakeholders at the central, provincial and district/city levels are involved in this breakthrough. The success of GSL depends on the participation of parents and communities. In addition, the implementation of GSL requires the participation of various stakeholders, including the Ministry of Education and Culture and other parties concerned with school literacy. (Ministry of Education's School Literacy Movement Task Force Published 2019))

Based on survey data from the Central Statistics Agency (BPS) in 2023, the illiteracy rate of the 10-year-old population in Indonesia was 3.18%. This shows the lowest rate in the past 12 years. In 2024 the highest illiteracy rate occurred in 2011 at 6.44%. Then the illiteracy rate is relatively high in 2023 and is spread across five regions from 34 provinces in Indonesia. The five provinces are Papua Province which has an illiteracy rate of 15.12 %, West Nusa Tenggara Province which has an illiteracy rate of 9.79 %, East Java Province with 5.83 %, Southern Province with 5.62 % and Central Java Province with 5.18 %. (Litbang Kompas/RNA), 2023)

The data above shows that literacy in Indonesia is on the brink of crisis. In Papua province, the high illiteracy rate is the result of a number of problems. Firstly, poor school facilities and infrastructure, and secondly, teacher activity levels. This has an impact on the passing scores of primary school students who want to continue to secondary school due to a lack of reading skills. One of the problems still faced today is the uneven availability of books in almost all parts of Indonesia, as well as the lack of encouragement and desire for students to read.

In today's information technology era, there are still students who don't read enough. In addition, participants are required to read and understand texts critically, analytically and reflectively. In addition, people must be able to adapt to technological advances and novelty. UNESCO strives to realize a more literate and sustainable literacy society in commemoration of International Literacy Day. When a society has broad knowledge and insight, it is considered advanced. Cultural literacy through reading or writing, either conventionally or digitally, is one way to acquire broad knowledge. (Nimas ayu, 2023)

Thus, the need for literacy in the modern era requires the government to provide education services. This is regulated in Article 31 Paragraph 3 of the 1945 Constitution, which stipulates that the government seeks and organizes a national education system that increases faith and piety and noble character in order to educate the nation's life. (Secretariat General of MPR RI 2020)

Literacy programs are aimed at improving intellectual, emotional, linguistic, aesthetic, social and spiritual intelligence, as well as the ability to be competitive to face the flow of technological and information advances. Literacy is also part of education. All students must recognize,

understand and apply the knowledge acquired at school.

PIRL 2018 data shows that Indonesia is ranked 74th out of 79 participating countries, with an average score of 371 and an OECD score of 489. In the Indonesia National Assessment Program (INAP) or the Indonesian Learner Competency Assessment (AKSI) in 2016, Puspendik Kemendikbud assessed the reading, mathematics, and science skills of class IV Special state elementary students. The results showed 46.83% were in the poor category, 47.11% were in the fair category, and only 6.06% were in the good category. (Arini Dwi Latifah, 2020)

This condition shows that Indonesian students still have low literacy levels and need to be improved. The government should be more assertive in addressing this issue by planning special programs to improve students' reading skills through activities in schools, families and communities. This study aims to explain the implementation of Permendikbud No. 21 of 2015 on Cultivating Budi Pekerti through the School Literacy Movement in Class IV State Elementary School Negeri 27 East Pontianak. Based on data from the Ministry of Education and Culture in 2023/2024, the school in Class IV State Elementary School Negeri 27 East Pontianak has 21 teachers, consisting of 15 class teachers and subject teachers. There are also 5 education personnel, including administration, library, security, cleaning, and school guards. 21 teachers This school uses curriculum 13, has 15 study groups, and has 9 classrooms and a library. (Dapodikbud., 2023)

Based on the above description, the focus of the problems in this study are how is the implementation of GSL principles at class IV State Elementary School Negeri 27 East Pontianak and what are the strengths, obstacles, opportunities, and threats in implementing GSL at class IV elementary Negeri 27 East Pontianak based on SWOT analysis.

II. METHOD

The School Literacy Movement (GLS), launched in March 2016 by the Ministry of Education and Culture, aims to foster a culture of reading and learning in schools by involving students, teachers, parents, and communities. This movement emphasizes collaboration and the development of lifelong learners through daily 15-minute reading activities. Classrooms are encouraged to set up reading corners, and literacy is integrated into the entire curriculum across subjects, with teachers playing a crucial

role as facilitators. The movement also recognizes literacy as a developmental process, catering to different stages of reading ability.

Key principles include:

1. A balanced literacy program, tailored to students' needs.
2. Integration of literacy into the curriculum for all subjects.
3. Frequent reading and writing activities.
4. Literacy that promotes oral culture and critical thinking.
5. Developing awareness of diversity through culturally rich materials.

Supporting factors include adequate facilities and reading materials, while obstacles include poor reading habits.

Literacy, as defined by UNESCO, includes not only reading and writing but also skills for the digital age. The concept has expanded to encompass:

1. Early Literacy (listening, speaking),
2. Basic Literacy (reading, writing, arithmetic),
3. Library Literacy (using libraries effectively),
4. Media Literacy (understanding different media),
5. Technology Literacy (using technology tools), and
6. Visual Literacy (interpreting visual materials).

Reading interest is driven by internal factors (ability, experience, motivation) and external factors (family, school environment, available materials). It plays a vital role in enhancing students' reading skills.

III. RESULT AND DISCUSSION

This chapter will explain the results obtained from field research and analysed or discussed, among others:

1. Profile of State Elementary School Negeri 27 East Pontianak Sub-district

State elementary school Negeri 27 East Pontianak District was established in 1980 and is located at Jalan Abdul Muis Perumnas III, Tanjung Hulu Village, East Pontianak District. This school has a National School Identification Number (NPSN) 30105395. Elementary school Negeri 27 Kecamatan East Pontianak has an accreditation of B. Despite being located in an urban area, Negeri 27 District East Pontianak can apply the discipline of punctual attendance for students, teachers, and athletes due to its location close to the center of government and ease of transportation. As part of a residential

complex, the school's physical environment is very supportive of the learning process as it is not too noisy with motorized vehicles.

Conditions at State Elementary School Negeri 27 East Pontianak show that the school environment is safe, as indicated by good psychological well-being and a low number of cases of bullying, corporal punishment, sexual violence and drug abuse. State Elementary School Negeri 27 East Pontianak is led by Mrs. Sofia, S.Pd., with 21 teachers, consisting of 15 class teachers and subject teachers. There are also 5 education personnel, including administration, library, security, cleaning, and school guards. All 21 teachers have a linear S1 background, with 9 of them having received certificates. SD 27 East Pontianak has a land area of 1,500 M2 and has 9 classrooms. SD 27 East Pontianak has 1 library and a total of 6 student sanitation rooms. The total number of students is 426 people. The number of male students is 229 people and 197 female students. (Kemendikbud, n.d.)

Table 1. Data on the number of elementary school 27 East Pontianak

Total Data	Total student
Total Students	426 person
Male	229 person
Female	197 person
Number of Teacher	21 person
Study Group	15 grup

Sources:

<https://sekolah.data.kemdikbud.go.id/index.php/chome/profil/00A57D09-30F5-E011-92E4-F14665226B55>

The Literacy School Movement is a concept that emphasises the importance of teachers having a broad range of competencies, including social, emotional and life skills, in addition to academic skills. One of the principles of GSL is as follows: Student-centred learning where students actively participate in the learning process and teachers act as facilitators. Character nurturing: Students are instilled with character values in addition to knowledge and skills.

Meaningful learning means that the subject matter is related to students' real life. Fun learning such as learning is made interesting so that students are not bored. Teacher competency development e.g. Teachers continue to learn and develop their skills. In general, Class IV of State Elementary School Negeri 27 East Pontianak has great potential

to implement the principles of GSL. Some things that can be done include. The curriculum used in class IV of elementary school Negeri 27 East Pontianak uses curriculum 13 Adapting the curriculum used to place more emphasis on active and student-centred learning. Training for teachers to improve competence in implementing student-centred learning and instilling character values. Training for teachers to improve competence in implementing student-centred learning and instilling character values.

Teachers and staff of elementary school Negeri 27 Kecamatan East Pontianak,

The elementary school staffing data consists of 24 people, including:

- Consists of the Principal, civil servant teachers, PPPK teachers, and honourarium staff.
- Personal identity includes NIP, name, gender, place/date of birth, employment status, and type of PTK (Educator and Education Personnel)
- There are 12 civil servant teachers who teach classes and subjects
- There are 7 PPPK teachers who teach classes and subjects
- There are 3 honorary staff who serve as administrative staff, library staff, and labourers.

The data above was obtained from the source of elementary school Negeri 27 East Pontianak District. In Class IV of State Elementary School 27 East Pontianak, teachers have implemented GSL from the beginning before the learning takes place. The implementation of GSL in the classroom was conditional. This was arrived at by one of the grade V teachers named Kamiati, she provided an evaluation of the reading materials of In Class IV of State Elementary School Negeri 27 East. In clas IV students enjoy reading books. Class IV students like stories about heroes, astronomy and folklore. (Kamiati, 2024).

In the learning space, students have not been able to master technology and teachers have not been able to apply interactive technology to class IV students.

Table 2 . Indicators of GSL success in class IV State Elementary School Negeri 27 East Pontianak

Principle	Indicators of Success	Proof of Success
Getting used to reading 15 minutes before learning	- Students are used to reading books from an early age. - Students can read fluently and understand the content.	Students can read story books fluently and reveal the content of the reading well. - Students can answer questions about the content of the reading correctly.
Making Reading a Fun Activity - Reading becomes a fun activity for students	- Students enjoy reading books in their free time. - Students voluntarily read books in the classroom reading corner	Students participate enthusiastically in literacy activities organized by the school. Students like folklore, astronomy and stories of national heroes.
Providing Diverse and Quality Reading Materials	- Students can choose books that suit their interests and developmental level	There are various types of books in the classroom reading corner, such as story books, books and poetry book. Students can borrow any book from the school library.
Setting a Good Example	Teachers and school staff set a good example in terms of reading. - Students saw that the adults around them love to read.	The teacher read books in front of the class consistently and periodically.
Creating a Reading Community	- Created a community of readers in the classroom. - Students motivate each other and increase their interest in reading.	- Students form study groups to read books together. - Students share books with their friends.
Utilizing Information and Communication Technology (ICT)	- ICT is utilized to increase students' interest in reading. - Students can read books easily and enjoyably through ICT.	- Students are not yet able to operate ICT and teachers are able to apply technology in learning.
Monitoring and evaluation	- Monitoring and evaluation of the implementation of the school literacy movement is conducted. - Students' reading learning progress is monitored regularly.	- Teachers conduct regular reading tests to monitor students' reading learning progress. Teachers collect feedback from students on the implementation of the school literacy movement.

- The Implementation of GSL Principles in Class IV of State Elementary school Negeri 27 East Pontianak

a) Strength

Learner Diversity Learners from various religious backgrounds can help the learning process and increase tolerance. Based on this data, the data of participants.

Table 3. Data on Class IV students

Name	Gender	Address	Birth	Religion
Afra Naila Ramadhani	P	Parit Baru	2013-07-26	Islam
Alvaro Nixon	Male	Pontianak	2013-01-15	Budha
Audilina Salsabilla	Female	Pontianak	2011-07-11	Islam
Christ Sandes Wilaya	Male	Pontianak	2012-11-08	Kristen
Daniel Arieta Nabunome	Male	Pontianak	2011-08-03	Kristen
Delina Dhea Aisyah	Female	Pontianak	2012-12-17	Islam
Dhafa Pratama	Male	SUNGAI NILAM	2013-05-17	Islam
Fadhil Affiq Gunawan	Male	Pontianak	2013-02-20	Islam
Fardiazio Satria Arinda	Male	Pontianak	2012-07-06	Islam
Pharel Andhika Putra	Male	Pemaranan	2013-05-13	Islam
Gio Budi Pratama	Male	Pontianak	2013-03-24	Islam
Gusti Ramadnan	Male	Pontianak	2013-07-22	Islam
Hanna Nailatul Izzah	Male	Pontianak	2012-12-09	Islam
Jessie Fidelia Pardede	Female	Sungai Dekan	2013-04-25	Islam
Jesyra Glatarya Boru Manik	Female	Pontianak	2012-08-10	Kristen
Leon Ribyrio	Male	Pontianak	2012-12-14	Kristen
Lovely Rheanda Alifia	Female	Pontianak	2012-07-20	Islam
Marcellino Kevin	Male	Pontianak	2013-03-14	Kristen
Mika Manarina Yubiyanti	Female	Pontianak	2012-08-08	Islam
Mohamad Zain Boy Ratly Ammar	Male	Pontianak	2012-09-06	Islam
Muhammad Alifadri Irawan	Male	Pontianak	2012-06-23	Islam
Muhammad Rayhan	Male	Sebulus	2013-05-14	Islam
Muhammad Trio Putra	Male	Pontianak	2012-11-05	Islam
Muhammad Zain Arkan	Male	Pontianak	2011-09-11	Islam
Nazril Saputra	Male	Kubus Raya	2012-09-12	Islam
Radhitya Sadajiwa	Male	Pontianak	2012-05-01	Islam
Sefilia Syahila	Female	Pontianak	2012-09-15	Islam
Sya. Moch. Habil	Male	Sampang	2012-05-09	Islam
Yael Christiano	Male	Sintang	2013-01-18	Kristen
Yolanda Putri	Female	Pontianak	2012-06-16	Kristen
Muhammad Arfa	Male	Pontianak	2012-04-02	Islam

Based on the table above, researchers observed that the data of class V students who are predominantly Muslim are the majority of Muslims. Although Islam is dominant, there are also Christians and Buddhists. This shows that there is religious diversity in the population. Geographic concentration in the table above shows that most of the fifth grade students of SDN 27 East Pontianak are from Pontianak. This indicates that the data is more representative of the population around Pontianak. Learners

have been accustomed to applying the principles of Pancasila in their daily lives. Learners' competencies in both academic and non-academic fields can be improved because this school has implemented school rules optimally and all school community members have also obeyed the school rules that are compiled together. (Website SD Negeri 27 Pontianak Timur 2024.)



Figure 1. Learning atmosphere in class IV State Elementary School Negeri 27 East Pontianak

Sources : Researcher documentation

b) Weaknesses

There are some students who do not have minimum proficiency in numeracy. Schools with a large number of students may need to further evaluate the availability of adequate learning facilities.

c) Opportunities

1) Learner Potential Development

For example, Student A is always active in class discussions and likes to read. The assessment results show he has high verbal ability. Student B often makes detailed and creative drawings. The assessment results show he has a talent in fine arts.

2) Organization of Diverse Extracurricular Activities

Examples of Art: Painting, sculpture, music, dance, drama, photography, graphic design. Sports: Soccer, basketball, volleyball, badminton, swimming, martial arts. State Elementary School Negeri 27 Pontianak Timur needs to organize workshops and invite experts in certain fields to provide training to students. The school needs to hold competitions between students or

between schools to showcase the work. The school also displays students' work at school or in public places.

d) Threats

- 1) The rapid development of information technology can be a challenge in itself, especially in maintaining students' learning focus. Grade V students of SD Negeri 27 East Pontianak can access various learning resources anytime and anywhere.
- 2) Technology allows for more interesting and interactive learning, such as through videos, simulations, and educational games.
- 3) Technology facilitates collaboration between students and teachers, both online and offline.
- 4) Curriculum changes Periodic curriculum changes can require quick adjustments from teachers and students.
- 5) Competition between schools: Competition between schools can be stressful for students and teachers.

3. Recommendation from the author

a) Reinforcement of numeracy learning

The school evaluates the mathematics learning methods that have been implemented and makes improvements if necessary. In class IV also provide various learning resources such as books, educational games, or other interesting learning media to improve students' understanding of mathematical concepts.

b) Technology utilization

State Elementary School 37 East Pontianak, especially class IV, needs to utilize information and communication technology in the learning process to make learning more interesting and interactive. Schools also conduct training to provide training to teachers in the utilization of ICT in learning.

c) Character development

The school also organizes various extracurricular activities that can develop students' characters, such as scouting, arts and sports. Combining academic learning with character values through thematic learning.

d) Cooperation with parents

School teachers need to communicate well with parents to involve them in their children's learning process. Schools provide socialization to parents about the programs implemented at school.

e) Periodic evaluation

Schools need to conduct regular monitoring and evaluation of the implementation of school programs. The school should also make continuous improvements based on the evaluation results.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of the principles of the School Literacy Movement in Class IV of SD Negeri 27 East Pontianak is carried out in the form of getting used to reading 15 minutes before learning begins, reading together, providing reading materials in the reading corner, teachers providing reading examples, and students forming reading study groups. However, the utilization of information and communication technology has not been maximized. The strengths of implementing the School Literacy Movement are the diversity of learners and the geographical concentration of the surrounding environment. The obstacles faced are the lack of optimal student numeracy and the availability of facilities. Opportunities include developing students' potential and organizing extracurricular activities. The threat is the rapid development of technology. Based on the SWOT analysis, it is necessary to strengthen numeracy learning, utilize information and communication technology, develop student character through extracurricular activities, collaborate with parents, and periodically evaluate and improve.

B. Suggestion

Based on the above conclusions, the researcher provides the following suggestions:

Teachers need to improve their competence in utilizing information and communication technology to make the learning process more interactive and interesting. State Elementary School Negeri 27 East Pontianak needs to improve computer learning facilities/computer labs to assist student learning using digital technology. Remedial learning is conducted for students who have difficulties in numeracy. State

Elementary School Negeri 27 East Pontianak optimizes students' potential and talents through various extracurricular activities according to the interests and talents of each student. The school also realizes two-way communication between the school and parents/guardians to support students' learning process. Schools need to periodically evaluate and improve the implementation of the School Literacy Movement to continue to improve the quality of education at State Elementary School Negeri 27 East Pontianak. Hopefully the results of this research and suggestions will be useful for improving the quality of the implementation of the School Literacy Movement at State Elementary School Negeri 27 East Pontianak in particular and improving literacy in schools in general.

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