THE ROLE OF TEACHER IN THE DEVELOPMENT OF READING LITERACY

Fransiska Jaiman Madu[1*], Mariana Jediut[2]
[1,2]Universitas Katolik Indonesia Santu Paulus Ruteng
[1]fransiskamadumgr@gmail.com

Abstract

The problem of low reading literacy in the Ruá Catholic Primary School (SDK) was the motivation for this study. The purpose of this study is to describe the role of teachers at SDK Ruá in the development of students' reading literacy. This type of research is qualitative, using data collection techniques through interviews, observation and documentation. The techniques of data collection, data reduction, data presentation and inference (verification) developed by Miles and Huberman were used for data analysis. On the basis of the results of the study, the teachers at SDK Ruá have fulfilled their role and have played an important role in overcoming the main problem related to the low level of reading literacy. The efforts made are to get the pupils used to reading independently, to create a reading corner, to maximise learning by directing the formation of reading literacy, to provide non-text books that the pupils like, and to maximise the use of learning media. Based on the results of the study, it can be concluded that the teachers at SDK Ruá have performed their role optimally. This can be seen from the habits of the students and the physical evidence seen in the school regarding the procurement of books that the students like and the creation of a reading corner.

Keywords : reading literacy; the role of the teacher

Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan terkait rendahnya literasi membaca di Sekolah Dasar Katolik (SDK) Ruá. Penelitian ini bertujuan untuk mendeskripsikan peran guru di SDK Ruá dalam mengembangkan literasi membaca siswa. Jenis penelitian ini merupakan kualitatif dengan menggunakan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Analisis data menggunakan teknik yang dikembangkan Miles dan Huberman yaitu pengumpulan data, reduksi data, penyajian data, penarikan kesimpulan (verifikasi). Berdasarkan hasil penelitian, guru di SDK Ruá telah menjalankan perannya dan mengambil bagian penting dalam mengatasi masalah utama terkait rendahnya literasi membaca. Upaya yang dilakukan adalah membiasakan siswa untuk membaca secara mandiri, membuat pojok baca, memaksimalkan pembelajaran dengan mengarahkan pada pembentukan literasi membaca, pengadaan buku-buku nonteks yang disukai siswa, dan memaksimalkan penggunaan media pembelajaran. Berdasarkan hasil penelitian, dapat disimpulkan bahwa guru-guru di SDK Ruá telah menjalankan perannya dengan maksimal dan hal ini terlihat dari kebiasaan para siswa dan bukti fisik yang terlihat di sekolah terkait pengadaan buku-buku yang disukai siswa dan pembuatan pojok baca.

Kata kunci : literasi membaca; peran guru

Introduction

The low level of reading literacy in Indonesia is a popular topic in the world of education. The state of the Indonesian nation's interest in reading is quite alarming (Mikael Gewati, n.d.). In the "Most Littered Nation In the World" study conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries regarding reading interest. Indonesia is just below Thailand (59) and above Botswana (61). This

is actually inversely proportional to the results of the infrastructure assessment to support reading where Indonesia ranks above European countries. In addition, (Badarudin & Andriani, 2017), describe the results of Taufiq Ismail's research in 1996, which found a comparison of reading culture among students in several countries. The results of this comparison are high school graduates in Germany read 32 book titles, in the Netherlands high school graduates have read 30 book titles, in Russia 12 book titles, in Japan 15 book titles, in Singapore and Malaysia each has read 6 book titles. , while high school graduates in Indonesia have not read a single book title or 0 book titles. Furthermore, the test results in grade IV SD by the International Association for the Evaluation of Educational Achievement (IEA) in the Progress in International Reading Literacy Study (PIRLS) in 2011, explained that Indonesia was ranked 45th out of 48 participating countries with a score of 428 out of average score of 500 (Mullis et al., 2012) Even the results of a survey conducted by UNESCO on ASEAN countries in 2011, showed that Indonesia was in the lowest rank with a value of 0.001. This data shows that out of around 1000 Indonesian residents, only one has a high reading culture (Silvia & Djuanda, 2017). Previous research also revealed the same thing that student V's interest in reading at SDN 004 Ukui was low. This can be seen in the lack of students' ability to describe the contents of the reading and usually students only read without knowing the contents of the reading (Bungsu & Dafit, 2021). In addition, the low ability to read extensively is also a problem because it is related to reading literacy (Laili et al., 2022). Another problem is the difficulty of developing literacy in children whose first language is different from the language of instruction at school (Leighton, 2022). An examination of the low levels of literacy achievement in Uzbekistan, the implications of which highlight the importance of the implementation of strategies to optimise student learning outcomes (Mavlonbek Arabovich Doniyarov, 2022). The 2011 PIRLS data shows the same problem, namely that the reading literacy of grade 4 students in Abu Dhabi is well below the international benchmark of 500 (Yang et al., 2018).

The low interest of students in reading is also influenced by the low interest of students in visiting the library, as observed in primary schools. Because students have no time to read only in library(Rohim & Rahmawati, 2020). The findings above are a big problem because basically reading is a basic need in the world of education. Reading is a desire and will towards progress and success (Elendiana, 2020). An important point in literacy practice is reading activity. It is said so, because without having the habit of reading, students will experience failure in other disciplines. This is closely related to the benefits of reading. Where, one of the main benefits of reading is having broad insight, getting information, knowledge, and even being able to explore the world. It can be said that a person's level of success depends on his reading literacy.

The formation of reading literacy does not just develop but there needs to be real support from teachers in elementary schools. Cases related to low reading literacy as described above are inseparable from the low interest in reading among students. Therefore, education in Indonesia is more focused on improving students' reading interest starting from elementary school which is known as the School Literacy Movement (GLS). Through GLS, educators, in this case elementary school teachers, are directed to guide and play their role in efforts to develop students' reading literacy. In formal education, school principals and teachers play an active role in providing adequate facilities with the aim of developing students' reading literacy. In addition, teachers need to choose a learning approach that leads to the development of students' reading literacy (Leniwati & Arafat, 2017). This is what teachers at Gugus Sungai Miai Elementary School did in this regard, namely by participating in technical guidance activities for the school literacy movement. This activity was carried out in collaboration with the

Banjarmasin city education office and the Sungai Miai Cluster teacher working group. The results of these activities include arranging the school library, creating a reading area for students, and structuring the school environment with the nuances of reading literacy (Batubara & Ariani, 2018). Literacy development must be realized by all teachers. Teachers must design learning that leads to the formation of reading literacy which includes language and thinking skills. Both, must always be developed seriously and continuously. This is done in every lesson, including in certain subjects both inside and outside the classroom. (Nurjanah, 2019)(Wahyuningsih, 2021). The teaching staff in SDK Rua, Manggarai Regency, NTT has fulfilled its role in developing students' reading literacy. A new way that can be emulated by teachers at SDK Ru'a is to provide reading corners at several key points in the school. In addition to the preparation of reading corners, the provision of books other than textbooks is one of the tricks to stimulate children's interest in reading. In their implementation, both are certainly under the guidance of the teachers. The aim of this paper is to describe the role of teachers in the development of reading literacy at SDK Ruá, Manggarai, NTT.

Research Methods

This is a qualitative research. The main research instrument is the researcher. The researcher used three main techniques to collect data: interviews, observation and documentation. The interviews were conducted by asking questions to the principal and teachers who are fully involved in the development of literacy in SDK Ruá. The main questions in the research were: 1) What are the school's programmes in developing students' reading literacy; 2) How is the programme implemented; 3) What are the facilities or media prepared to support the reading literacy programme; 4) What is its effectiveness? 5) What are the advantages and disadvantages? 6) How do the pupils react? 7) What is the follow-up plan that the teachers will do regarding the programme that has been implemented? The observation technique was used to complement the interview results as well as the documentation technique. The school environment was directly observed in order to obtain supporting data for the interview results. Similarly with the documentation technique, lesson plans were the main object of this technique. Document review was used to describe the data from the results at SDK Ruá. The data was then analysed using the qualitative analysis steps developed by Miles and Huberman, consisting of data collection, data reduction, data presentation and conclusions.

Results and Discussion

Based on the interviews and observations made, the teacher has carried out the role he should have. This is evidenced by the following interview excerpts which are supported by observational data.

As an educator, in developing a literacy culture, I must be able to instill attitudes or habits of reading and writing into students (YJ as a grade VI teacher). This answer shows that the teacher has realized his role, namely by forming and even instilling reading habits in his students. Habituation is one effort that is claimed to be able to form reading habits permanently which is referred to as a reading culture.

Especially in the third grade, in general, you can experience developments, although there is no special time prepared for literacy. But carried out during the learning process in class. Because there is a time to read and a time to write. During reading activities, all students are asked to read so that all students read according to the material being taught. After that, students were asked to write down what they had read. In the end there are students whose results can read and write (YJ).

As a teacher, of course, you must be able to make every effort to provide opportunities to develop reading literacy in students. If there is no specific time to get used to reading activities, then when the learning takes place the teacher can also do it by getting around the material. This can be done through certain learning methods that support reading literacy activities in class, as is done by the teacher at SDK Ruá (YJ). This is also supported by observational data that in reality at school it is very difficult to set aside specific time to simply read the literature in the library. Therefore, there is a need for teacher ideas to integrate classroom learning with the development of reading literacy.

As a source of learning, of course, it is difficult to develop a literacy culture for students because of a lack of awareness from within students to read and write, all of which are waiting for assignments from the teacher. The lack of the role of parents to familiarize children with reading and writing at home. Lack of time from teacher to (EC teacher grade 3).

In implementing the development of students' reading literacy, teachers certainly experience obstacles. When there is a lack of parental guidance for their children, the teacher becomes the only source of learning and motivation for students. This was experienced by EC as a grade 3 teacher at SDK Ruá. However, this problem presents a special challenge for him, to learn more and find information and knowledge that meets the needs of students at SDK Ruá.

As for activities at school, because everything is provided with textbooks, story books, and pictures. This resource is only used during school hours and is not allowed to go home so that students do not have any resources used at home for reading or writing activities (EC teacher grade 3).

In addition to the lack of parental guidance, facilities such as textbooks or non-text books that students can use to read are not provided by students' parents at home. This becomes an obstacle. School is the only place that can meet students' needs in developing reading literacy.

Yes, because I have a role as a facilitator, of course I need to provide all the facilities and infrastructure to support literacy activities. Examples include textbooks, story books and pictures. So that it can carry out literacy learning to read and write smoothly (YJ).

SDK Ruá has been consistent in developing reading literacy in its students. This is supported by supporting facilities and infrastructure such as textbooks, non-text books that students like the most, and children's magazines. With the complete provision of facilities in schools, it will certainly attract the attention of students in reading. This will certainly make students accustomed to liking books and reading books. This was also proven when the library room was observed, the books provided looked quite complete and adequate. The presence of books such as picture story books, children's story books, fairy tale books, can attract students' attention to read. These books can form reading habits in students. If students already have the habit of reading, textbooks will become the main target for students to read.

The strategy that I use so that students are always concentrated in participating in the literacy learning process is to use media that is appropriate to the subject matter. For example, asking students to show pictures related to reading material or text, then asking students to tell about what is in the picture and directing students to the text that has been provided (grade 3 teacher EC).

EC (grade 3 teacher at SDK Ruá) has a specific strategy for developing reading literacy in their students. One of the things that is done is through the media of images. Image media is used by EC to attract students' attention in thinking about pictures and the meaning of the pictures shown. This is part of visual reading literacy. This was proven when the observation took place where the provision of media images could attract students' attention to think about what was meant behind the pictures that the teacher provided in front of the class.

So that students feel at home in class and are active in participating in literacy literacy activities, namely creating a comfortable classroom atmosphere, instilling reading habits to foster students' interest in reading, setting up reading corners, preparing reading books that students are interested in, reading activities followed by drawing assignments, writing and role playing. Provide an assessment of students after the learning process (teacher GM).

It is very influential if the material is conveyed without using learning media, the student's learning motivation will definitely decrease greatly. So it is very important media for the learning process (GM teacher).

The GM (teacher) revealed the efforts that had been made to develop students' reading literacy. Among them are creating a comfortable classroom atmosphere, instilling reading habits through providing reading corners, preparing books that students like, drawing, writing, and playing roles. Penialain at the end of the lesson is also a special strategy to make students more enthusiastic. This was also proven during the observation. SDK Ruá has a reading corner equipped with books that are claimed to attract students' attention to reading.

In addition, GM revealed the importance of media in learning. Media as an intermediary material that is abstract to students. The absence of media has a negative effect on student learning outcomes, including reading literacy.

Familiarize students to carry out independent reading activities meaning that there are no orders from other people, add insight, train thinking skills, students who are not fluent in reading or writing can become fluent because they are used to reading and writing activities, and increase knowledge of vocabulary (EC teacher grade 3)

EC (grade 3 teacher) has implemented a habit for his students to read independently without being asked by students. This was also proven during the observation. Students who have free time at school often visit the reading corner prepared by the school. This is without prompting. Students do it independently.

The document referred to here is the Learning Implementation Plan (RPP) prepared by the teacher. In implementing the development of reading literacy, of course, it must start from the preparation of the teacher in writing. Based on the results of an analysis of the lesson plans made by SDK Ruá teachers, it can be said that the teachers at SDK Ruá have prepared carefully for the development of reading literacy. Some of the items that stand out include; 1) early learning activities, in early learning activities, the teacher requires students to read the text. This is done for 15 minutes. The text is of course in accordance with the material discussed that day. after carrying out reading activities, the teacher and students discuss and ask and answer questions about the text read; 2) core activities, in the core learning activities, learning is always text-based. Text is the main medium for distributing the material discussed. Students are invited to deepen and understand the text; 3) closing activities, in closing activities, the teacher and students carry out question and answer activities about the material and contents of the reading discussed in the core learning activities.

Based on the results of the research, the efforts made are to get pupils used to reading independently, to create a reading corner, to maximise learning by directing the formation of reading literacy, to provide non-text books that pupils like and to maximise the use of learning media. Based on the results of the research, it can be concluded that the teachers at SDK Ruá have performed their role optimally, as evidenced by the habits of the students and the physical evidence seen in the school regarding the procurement of books that the students like and the creation of a reading corner.

Furthermore, the implications of the results of this study include: 1) Redesigning the reading corner and adding facilities. Some facilities were added in the reading corner. This is supported by(Widijanto et al., 2022) where teachers were able to stimulate students' interest in using the reading corner. The impact of the programme is evident in the increased enthusiasm for learning, interest in reading and curiosity of students at Ngelo 1 Primary School towards different types of books in the Reading Corner. 2) Increased procurement of non-text books. This is supported by the Ministry of Education and Culture, which states that non-text books include enrichment books, reference books and educators' guides (Puskurbuk, 2018) 3) affirming independent reading activities; and; 4) forming a literacy team among teachers.

Forming the habit of reading early in elementary school is not an easy thing. However, this is a major challenge for teachers in primary schools. Familiarizing students in reading does not need to be done spontaneously or simultaneously. However, students must be nurtured with great affection without any coercion. This can be done by inviting students together with the teacher to read in their spare time, visiting the library or reading corner, chatting about a reading, and so on. Forming a habit takes a long time. However, reading literacy is born from reading habits. This is supported by the opinion of Prince Edward Island (Costello, 2012) that Prince Edward Island learning to read is the single most significant factor in determining a child's success at school and in life. Learning to read starting in grade 3 is very important so that students can then read to learn.

GLS implementation is in fact not as easy as imagined and talked about. His journey is full of twists and turns due to the different circumstances of each school. The difference in the situation in question lies with the parents of the students. That is, not all parents are able to play a full role in motivating their children. For example, related to the procurement of books that students like. The parents of the students did not prepare books at home for their children to read, that was the situation. The economic ability of students' parents is the main barrier to this. Therefore, the teacher is the only source of learning for students. However, this is not a significant barrier, there are several things teachers can do to overcome this as stated (Ilma & Ibrohim, 2020), 2020) namely by 1) carrying out aloud reading activities; 2) read silently; integrated reading. 4) read together; and 5) independent reading. In addition, teaching students to keep a daily reading journal is one of the tricks for developing reading literacy in students (Silvia Sandi Wisuda Lubis, 2016) These things can be the teacher's choice in developing reading literacy in students.

Students generally do not like textbooks. That is a fact. Learners prefer story books, picture stories, comics, children's story books, children's novels, fairy tales, and so on in addition to textbooks. Actually, this is not a barrier for teachers in developing literacy in learners. Teachers need to bait learners with books that they like in order to form the habit of reading. If this is successful, it is not impossible that students will be interested in textbooks available at the reading corner or in the school library. A survey conducted by (Bayraktar, 2021) proved that primary school children in Ankara City Centre, Turkey, prefer storybooks with animal themes, are kind and funny, and have action and adventure. In addition, reading fairy tales can form the character of cooperation in students. This is evidenced by research conducted by (Sayer et al., 2018) which explains that before storytelling, students were reluctant to tidy up toys, benches, and books that had been used. However, after reading a fairy tale about cooperation, the children enthusiastically worked together to tidy up the toys, tidy up the bench in the classroom, throw away the garbage and tidy up the books on the shelf. Fairy tales or children's storybooks are quite relevant and effective in shaping children's character. This is because children love the world of fairy tales and the fantasy characters in them. In fact, fairy tales can be used as the

main media in shaping the character of elementary school children. Research conducted by (Mutiara & Yatri, 2022) revealed that fairy tales contain the character values of children's daily lives. this is what can increase interest in reading books in children. Teachers can also be incorporated into students' personality values to have the traits of tolerance, cooperation, independence, discipline, responsibility and integrity. By providing books that children like, interest in reading will increase, and indirectly teach good character in elementary school children.

The reading corner can also be referred to as a mini library because the availability of reading materials in the reading corner is not as much as in the library. At the primary school level, a reading corner must be provided with the aim of attracting students' interest in reading. In addition to books, the reading corner can also display students' work in the form of poems, short stories, short stories, and other types of writing. To make the reading corner effective, teachers must be creative in designing and selecting books. These two things can be a determining factor in the effectiveness of the reading corner that is prepared. In several studies, the provision of reading corners has been shown to make a high contribution to forming reading habits in primary school students. Research conducted by (Gusti Yarmi, 2022) showed that there was an increase in students' interest in reading after the implementation of reading corners in the literacy movement at school. Students feel happy and comfortable reading at school. The reading corner also had an impact on increasing the intensity of students' reading time because through the implementation of the reading corner, students were given 15 minutes to read before starting learning. However, in its implementation, full support from the principal, teachers, parents and the community is needed, especially in the provision of facilities such as books, children's magazines and other supporting facilities. Furthermore, in a study by (Novita Desysetyowati, Devita Wulandari, Sindy Regita Cahyani, Husni Mubarak, 2023), it was explained that students prefer to read in the reading corner rather than in the library. In the study, 64% of students agreed with the provision of reading corners at school.

Conclusion

Based on the results of the research, teachers at SDK Ruá have carried out their role and taken an important part in eradicating major problems related to low reading literacy. The efforts made are to accustom students to reading independently, creating a reading corner, maximizing learning by directing it towards the formation of reading literacy, procuring non-text books that students like, and maximizing the use of learning media. Based on the results of the research, it can be concluded that the teachers at SDK Ruá have carried out their role to the fullest and this is evident in the habits of the students and the physical evidence that is visible in the school regarding the provision of books that students like and the creation of a reading corner. It is suggested for future researchers to review the sustainability of literacy development at SDK Ruá, so that teachers and students remain serious in responding to emergency reading situations.

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