LITERACY AND NUMERACY SKILLS OF STUDENTS SD NEGERI BENER PEKALONGAN REGENCY BASED ON AKM IN 2021

Dewi Nurul Kamal[1*], Sumardi[2]
[1,2] Universitas Muhammadiyah Surakarta

Article Info	ABSTRACT
	In 2021, the UN was abolished and then replaced with AKM. AKM aims to enable students to develop and actively participate in community life, including reading and mathematical literacy (numeracy). This research describes the literacy and numeracy skills of grade V students of SD Negeri Bener based on the results of an assessment-based minimum competency assessment. This research uses qualitative methods. The research subjects used were the principal, class V teachers, grade V students, and the GLS Program Team of SD Negeri Bener, Wiradesa District, Pekalongan Regency, consisting of 8 people—data collection using in-depth interviews, observation, and documentation. The instruments of this study are recording devices and photo documentation. Data validity using triangulation and data analysis using interactive analysis models. Based on data analysis, it was found that students' literacy abilities based on the evaluation results in the AKM in November 2021 of 1.83 were included in the proficient category, which means that most students reached the minimum level of competence in literacy skills; this is evidenced that most grade V students can interpret indirect information in the text and can draw conclusions from the text, As for students' numeracy ability of 1.63, included in the low category which means less than 50% of students achieve a minimum level of competence and less than 50% of students who can know, apply, count, and understand the concept of number domains; algebraic domains; geometry domain; Data and uncertainty domains.

Corresponding Author:
Dewi Nurul Kamal
Department of Mathematic
Universitas Muhammadiyah Surakarta
Email: a410190116@student.ums.ac.id
Phone Number: 085742867098

How to Cite:

Kamal, D.N., Sumardi. *(2023).* Literacy And Numeracy Skills Of Students SD Negeri Bener Pekalongan Regency Based On AKM In 2021. *JME: Journal of Mathematics Education*, **8**(2), 163-171

1. INTRODUCTION

In 2021 UN was abolished then replaced with AKM. AKM aims to make students able to develop and actively participate in community life, including in reading literacy and mathematical literacy (numeracy). In improving this ability, the principal of SD Negeri Bener implemented the GLS held by the Ministry of Education and Culture.

Kemendikbud (2020) said The GLS program is a program that aims to develop student character by cultivating reading and writing, students can expand their skills in reading and writing which then these skills are measured using an assessment system based on AKM. AKM is designed to measure depth of expertise, not just mastery of content. AKM competencies are divided into qualitative literacy and mathematical literacy (numeracy) (Kemendikbud, 2020).

The results of the Program for International Student Assessment (PISA) 2018 revealed that Indonesia's average score was 371 points lower than the average of 487 points of OECD countries. 15-year-olds scored an average score of 379 in math, compared with an average score of 489 points in other countries. On reading skills among able and underprivileged students in Indonesia is 52 points, compared to an average score of 89 points in other countries. Based on the results of PISA 2018, it can be concluded that the literacy and numeracy level of Indonesian people is still relatively low compared to other countries.

Based on Aswita research (2022), it can be concluded that Literacy includes reading and writing, integrating or listening, speaking, reading, writing and thinking, mastering new ideas, supporting success in academic and social environments, speaking, reading and taking notes are definitely needed, and the ability of one scholar to understand discourse professionally (Aswita, 2022).

The Literacy skills of elementary school students need to be optimized because reading and writing skills in elementary school students are included in the deficient category. The test results conducted by the Indonesian National Assessment Program (INAP) show that literacy, scientific literacy, and mathematical literacy are still weak.

Based on Ekowati and Suwandayani research (2019), it can be concluded that Students' mathematical literacy ability is relatively low, this is because mathematics learning is considered less important and still not contextual for students, making it difficult for students to understand visual representations and models when building mathematical concepts.

Based on Maharani research (2022), it can be concluded that only some grade V students of SD Negeri Lubang Buaya 08 Pagi participated in AKM. The method used by students to prepare AKM literacy questions is through easy preparation of questions at the beginning, while the results of Putri's research (2022) explain that SD Negeri Taji is successful in holding AKM, as evidenced by the implementation of AKM running well, feasible for all grade V students in online mode 2 for 2 day sessions, but in terms of arithmetic it is explained that the majority of students have not reached the minimum level (Maharani & Wahidin, 2022).

Previous research related to AKM is found in the research of Rohim *et al.*, (2021) entitled "The Concept of Minimum Competency Assessment to Improve Elementary School Students' Numeracy Literacy Skills" which uses research subjects in the form of fifth grade students in elementary schools with the type of research is a literature study. Another study conducted by Patriani *et al.*, (2021) entitled "Acculturating Numeracy Literacy for Minimum Competency Assessment in Curricular Activities at Muhammadiyah Elementary Schools" The subjects of this study were teachers, principals, and fifth grade students from Muhammadiyah Elementary Schools in Surakarta. Research conducted by Mahardhani *et al.*, (2021) entitled "Empowering Elementary Students in Reading Literacy through Picture Media in Magetan". The subjects of this study were children in the neighborhood of Dukuh Jiwir RT 02 / RW 01 elementary school level grade I and grade II. The method used in the research is the method of implementing community service KKN activities carried out through several stages. However, although there has been research related to AKM, there has been no research related to AKM at Bener Pekalongan State Elementary School using interviews and documentation methods. Therefore, research was conducted related to

improving AKM-based literacy and numeracy skills in grade V students of SD Negeri Bener Pekalongan (Maharedhani *et al.*, 2021; Patriana *et al.*, 2021; Rohim *et al.*, 2021).

AKM is an assessment of basic skills divided into qualitative literacy and mathematical literacy (numeraasi) needed by students so that students can expand their skills and actively participate in social activities. AKM aims to measure the depth of expertise, not just mastery of content (Kemendikbud, 2020).

Literasi skills at SD Negeri Bener are included in the good category, but for numeracy skills at SD Negeri Bener it is included in the low category, therefore this study was made with the aim to explain the implementation of the GLS program that can improve the literacy and numeracy skills of students of SD Negeri Bener based on AKM; describe the literacy and numeracy skills of students of SD Negeri Bener based on AKM; and describe the supporting and inhibiting factors of literacy and numeracy skills of students SD Negeri Bener.

2. METHOD

The research method is to use a descriptive design, because this study aims to describe the literacy and numeracy skills of students SD Negeri Bener based on the results of the assessment on AKM. The research was conducted at SD Negeri Bener, Pekalongan Regency. The research subjects used were class V teachers, GLS Team and class V students as many as 35 students consisting of 30 main students, and 5 reserve students used for AKM assessment. The object of research used is in the form of improving literacy and numeracy skills based on Minimum Competency Assessment through the GLS Program.

The research instrument uses in-depth interview guidelines (indept interview), the results of student literacy and numeracy ability assessments, documentation of the implementation of the GLS program. Data obtained the results of student literacy and numeracy ability assessments, documentation of the implementation of the GLS program. Observation instruments are analyzed by qualitative approach, interview instruments are analyzed by means of qualitative approach and documentation instruments in analysts by means of qualitative approach. Data analysis used in the form of interactive models, namely data collection, data reduction, and conclusions.

Table 1. Result Of the AKM-Based National Assessment at SD Negeri Bener in 2021

Education Unit	Literacy	Numeracy
SD Negeri Bener	1,83	1,63
Pekalongan Regency	1,77	1,60
Central Java Province	1,81	1,62
National	1,79	1,61
National Average	1,71	1,57

2.1 Category Literacy Level

2.1.1 Value Range 2.10 – 3.00 Advanced Category

Literacy student at schools showed the level of reading literacy proficiently; quite a lot of students are at an advanced level; students are able to integrate multiple cross-text information; evaluate the content, quality, way of writing the text; and be reflective of the content of the text. Student The Results should include the rationale or design of the experiments as well as the results of the experiments. Results can be presented in figures,

tables, and text. The Results should include the rationale or design of the experiments as well as the results of the experiments. Results can be presented in figures, tables, and text. Numeracy students at schools showed the level of proficient category; students are able to reason to solve complex problems that exist in mathematical concepts.

2.1.2 Value Range 1.80 – 2.09 Cakap Category

Most students have reached the minimum competency literacy skill, however it takes more effort to encourage students to become proficient; student able to make interpretations of implicit information in the text; can make inferences from some information in a text; students are able to integrate multiple cross-text information; evaluate the content, quality, way of writing the text; and be reflective of the content of the text. Student The Results should include the rationale or design of the experiments as well as the results of the experiments. Results can be presented in figures, tables, and text. The Results should include the rationale or design of the experiments as well as the results of the experiments. Results can be presented in figures, tables, and text. Most students have reached the minimum competency numeracy skill, however it takes more effort to encourage students to become proficient; students able to apply mathematical knowledge possessed in more diverse contexts.

2.1.3 Value Range 1.40 – 1.79 Basic Category

Less than 50% of students have achieved minimum competency for literacy reading, students able to find and retrieve information explicit in the text as well as making interpretation simple. Less than 50% of students have achieved minimum competency for numeracy; Students have basic mathematical skills; Computing Basic in the form of direct equations, basic concepts related to geography and statistics; as well as solving simple math problems.

2.1.4 Value Range 1.00 – 1.39 Categories Need Special Intervention

Most students have not reached the minimum competency for literacy is limit; students have not been able to find and retrieve explicit information in the text or make simple interpretations. Most students have not reached the minimum competency for numeracy is limit. Students have only limited mathematical knowledge.

3. RESULTS AND DISCUSSION

3.1. Result

Based on data analysis, it was found that students' literacy abilities based on the results of the evaluation in the AKM in November 2021 of 1.83 were included in the proficient cakap category, which means that most students reached a minimum level of competence in literacy skills, this is evidenced that most grade V students can interpret indirect information in the text and can draw conclusions from the text, While for student numeracy ability of 1.63, included in the low category. It is in accordance with the classification of that Pusmenjar 2020 that numeracy in range 1.40 – 1.79 include in Basic Category (Pusmenjar, 2020).

Based on the results of the data obtained, where the numeracy score of 1.63 and the literacy value of 1.83 shows that students are included in the category of literate proficiency and include the basic classification in the basic category of numeracy. Which means less than 50% of students achieve a minimum level of competence in numeracy ability. Students have basic mathematical skills; Computing Basic in the form of direct equations, basic concepts related to geography and statistics; as well as solving simple math problems and it is proven that less than 50% of students have the ability to know, apply, reason in the numeracy skill.

3.2. Discussion

The implementation of the GLS Program held at SD Negeri Bener, Wiradesa District, Pekalongan Regency can be carried out well. Based on the results of the assessment on AKM, it was obtained that students' literacy skills in November 2021 obtained results of 1.83 included in the proficient category, meaning that most grade V students reached a minimum level of competence in literacy skills, this is evidenced that most grade V students can interpret indirect information in the text and can draw conclusions from the text, while for students' numeracy ability, results of 1.63 were included in the low category, meaning that less than 50% of grade V students reached the minimum level of competence in numeracy ability, it is proven that less than 50% of grade V students have the ability to know, apply, reason in the number domain; algebraic domain; geometry domain; data and uncertainty domains.

Hayun and Haryati (2020) states that the implementation of the Indonesian literacy movement program has a fundamental role in the linguistic intelligence of students at the elementary, junior high, high school, and tertiary levels. The purpose of this GLS Program is so that students are accustomed to reading and motivated to write, thereby increasing students' potential in making written works such as short stories, serials, poems, and making simple articles (Hayun & Haryati, 2020).

The implementation of the GLS Program is expected to foster interest and reading culture in students. The development of digital information technology causes students to be lazy to read reading books, both physical reading books and digital reading books. Therefore, the implementation of the GLS program in basic students is expected to foster students' interest and reading culture. Kamardana (2021) states that there is an effectiveness of the implementation of the GLS program on students' reading interest and learning outcomes (Kamardana *et al.*, 2021).

GLS programs are not always successful or workable in every school. Jannah (2021) stated that the implementation of the GLS program at SD Negeri Gading Kulon II at the learning stage has not been carried out optimally, therefore SD Negeri Gading Kulon II needs to carry out Literacy Activation which includes basic literacy, media literacy, technology, library and visual (Jannah *et al.,* 2022).

Setiani (2022) stated that there are internal and external factors that affect students' literacy skills. External factors in the form of student reading culture are still low, the implementation of literacy programs that cannot be carried out optimally, the available reading slogans are still lacking and the content of mading is rarely updated, the role of the library has not been maximized such as the condition of the library is not well maintained; library services are less than optimal; library layout that looks less neat; lack of facilities in providing knowledge books and reading books, The learning applied by teachers in class is still dominant in doing problems, when at home, students only play with friends and play cellphones because students do not have a collection of knowledge books and reading books at home (Setiani, 2022).

Research conducted at SD Negeri Bener Wiradesa District found that in the implementation of the GLS program, facilities and infrastructure in schools are good such as the availability of books, reading gazebos, reading corners, information walls, libraries, canteens and school environments, displaying student work, besides that the school also formed a GLS Team. This is included in the input from the GLS program at SD Negeri Bener, Wiradesa District, Pekalongan Regency. Syah & Nugroho (2022) who said that efforts to simulate reading culture for 15 minutes before learning and create a reading corner

from student work, have succeeded in fostering student reading culture (Syah & Nugroho, 2022).

Facilities and infrastructure in the implementation of the AKM-based GLS program are factors that play an important role in the success of program implementation, but there are facilities that have not been fulfilled, namely modules issued by the Ministry of Education and Culture, Directorate General of PAUD, Basic Education, Secondary Education, Jakarta 2021, while these modules are guidelines or benchmarks for GLS program implementation (Kemendikbud, 2020).

The school library is a facility that provides books to support literacy activities and is a facility that has an important role in improving student literacy. A varied and interesting collection of books can support these activities. Muali and Rohman (2023) mentioned that efforts to develop aspects of student literacy by means of library programs, book collections, systems and management of implementation and library infrastructure (Muali & Rohman, 2023).

The GLS program at SD Negeri Bener, Wiradesa District, Pekalongan Regency has been carried out since 2014, but AKM activities were only carried out in 2021. The implementation of GLS Program Activities carried out is in accordance with the policy of the Minister of Education and Culture Number 23 of 2015 concerning the Procurement of School Literacy Movements and Infrastructure Facilities. This policy is used as a formal juridical basis for the implementation of GLS programs in schools, especially at the elementary school level. According to Nurfadillah & Zulfika (2020) the implementation of the GLS program in MI/ SD is implemented in accordance with the regulation of the Minister of Education and Culture Number 23 of 2015 concerning the growth of ethics which is applied daily, weekly, monthly and per semester (Nurfadillah & Zulfika, 2020).

The implementation of the GLS program at SD Negeri Bener, Wiradesa District, Pekalongan Regency is carried out in 3 stages, namely Stage 1 in the form of Habituation Stage, Stage 2 in the form of Development Stage, Stage 3 in the form of Learning Stage.

Stage 1 is the habituation stage. The GLS program at the habituation stage at SD Negeri Bener conducts non-lesson book reading activities before learning starts for 15 minutes. The purpose of this habituation stage is to foster interest in reading, familiarize students in literacy, and improve students' skills in reading, listening, writing and speaking. Purwadi (2019) stated that the 15-minute book reading activity was carried out in the morning at SD Negeri Pangkalpinang (Purwadi *et al.*, 2019).

Stage 2 is the development stage. The GLS program at the development stage at SD Negeri Bener has been running well, starting with the formation of the GLS Team, preparing a work plan, creating a reading corner, reading gazebo and utilizing the school library. This development stage aims to determine achievements during the implementation of the GLS program, describe students' literacy and numeracy skills, as well as supporting and inhibiting factors that occur during the GLS program. Triaryanti & Hidayah (2018) stated that the GLS program at this development stage through (1) Planning Stage, where the school creates a GLS Team to prepare an Annual Work Plan, (2) Implementation Stage, namely making reading corners, selecting reading books, habituating reading and writing, library utilization, student appreciation, creating a text-rich environment, literacy competitions, and public engagement, (3) Evaluation Stage, namely achievement, supporting and inhibiting factors, and sustainability of literacy programs (Triaryanti & Hidayah, 2019).

Stage 3 is the learning stage. The GLS program at this learning stage has not been able to run optimally because the learning applied by teachers in the classroom is still dominant in doing questions and teachers rarely use school library facilities as a learning method.

The success of the GLS program requires the support of students, teachers and the family environment. Based on the results of the study, it is known that 50% of students do not have reading books at home and there is a lack of coordination between teachers and parents. Schools need to improve library services both manually and digitally, as well as reactivate parent groups or groups to provide support in the implementation of GLS activities. This is in accordance with Maharani's research (2022) stating that most grade V students of SDN Lubang Buaya 08 am who take part in AKM are still categorized as basic. This is because reading literacy skills are influenced by internal factors, namely student interest and external factors, namely family and school (Maharani & Wahidin, 2022).

Kartisari (2022) stated that the supporting factor of the GLS program is the commitment of the principal, the role of teachers, students and parents; Availability of sufficient funds for knowledge book facilities and reading books as well as funds for library services and library layout. The inhibiting factors of the GLS program are the role of libraries that have not been maximized; students' reading interest is still low; lack of parental involvement in GLS program activities (Kartikasari, 2022).

The implementation of the GLS program at SD Negeri Bener, Wiradesa District, Pekalongan Regency has involved parents since the early stages. Parents have an important role in providing full support to students in providing reading books and knowledge books, motivating, supervising, and increasing students' interest in reading. The ability of students in literacy and numeracy based on the results of AKM conducted in November 2021 at SD Negeri Bener found that the results for literacy were 1.83. This means that most grade V students of SD Negeri Bener have reached the minimum competency limit for literacy, and the numeracy ability result is 1.63. That is, less than 50% of students have reached the minimum competency limit. According to the Ministry of Education and Culture (2020), AKM is a fundamental competency assessment consisting of reading literacy and mathematical literacy (numeracy) which are needed by students, with the aim that students can develop their capacities and actively participate in society (Kemendikbud, 2020).

Indicators on reading literacy competence include competence in reading literary texts, students can get entertainment, enjoy stories, and do contemplation to live the life problems offered by the author or reader in the story; Competency in reading informational texts, namely students can access and find the content of the text, interpret and understand the content of the text, evaluate and reflect on the content of the text, obtain facts, data, and information which can later be developed as the development of scientific insight and science; Personal context competence aims to enable students to focus on the activities of a person, his or her family, or group; Competence in socio-cultural and scientific contexts aims to make students get things related to community problems or communities that are local, regional, national and global.

Abdoeloh (2023) stated that the AKM concept with the context of Numeration Literacy contains several contents, namely Numbers, Measurement and Geometry, Data and Uncertainty, and Algebra. In each indicator contains several cognitive processes such as understanding, application, and reasoning. Then in the context described in the form of personal, socio-cultural, and scientific (Abdoeloh & Suryana, 2023).

Indicators on numeracy competence have context, namely personal context, socio-cultural context and scientific context. The personal context focuses on the activities of students, individuals, families, and groups. In the socio-cultural context related to community or community problems, be it local, regional, national, or global. In the scientific

context related to the application of mathematics in the form of *understanding*, *applying,* and reasoning.

Based on the results of tests, observations and interviews that have been presented in the AKM-based National Assessment results table on Literacy and Numeracy, it is concluded that the average student in literacy ability has a moderate level of ability, meaning that students have the ability to find and retrieve explicit information contained in the text and make simple interpretations and the average student in numeracy ability has a low level of ability, this means that less than 50% of students have not been able to understand the concepts of knowing, applying, reasoning in Number Domains; Algebraic domains; Geometry Domain; Data and Uncertainty Domains.

4. CONCLUSION

SD Negeri Bener has implemented a comprehensive approach to enhance literacy and numeracy skills, employing various initiatives like the GLS program, reading spaces, involvement of parents, and extensive resource provision. However, challenges persist, including coordination issues with parents and limited access to reading materials at home. The impact of the GLS program on literacy is significant, evident in students' enhanced reading habits and writing skills. Nevertheless, numeracy skills remain a concern, with a significant portion of students falling below the minimum competency level. The school is actively addressing obstacles to improve both literacy and numeracy skills through lending library books and digital activation. The proficiency evaluation in literacy indicates commendable performance, yet numeracy skills require more attention. Further research is recommended to delve deeper into methods, incorporating qualitative and quantitative approaches, aiming to bolster parental involvement and optimize literacy and numeracy programs at SD Negeri Bener.

ACKNOWLEDGEMENTS

REFERENCES

Abdoeloh, R., & Suryana, Y. (2023). Asesmen Kompetensi Minimum Numerasi di Sekolah Dasar. *Pedadidaktika : Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *10*(1), 91–100.

Aswita, D. (2022). *Pendidikan Literasi: Memenuhi Kecakapan Abad 21*. K-Media.

Hayun, M., & Haryati, T. (2020). Program Gerakan Literasi Sekolah (GLS) Dalam Meningkatkan Kecerdasan Linguistik Siswa SD Lab School FIP UMJ. *Pendidikan Anak Usia Dini*, *4*(1), 79–89.

Jannah, F., Hattarina, S., Anggraini Lestari, A., Maulidya, N., & Fauziah, A. (2022). Penerapan Gerakan Literasi Sekolah Di SD Negeri Gading Kulon II Kabupaten Probolinggo. *Seminar Nasional Sosial Sains, Pendidikan, Humaniora (SENASSDRA)*, *1*, 324–334. http://prosiding.unipma.ac.id/index.php/SENASSDRA/article/view/2358

Kamardana, G., Lasmawan, I. W., & Suarni, N. K. (2021). Efektivitas Gerakan Literasi Sekolah Terhadap Minat Baca Dan Hasil Belajar Di Kelas V Sekolah Dasar Gugus Ii Tejakula Tahun Pelajaran 2019/2020. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, *5*(1), 115–125. https://doi.org/10.23887/jurnal_pendas.v5i1.264

Kartikasari, E. (2022). Faktor Pendukung dan Faktor Penghambat Gerakan Literasi Sekolah. *Jurnal Basicedu*, *6*(5), 8879–8885.

Kemendikbud. (2020). *AKM dan Implikasinya pada Pembelajaran*. Kementerian Pendidikan dan Kebudayaan RI.

Maharani, B., & Wahidin. (2022). Analisis Kemampuan Literasi Peserta Didik Sekolah Dasar dalam Menyelesaikan Soal Asesmen Kompetensi Minimum. *Jurnal Basicedu*, *6*(4), 5656–5663.

Mahardhani, A. J., Prayitno, H. J., Huda, M., Fauziati, E., Aisah, N., & Prasetiyo, A. D. (2021). Pemberdayaan Siswa SD dalam Literasi Membaca melalui Media Bergambar di Magetan. *Buletin KKN Pendidikan*, *3*(1), 11–22. https://doi.org/10.23917/bkkndik.v3i1.14664

Muali, C., & Rohman, F. (2023). Upaya Kepala Sekolah Dalam Mengembangkan Aspek Literasi Siswa Melalui Perpustakaan. *Jurnal Educatio FKIP UNMA*, *9*(1), 42–47. https://doi.org/10.31949/educatio.v9i1.4151

Nurfadillah, N., & Zulfika, Z. (2020). Analisis Kebijakan Pendidikan Terkait Gerakan Literasi Sekolah. *Jurnal Mappesona*.

Patriana, W. D., Sutama, S., & Wulandari, M. D. (2021). Pembudayaan Literasi Numerasi untuk Asesmen Kompetensi Minimum dalam Kegiatan Kurikuler pada Sekolah Dasar Muhammadiyah. *Jurnal Basicedu*, *5*(5), 3413–3430. https://doi.org/10.31004/basicedu.v5i5.1302

Purwadi, P., Hendrik, M., & Arafatun, S. K. (2019). Gerakan literasi sekolah (gls) tahap pembiasaan: perbedaan implementasi antara sd negeri 3 pangkalpinang dengan sd stkip muhammadiyah bangka belitung. *Seminar Nasional Pendidikan*, 280–296.

Pusmenjar. (2020). AKM dan Implikasinya pada Pembelajaran. *Pusat Asesmen Dan Pembelajaran Badan Penelitian Dan Pengembangan Dan Perbukuan Kementerian Pendidikan Dan KebudayaanPembelajaran Badan Penelitian Dan Pengembangan Dan Perbukuan Kementerian Pendidikan Dan Kebudayaan*, 1–37.

Rohim, D. C., Rahmawati, S., & Ganestri, I. D. (2021). Konsep Asesmen Kompetensi Minimum untuk Meningkatkan Kemampuan Literasi Numerasi Siswa Sekolah Dasar. *Jurnal VARIDIKA*, *33*(1), 54–62. https://doi.org/10.23917/varidika.v33i1.14993

Setiani, R. (2022). *Penyebab Rendahnya Kemampuan Literasi Anak Kelas III Di Sd Negeri 24 Kota Bengkulu Skripsi*.

Syah, E. F., & Nugroho, O. F. (2022). Optimalisasi Gerakan Literasi Sekolah dalam Menumbuhkan Budaya Membaca Siswa Sekolah Dasar. *ABDIMAS EKODIKSOSIORA: Jurnal Pengabdian Kepada Masyarakat Ekonomi, Pendidikan, Dan Sosial Humaniora (e-ISSN: 2809-3917)*, *2*(2), 127–135. https://doi.org/10.37859/abdimasekodiksosiora.v2i2.4304

Triaryanti, H., & Hidayah, N. (2019). Implementasi Program Gerakan Literasi Sekolah (Gls) Ditinjau Dari Tahap Pengembangan Di Sd Unggulan Aisyiyah Bantul. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, *2*(1), 35. https://doi.org/10.12928/fundadikdas.v2i1.817