

Improving the quality of life of the community through the regional literacy movement

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Abstract

This study investigates the relationship between the literacy movement and the quality of human life with the main aim to improve the quality of life of local communities through literacy programs initiated by local governments. Local governments must have regional regulations that regulate the implementation of education based on regional literacy movements to provide guidelines to the community in carrying out activities to improve the quality of life and welfare of local communities. This research was conducted using the literature review method with data on literacy movements that have been carried out in areas published in national journals. Improving the quality of life of the community can be done by measuring CLDI (Community Literacy Development Index) by involving two components, namely: the Community Literacy Building Element (CLBE) component and the Community Aspect (CA) component. The study found that there is a correlation between the results of good CLDI measurements and the improved quality of life of the community. Good CLDI results were obtained through regional literacy movements carried out massively in local government institutions, including: Library and Archives Office, Education and Culture Office, Community and Village Empowerment Office.

Keywords: *quality of life, literacy movement, community*

Introduction

The literacy movement in a global context is very important to do. Literacy is not only about reading and writing, but also about understanding and applying information in everyday life. Literate individuals tend to have wider access to opportunities for education, employment, health, and participation in democratic processes (Wiedarti, 2018). Therefore, literacy plays an important role in reducing social and economic inequality. Governments, non-governmental organizations, and the private sector play an important role in supporting the literacy movement in the world. They can provide the funds, resources, and infrastructure needed to promote literacy. Literacy education should be a priority in public policy, and people need to be encouraged to appreciate the importance of literacy in everyday life. The literacy movement also has strong social implications. Literate individuals tend to be more empowered and have better decisions in various aspects of life. They also tend to be more active in society, participate in political processes, and contribute to the building of a better society.

Indonesia is one of the countries that implements the literacy movement. This is reflected in Law Number 3 of 2017 concerning the system Bookkeeping, literacy is interpreted as the ability to interpret information critically so that everyone can access science and technology as an effort to improve their quality of life. Law Number 3 of 2017 states that the purpose of implementing a book system is to foster cultural literacy of all Indonesian citizens. The Ministry of Education, Culture, Research, and Technology has previously issued Regulation of the Minister of Education, Culture, Research, and Technology Number 23 of 2015 concerning the growth of ethics through the habit of

reading for 15 minutes before learning. This is done to foster interest and familiarize with books and improve the ability to read to have noble ethics (Ameliah et al., 2021).

This research is important because literacy culture reflects the progress of the nation, so it is necessary to have awareness of everyone in building self-capacity in a sustainable manner with the support of policies, infrastructure and governance management that are clearly built. The government also needs to provide support from both the central and local governments to be able to develop regional literacy. The government also needs to provide the needs of supporting books, which are not only textbooks, so that it will create a literate or knowledgeable society. In addition, the government and the community must also work together to improve regional literacy, the government provides easy access to develop literacy and then the community can make good use of these accesses.

The regional literacy movement is an effort to increase the level of literacy in certain regions in Indonesia. This movement involves various parties, including government, schools, communities, and non-governmental organizations. There are several reasons why the regional literacy movement is very important, namely 1) for equal access to education in Indonesia, there are still many remote and marginalized areas that are difficult to reach by education services. Regional literacy movements can help ensure that education and access to literacy resources are available in different regions, so that no one is left behind. 2) Improve the life skills of the Indonesian people. Literacy is not just about reading and writing, but also about broader life skills, such as the ability to think critically, solve problems, and communicate effectively. By improving the quality of literacy in these areas, people can improve their overall quality of life. 3) Regional literacy movements can empower communities to take control of their future. By having good literacy skills, individuals can be more active in society, make better decisions, and contribute to the development of their area. 4) Encourage innovation and regional economic development in Indonesia. Good literacy skills are the foundation for innovation and economic development. In areas where regional literacy movements are active, we see increases in various sectors of the economy, including agriculture, industry, and services (R.D. Kurniawati, 2018; Yuliyanti et al., 2018; Yunianika & ., 2019).

In terms of literacy means the ability of individuals to process and understand information when reading or writing. Cultural Literacy is more than just reading and writing but includes thinking skills according to the stages and components of literacy (Mulyo Teguh, 2017). The implementation of literacy culture goes through three stages, namely the habituation stage, the development stage, and the learning stage. 1) The habituation stage aims to foster people's interest in reading and reading activities. 2) Development stage, literacy activities at the development stage aim to maintain interest in reading and reading activities, as well as improve people's reading fluency and comprehension. 3) Learning stage, the purpose of this stage is to maintain public interest in reading and reading activities, as well as improve people's literacy skills through enrichment books and textbooks. All three stages can be done at school with activities carried out during the first 15 minutes before the lesson begins. This activity is filled with book reading activities according to the interests of students and is carried out consistently every school hour.

Educational practices need to make schools learning organizations so that all citizens grow as lifelong learners. To support it, the Ministry of Education and Culture developed the School Literacy Movement. The School Literacy Movement strengthens the movement to grow ethics as outlined in the Regulation of the Minister of Education

and Culture Number 23 of 2015. One of the activities in the movement is a 15-minute activity of reading non-lesson books before learning time begins (Dewayani et al., 2021). This activity is carried out to foster students' interest in reading and improve reading skills so that knowledge can be mastered properly. The reading material contains ethical values, in the form of local, national, and global wisdom delivered according to the stage of development of students. This important breakthrough involves all stakeholders in the field of education, starting from the central, provincial, district / city levels, to education units. The involvement of parents, students, and the community is also an important component in the Literacy Movement.

Another indicator that led the government to launch the Literacy Movement is that there are international studies that conclude that Indonesia is in a low rank in terms of literacy. The literacy ability of the younger generation in Indonesia is still very low. According to the test results in grade IV elementary school by the International Association for the Evaluation of Educational Achievement (IEA) in Progress in International Reading Literacy Study (PIRLS) in 2011, it was stated that Indonesia was ranked 45th out of 48 participating countries with a score of 428 out of an average score of 500 (IEA, 2012). Then, according to a survey conducted by Organization for Economic Cooperation and Development (OECD) in Programme for International Student Assessment (PISA) in 2015 stated that Indonesia ranks 65th out of 72 countries (Perpusnas, 2022).

In addition, based on the results of a survey conducted by UNESCO to ASEAN countries in 2011, it was found that Indonesia was ranked lowest with a value of 0.001. This data shows that out of about 1000 Indonesians only one has a high reading culture (Dewayani et al., 2021). Based on this low achievement, the Ministry of Education and Culture issued Ministerial Regulation number 23 of 2015 concerning the growth of ethics in which it is stated about the habituation of literacy culture. This Permendikbud gave birth to the School Literacy Movement which is a program to make school residents literate.

The School Literacy Movement is a comprehensive and sustainable effort to make schools a learning organization whose citizens are lifelong literate through public engagement. The School Literacy Movement aims to make schools fun and child-friendly, all school residents show empathy, caring, curiosity, love of knowledge, are able to communicate, and can contribute to their social environment. The participation of school residents (teachers, principals, students, parents, education personnel, school supervisors, and School Committees) as well as support from academics, practitioners, and stakeholders under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education, Culture, Research and Technology strongly support the success of the School Literacy Movement in Education Units.

Each district / city in Indonesia should have its own regulations in managing regional literacy movements. An example is Jombang Regency, Jombang Regency has policies outlined in Jombang Regent Regulation Number 9 of 2016 concerning the Implementation of Education and Jombang Regent Regulation Number 16 of 2017 concerning the Jombang Regency Literacy Movement to provide guidelines in implementing activities to improve the quality of life and welfare of the community. Literacy management at the district / city level is an important component in efforts to improve education and the quality of life of people in a region. Literacy is not only about reading and writing, but also about understanding, critical thinking, and application of information in everyday life. Literacy management at the district / city level involves various parties, including district / city governments, educational institutions, civil

society organizations, and the private sector. Solid cooperation between various stakeholders is the key to success in efforts to improve regional literacy. Therefore, it takes a conscious and real effort to manage all components of literacy. This literacy activity needs to be improved at all levels of society. Increasing literacy activities needs to be supported by systematic, planned, and measurable efforts manifested in a comprehensive planning policy. Therefore, there are serious steps to improve the quality of life of the community through regional literacy movements in Indonesia.

Method

This research was conducted using the literature review method with data on literacy movements that have been carried out in areas published in national journals. The journal articles used are articles published in 2017-2023 in ISSN national journals and accredited national journals.

Results and Discussion

CLDI (Community Literacy Development Index) Measurement

Measurement CLDI (Community Literacy Development Index) using quantitative methods using several data sources, namely: 1. Data from the District Education Office which includes the number of schools, the number of students, teaching staff, and other data related to education. 2. Data from the library office which includes information on book data, the number of visitors, and programs related to the growth of reading interest. 3. Data from the community which includes information about reading interest growth programs, culture, customs, and values prevailing in the district related to literacy. Data collection was carried out by observation, interview, survey, and FGD techniques. Once the data is collected, the next step is to perform data analysis. Data analysis was carried out by measuring the Community Literacy Development Index. The calculation formula for the Community Literacy Development Index basically consists of two (2) components, including: the Community Literacy Building Element component and the Community Aspect component (Perpusnas, 2022).

1. Elements of Community Literacy Development consist of:
 - a. Equitable distribution of library services;
 - b. Adequacy of Library Collections;
 - c. Adequacy of Library Personnel;
 - d. Rate of Community Visits per Day;
 - e. Certified library;
 - f. Community Involvement in Socialization & Promotion Activities;
 - g. Number of Library Members.
2. Community Aspects
 - a. Population;
 - b. Number of working population;
 - c. The number of school community consisting of students and teachers from elementary, junior high, and high school levels;
 - d. The number of the academic community.

The Community Literacy Development Index (CLDI) is data on the level of community literacy development obtained from elements of community literacy building and community aspects in an effort to foster and develop community literacy. The calculation of the community literacy development index consists of 7 (seven) components, namely:

1. Library service equity;

The formula used to measure this component consists of:

- Public library availability ratio, which is the number of library unit availability general which is then divided by the total population of the province/district/city;
- The ratio of availability of school / madrasah libraries, namely the number of availabilities of school / madrasah library units starting from the elementary, junior high school, senior high school levels then divided by the number of school community population (number of students / students and teachers) in the district / city;
- The availability ratio of college libraries, namely the number of college libraries (universities, institutes, high schools, polytechnics, and academies) divided by the total population of the academic community (the number of students and lecturers) in the district/city;
- The ratio of availability of special libraries, namely the number of special libraries (central/regional government agencies and private agencies) divided by the number of working population in the district/city area.

Here is the library service equity component measurement formula:

$$50\% \left[\frac{\text{Public library}}{\text{population}} \right] + 20\% \left[\frac{\text{school libraries}}{\text{school community population}} \right] + 20\% \left[\frac{\text{college libraries}}{\text{academic community population}} \right] + 10\% \left[\frac{\text{special libraries}}{\text{working population}} \right] \times 100$$

2. Collection adequacy;

The formula used to measure this component consists of:

- The adequacy ratio of public library collections (both printed and digital), namely the number of public library collections divided by the total population of the district/city;
- The adequacy ratio of school / madrasah library collections (both printed and digital), namely the number of school library collections divided by the number of school community in the district / city;
- The adequacy ratio of college library collections (both printed and digital), namely the number of college library collections divided by the number of academicians in the district/city;
- The adequacy ratio of special library collections (both printed and digital), namely the number of special library collections divided by the number of academicians in the district/city;

Here is the collection adequacy component measurement formula:

$$50\% \left[\frac{\text{public library collections}}{\text{population}} \right] + 20\% \left[\frac{\text{school libraries collections}}{\text{school community population}} \right] + 20\% \left[\frac{\text{college libraries collections}}{\text{academic community population}} \right] + 10\% \left[\frac{\text{special libraries collections}}{\text{working population}} \right] \times 100$$

3. Library power adequacy;

The formula used to measure this component consists of:

- The adequacy ratio of public library personnel, namely the number of library staff (librarians and technical personnel) divided by the total population of the district/city;
- The adequacy ratio of school / madrasah library staff, namely the number of library staff (librarians and technical personnel) divided by the number of school community in the district / city;

- c. The adequacy ratio of college library staff, namely the number of college library staff (librarians and technical personnel) divided by the number of academicians in the district/city;
- d. The adequacy ratio of special library personnel, namely the number of library personnel (librarians and technical personnel) divided by the number of working population in the district/city;

Here is the library power adequacy component measurement formula

$$50\% \left[\frac{\text{public library staff}}{\text{populations}} \right] + 20\% \left[\frac{\text{school library staff}}{\text{school community population}} \right] + 20\% \left[\frac{\text{college library staff}}{\text{academic community population}} \right] + 10\% \left[\frac{\text{special library staff}}{\text{working population}} \right] \times 100$$

4. Rate of community visits per day;

The formula used to measure this component consists of:

- a. The ratio of the level of user and visitor visits per day at public libraries (onsite and online), namely the number of user and visitor visits per day divided by the total population in the district / city;
- b. The ratio of the level of school community visits per day in the school / madrasah library (onsite and online), namely the number of school community visits per day divided by the number of school community in the district / city;
- c. The ratio of the level of visits of the academic community per day in the university library (onsite and online), namely the number of visits of the academic community per day divided by the number of academicians in the district / city;
- d. The ratio of the level of employee visits per day in special libraries (onsite and online), namely the number of employee visits per day divided by the number of working population in the district / city;

Here is the rate of community visits per day component measurement formula:

$$50\% \left[\frac{\text{Visitor visits at public libraries}}{\text{population}} \right] + 20\% \left[\frac{\text{visitor visit at school library}}{\text{school community population}} \right] + 20\% \left[\frac{\text{visitor visit at college library}}{\text{academic community population}} \right] + 10\% \left[\frac{\text{visitor visit at special library}}{\text{working population}} \right] \times 100$$

5. The number of libraries built in accordance with the National Library Standard;

The formula used to measure this component consists of:

- a. The ratio of the number of public libraries fostered based on the National Library Standard (NLS), namely the number of public libraries that have been built in accordance with the NLS, already have a Library Principal Number (LPN), both accredited and unaccredited, divided by the total number of public libraries in the district/city area;
- b. The ratio of the number of NLS-based school/madrasah libraries and/or having LPN, namely the number of school/madrasah libraries that have been built in accordance with NLS, have a Library Principal Number (LPN), both accredited and unaccredited divided by the total number of school/madrasah libraries in the district/city area;
- c. The ratio of the number of NLS-based college libraries and/or having LPN, namely the number of college libraries fostered in accordance with SNP, having a Library Principal Number (LPN), both accredited and unaccredited, divided by the total number of higher libraries in the district/city area;
- d. The ratio of the number of special libraries based on NLS and/or having LPN, namely the number of general special libraries fostered in accordance with NLS, having a Library Principal Number (LPN), both accredited and unaccredited, divided by the total number of special libraries in the district/city area;

Here is the number of libraries built in accordance with the National Library Standard component measurement formula:

$$50\% \left[\frac{\text{NLS – based public libraries}}{\text{population}} \right] + 20\% \left[\frac{\text{NLS – based school libraries}}{\text{school community population}} \right] + 20\% \left[\frac{\text{NLS – based college library}}{\text{academic community population}} \right] + 10\% \left[\frac{\text{NLS – based special library}}{\text{working population}} \right] \times 100$$

6. Community involvement in socialization activities;

The formula used to measure this component consists of:

- The ratio of the number of community participation in library socialization (onsite and online), namely the number of people involved in library socialization activities divided by the total population in the district/city;
- The ratio of the number of school community participation in library socialization (onsite and online), namely the number of school community involved in library socialization activities divided by the total population in the district/city;
- The ratio of the number of participations of the academic community in library socialization (onsite and online), namely the number of participations of the academic community involved in library socialization activities divided by the total population in the district/city;
- The ratio of the number of employee participation in library socialization (onsite and online), namely the number of employee participation / employees involved in library socialization activities divided by the total population in the district / city;

Here is the community involvement in socialization activities component measurement formula:

$$50\% \left[\frac{\text{community participation in library socialization}}{\text{population}} \right] + 20\% \left[\frac{\text{school community participation in library socialization}}{\text{school community population}} \right] + 20\% \left[\frac{\text{academic community in library socialization}}{\text{academic community population}} \right] + 10\% \left[\frac{\text{employee participation in library socialization}}{\text{working population}} \right] \times 100$$

7. Number of library members;

The formula used to measure this component consists of:

- The ratio of the number of members of public libraries (provinces, districts/cities, sub-districts, villages), namely the number of members of public libraries divided by the total population of districts/cities;
- The ratio of the number of members of the school / madrasah library, namely the number of members of the school / madrasah library divided by the number of school community in the district / city;
- The ratio of the number of members of the college library, namely the number of members of the college library divided by the number of academicians in the district / city;
- The ratio of the number of members of special libraries, namely the number of members of special libraries divided by the number of working population in the district/city;

Here is the number of library members component measurement formula:

$$50\% \left[\frac{\text{members of the public libraries}}{\text{population}} \right] + 20\% \left[\frac{\text{members of the school library}}{\text{school community population}} \right] + 20\% \left[\frac{\text{members of the college library}}{\text{academic community population}} \right] + 10\% \left[\frac{\text{members of special libraries}}{\text{working population}} \right] \times 100$$

Strategies to improve the quality of life of local community

Community literacy development strategies to improve the quality of life of local communities are carried out with collaboration from various parties, along with a description of literacy development strategies grouped into several parts, namely the

role of district/city governments in encouraging citizen literacy activities; the role of schools in promoting the School Literacy Movement (SLM); and the role of community libraries or reading parks that also have a role in providing access to reading and reviving community literacy activities.

The role of local government

The role of local governments in encouraging citizen literacy activities can be seen in Article 8 of Law Number 43/2007 concerning the obligations of provincial and district/city governments in organizing library services, ensuring the availability of library services equally, promoting the love of reading, and organizing public libraries with the peculiarities of their respective regions. The implementation of the public library is organized by the local government, starting from the regency / city level, sub-district, to village.

The existence of Regional Regulations and Regent regulations is a strong indication of efforts from local governments to realize regional literacy programs as one of the efforts to increase the human resources of local communities (Coal & Ariani, 2018; Rosa & Listiadi, 2020; Yunianika & ., 2019). Armed with these two policies, the Regional Government can carry out and continue various policies/programs to encourage increased community literacy, including:

- a. The library follows the library's national standards;
- b. The Education Office issued a circular on "school literacy" so that each school requires students to read and visit the school/public library;
- c. Addition of public libraries and special libraries. The existence of a special library is very important to accommodate certain literacy needs, such as literacy needs: tourism; health, agriculture, finance located in related agencies;
- d. Establishment of libraries in city parks, as well as supporting the establishment of hundreds of reading gardens in villages to bring book access closer to the community;
- e. Recruitment of personnel to manage libraries funded by the APBD;
- f. Addition of mobile library car service;
- g. Collaboration of regional literacy activists with related agencies to implement literacy development programs at the regional level, for example: Literacy training every Friday, Sunday literacy discussion during CFD etc.
- h. Selection of school-level Literacy Ambassadors, awarding schools / agencies with the best literacy programs.

The role of schools through SLM programs

The School Literacy Movement (SLM) was launched in 2016 as a follow-up to the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Ethics which seeks to strengthen student literacy culture through 15-minute reading activities before lessons begin (R.D. Kurniawati, 2018; ROhman, 2017; Silvia & Djuanda, 2017). Schools can implement the program from the elementary, junior high school, senior high school levels and Inclusion School, namely with activities:

- a. organizing habituation and development programs. The habituation program includes a 15-minute reading activity before the lesson starts and a mandatory visit to the school library. 15-minute reading activities are held outside the classroom as well as in the classroom. In addition, literacy development programs can be carried out in various extracurricular activities, such as journalism, art (poetry writing and reading training, theater), and youth scientific work.

- b. Build adequate literacy facilities, including school libraries, reading corners or reading terraces in the school environment, and reading corners in each classroom. The existence of school libraries is vital to support SLM because reading materials to support SLM programs come from libraries. However, due to the limited time for student visits and the lack of interest of students to visit the library, a reading corner or reading terrace around the school is needed so that students in their spare time can access books. While the reading corner in each class mainly serves to support the 15-minute reading activity before the lesson begins.

The adequacy of reading collections is important so that library facilities or reading corners can function optimally. According to Law Number 43 of 2007 concerning Libraries, schools should allocate school operational budget funds for library development.

Other programs are in an effort to fulfill additional collections of reading books by encouraging parents to donate books to schools, for example through the program of one student one book donated to the school, or students who graduate are encouraged to donate books to the school library. School alumni are also asked to donate books to the school at certain events.

- c. Human resources who support the SLM program, namely the School Literacy Team and school library management officers. The School Literacy Team and school library management officers were formed through the Principal's Decree which is expected to work together to organize various literacy programs, such as 15-minute reading activities and mandatory visits to the library. Literacy activities that can be carried out such as organizing poetry, short story, and essay writing competitions and giving awards to students, for example: selection of school Literacy Ambassadors, awards to visitors and the most book borrowers.

The role of community libraries

Public library services at the regional level are not only at the district level but also at the village level, besides that there are several literacy communities in the region that have good literacy improvement programs (Oktavianti, 2022). This literacy community is independently able to serve the needs of reading materials at the district and village levels. Community libraries generally do not only serve book lending, but have various programs ranging from learning assistance for children and adolescents, practicing art, and learning to write. Some literacy activist communities for example: Rialita Kreativa Aksara which helps develop literacy through the Mispin Wabesshodobukla program is an acronym for Mistar Pintar, Wayang, Besutan, Shodou, Dongeng, Books and Songs. De Durian Park Wonosalam consistently holds discussions and seminars on literacy with participants from various circles of regional society. TBM Alam Riag which helps improve literacy in children and the general public at the local level through literacy, science, finance, numeracy, culture and citizenship, as well as digital literacy programs. These literacy communities need attention from local governments through collaboration and cooperation to improve regional literacy through joint literacy activities at the district and village levels.

Conclusion

Literacy Development plays an important role in the development of the quality of life of local communities. The results of CLDI measurements are good, so the quality of life of

the community also increases. However, several steps are needed to maintain the quality of life of the community initiated by the local government in collaboration with local communities. The following government institutions play a role in the regional literacy movement:

a. Library and Archives Office

- 1) Library assistance towards a national standard library;
- 2) Addition of public libraries and community reading gardens;
- 3) The addition of a mobile library car service.

b. Education and Culture Office

- 1) School policy requires students to read and visit the school/public library;
- 2) Organizing school library accreditation;
- 3) Recruitment of library management staff;
- 4) Development of digital libraries in schools and universities;
- 5) School library management can be taken from BOS funds;

c. Department of Community and Village Empowerment

- 1) Addition of village library;
 - 2) Recruitment of Literacy Volunteers;
 - 3) Recruitment of literacy good practice guides;
 - 4) Collaboration between regional literacy activists and related agencies.
 - 5) The management of the village public library can be taken from village funds.
- 1) All OPDs Creation of special libraries in accordance with OPD fields;
 - 2) Recruitment of library managers.

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