**Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah**
Vol. 10, No. 4, 2026
DOI 10.35931/am.v10i4.6388
**P-ISSN: 2620-5807; E-ISSN: 2620-7184**

# THE ROLE OF LITERACY CULTURE IN DEVELOPING STUDENTS' INTEREST IN READING AND WRITING ABILITIES GRADE III ELEMENTARY SCHOOL

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## Abstract

*Character education is a fundamental aspect of elementary school learning because it plays a vital role in developing students' social skills and emotional intelligence from an early age. Rapid global developments and technological advancements require students to excel not only academically but also to possess good social interaction skills, empathy. This study aims to describe and analyze the implementation of character education in learning and its contribution to improving elementary school students' social skills and emotional intelligence. The research method used is a qualitative approach with a descriptive design. The subjects of the study included elementary school teachers and students, with data collection techniques through observation and interviews. The results of the study indicate that the implementation of character education is carried out in an integrated manner in learning activities, school culture, and teacher role models through character values such as discipline, responsibility, cooperation, empathy, and honesty. The application of active, collaborative, and reflective learning strategies has been proven to improve social interactions between students and their ability to recognize, manage, and express emotions positively. In addition, the support of the school environment and the role of teachers as character models contribute significantly to the successful implementation of character education. The conclusion of this study confirms that character education, implemented consistently and systematically, can improve elementary school students' social skills and emotional intelligence.*

*Keywords: Literacy Culture, Reading Interest, Reading Ability, Writing Ability, Elementary School*

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## INTRODUCTION

Based on the results of the Programme for International Student Assessment (PISA) study by Harsiati, the literacy rate of Indonesian students is below the average of other countries such as Malaysia and Singapore.[1] This low interest in reading directly impacts weak writing skills, because writing is an advanced skill that is greatly influenced by reading habits. A culture of literacy in schools can be a strategic solution to address these issues. Through structured and ongoing literacy activities, such as reading corners, school literacy movements, daily journals, writing competitions, and book discussions, students are not only encouraged to read actively but also trained to express their ideas and thoughts through writing. A strong culture of literacy is believed to foster reading interest and significantly improve students' writing skills.

Simpang Mamplam 15 Public Elementary School is an elementary school located in the coastal area of Bireuen Regency, Aceh. Its location, quite far from the city center, presents geographical and social challenges in providing education. The majority of the community surrounding the school works as farmers and fishermen, with most having only a primary education. This has resulted in low awareness of the importance of reading from an early age, making the school's role crucial in fostering a culture of literacy within its students. Despite these limitations, the school has undertaken various efforts to foster a culture of literacy, including a 15-minute pre-classroom reading program, classroom reading corners, and the provision of children's storybooks through government assistance and teacher initiatives.[2] However, the implementation of these programs has not been able to significantly increase students' interest in reading. This is evident in the low level of active student participation in reading activities, the minimal influence of reading activities on academic achievement, and the weak reinforcement from the family environment.

The concept of literacy culture refers to systematic and continuous activities that promote reading, writing, and critical thinking habits among students. According to Kemendikbud (2019), literacy culture in schools includes reading routines, library utilization, and integration of literacy activities into learning processes. These activities aim to develop students' cognitive, affective, and psychomotor domains. In this study, literacy culture was conceptualized as a set of structured practices such as daily reading time, storytelling, journal writing, and the use of reading corners. These practices were expected to stimulate students' motivation, engagement, and exposure to

[1] Firdha Yusmar and Rizka Elan Fadilah, "Analisis Rendahnya Literasi Sains Peserta Didik Indonesia: Hasil PISA Dan Faktor Penyebab," *LENSA (Lentera Sains): Jurnal Pendidikan IPA* 13, no. 1 (2023), https://doi.org/10.24929/lensa.v13i1.283.

[2] Laela Safitri, Aji Heru Muslim, and Santhy Hawanti, "Pengaruh Membaca 15 Menit Terhadap Minat Baca Siswa Sekolah Dasar," *Jurnal Cakrawala Pendas* 5, no. 2 (July 2019), https://doi.org/10.31949/jcp.v5i2.1387.

various texts.[3] Reading interest plays a crucial role in improving students' literacy abilities. Students with high reading motivation tend to read more frequently and deeply, which enhances comprehension and vocabulary development. Furthermore, frequent reading experiences contribute to the development of writing skills through improved language structure and expression.[4] Based on this framework, literacy culture was assumed to influence students' reading interest, which in turn affected their reading and writing abilities. Thus, literacy culture functioned as a fundamental factor in strengthening students' overall literacy competence.

Several previous studies have examined the impact of literacy culture on students' academic development. Suyono et al. found that structured reading programs significantly improved elementary students' reading comprehension and motivation.[5] Similarly, Erna Iftanti reported that daily reading habits increased students' writing fluency and vocabulary mastery.[6] Guthrie et al. demonstrated that integrated literacy instruction enhanced students' engagement and reading performance.[7] Meanwhile, Graham and Perin concluded that reading-rich environments positively influenced students' writing development.[8] A study by Lestari et al., showed that school literacy programs strengthened students' confidence and participation in classroom activities.[9] In addition, Rahmawati et al. emphasized that teacher involvement was a key factor in sustaining literacy culture.[10] International research by Snow et al. and Duke and Pearson highlighted the importance of early literacy interventions in improving long-term academic outcomes.[11] More

[3] John T. Guthrie and Allan Wigfield, "Engagement and Motivation in Reading," in *Handbook of Reading Research*, vol. 3, ed. Michael L. Kamil et al. (Mahwah, NJ: Lawrence Erlbaum Associates, 2000).

[4] Steve Graham and Dolores Perin, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools: A Report to Carnegie Corporation of New York* (Washington, DC: Alliance for Excellent Education, 2007).

[5] Suyono Suyono, Titik Harsiati, and Ika Sari Wulandari, "Implementasi Gerakan Literasi Sekolah Pada Pembelajaran Tematik Di Sekolah Dasar," *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan* 26, no. 2 (November 2017), https://doi.org/10.17977/um009v26i22017p116-123.

[6] Erna Iftanti, "Improving Students' Writing Skills Through Writing Journal Articles," *Jurnal Bahasa Lingua Scientia* 8, no. 1 (June 2016), https://doi.org/10.21274/ls.2016.8.1.1-22.

[7] John T. Guthrie et al., "Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction," *Journal of Educational Psychology* 96, no. 3 (2004), https://doi.org/10.1037/0022-0663.96.3.403.

[8] Graham and Perin, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools: A Report to Carnegie Corporation of New York*.

[9] Asih Tri Lestari et al., "Analysis of Literacy Programs in Increasing Students' Reading Interest in Schools," *Socrates : Journal of Education, Philosophy and Psychology* 1, no. 2 (February 2025), https://doi.org/10.63217/socrates.v1i2.109.

[10] Dhina Cahya Rohim and Septina Rahmawati, "Peran Literasi Dalam Meningkatkan Minat Baca Siswa Di Sekolah Dasar," *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian* 6, no. 3 (September 2020), https://doi.org/10.26740/jrpd.v6n3.p230-237.

[11] Catherine E. Snow, M. Susan Burns, and Peg Griffin, *Preventing Reading Difficulties in Young Children*, Editors (Washington, DC: National Academy Press, 1998), https://doi.org/10.17226/6023; Nell K. Duke and P. David Pearson, "Effective Practices for Developing Reading Comprehension," in *What Research Has to Say About Reading Instruction*, vol. 3, ed. Alan E. Farstrup and S. Jay Samuels (Newark, DE: International Reading Association, 2002), https://doi.org/10.1598/0872071774.10.

recently, Nur Abni et al., reported that digital and print literacy integration further enhanced students' motivation and learning outcomes.[12]

A culture of literacy should not stand alone, but rather be formed through synergy between schools, families, and communities. Unfortunately, in coastal areas like Simpang Mamplam, this synergy has not been optimally formed. Family economic limitations make purchasing reading materials a low priority. On the other hand, most parents do not yet realize the importance of getting their children into the habit of reading at home. As a result, the process of forming a culture of literacy relies solely on the efforts of teachers and schools.[13] However, developing good reading and writing habits requires ongoing support and a conducive environment, both at school and at home.

Therefore, it is crucial for schools to create literacy activities that are not merely formal but also able to stimulate students' curiosity and make reading a necessity, not just an obligation. The role of a culture of literacy is crucial in this regard, as culture indirectly shapes behavior through repetition and habituation. By creating a culture that encourages students to become accustomed to reading, schools can provide a strong foundation for a sustainable increase in reading interest.[14]

Students with low reading interest tend to have difficulty understanding reading texts, are reluctant to complete reading assignments, and even show reluctance to participate in text-based learning processes. Weak reading interest also slows the development of critical thinking skills, imagination, and writing skills.[15] In this context, a culture of literacy presents itself as an approach that is expected to be able to address these issues. A culture of literacy is not simply a formal program, but rather a collective habit formed through interactions between students, teachers, the school environment, and the community. However, further study is needed to determine the extent to which the implemented culture of literacy is truly able to significantly increase students' reading interest, especially in the third grade of elementary school, which is a crucial stage in strengthening the foundation of reading. Thus, the research question is how does literacy culture play a role in fostering interest in reading, improving reading ability, and developing writing skills among third grade students at SD Negeri 15 Simpang Mampla.

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[12] Septia Rizqi Nur Abni et al., "Integrasi Media Digital Dalam Pembelajaran Literasi Sastra Anak Di Tingkat Sekolah Dasar," *BELAJAR BAHASA: Jurnal Ilmiah Program Studi Pendidikan Bahasa Dan Sastra Indonesia* 9, no. 2 (October 2024), https://doi.org/10.32528/bb.v9i2.2551.

[13] Shiva Ardenia Jatnika, "Budaya Literasi Untuk Menumbuhkan Minat Membaca Dan Menulis," *Indonesian Journal of Primary Education* 3, no. 2 (December 2019), https://doi.org/10.17509/ijpe.v3i2.18112.

[14] Rohim and Rahmawati, "Peran Literasi Dalam Meningkatkan Minat Baca Siswa Di Sekolah Dasar."

[15] Rohim and Rahmawati.

## RESEARCH METHODS

The purpose of this study is to analyze and describe the implementation of the role of literacy culture in fostering interest in reading, improving reading ability, and developing writing skills among third grade students at SD Negeri 15 Simpang Mamplam. This study uses a qualitative method, namely a research approach aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups. Determination of data sources in qualitative research is done purposively, that is, determined by adjusting to the research objectives or specific goals. In qualitative research, we identify participants and places with purposive sampling based on the places and people who best help us understand our central phenomenon.[16] The sample used consists of students, principals and teachers as respondents.

Data collection techniques use interview and observation guidelines. Interview guidelines are used as a guide during the interview, to ensure that they are in accordance with the intended purpose and objectives. Based on this, in this study, in-depth individual interviews were conducted to obtain the life experiences of teachers without involving the researcher's knowledge of certain theories. Qualitative data validity tests include credibility, transferability, dependability and confirmability tests. Data analysis was carried out using qualitative descriptive methods, namely data reduction, data presentation and conclusions.[17]

## RESULT AND DISCUSSION

The results of this study reveal that literacy culture at SDN 15 Simpang Mamplam has been implemented as an integral part of the learning process in an effort to foster reading interest and improve students' writing skills. Based on data analysis obtained from various sources, it was found that the implementation of literacy culture is not only focused on reading activities alone, but is also integrated into learning activities, daily habits, and school environmental support. The literacy practices developed involve the roles of teachers, students, and the school on an ongoing basis, thus forming positive habits in reading and writing. These findings indicate that literacy culture contributes significantly to increasing students' interest in reading materials while developing writing skills as part of basic literacy competencies in elementary schools.

Based on the results of qualitative data analysis using NVivo software, a comprehensive overview of the implementation of a culture of literacy in fostering students' reading interest and writing skills at SDN 15 Simpang Mamplam was obtained. The data visualization in the figure shows that the coding process resulted in a total of 329 codes from five data sources, which were

[16] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (California: SAGE Publications, 2014).

[17] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D* (Bandung: Alfabeta, 2019).

then classified into seven main themes and 28 subthemes. The relatively high number of codes indicates that the data obtained is data-rich and contains a variety of important information related to literacy practices occurring in the school.

The seven main themes reflect the core dimensions of the implementation of a culture of literacy at SDN 15 Simpang Mamplam. These themes describe aspects of planning, implementation, habituation, teacher roles, student participation, school environmental support, and the impact of a culture of literacy on students' reading interest and writing skills. The emergence of diverse themes demonstrates that a culture of literacy is not understood as a single activity, but rather as a system involving various integrated school components.

Furthermore, the 28 identified subthemes demonstrate the variety of implementations of a culture of literacy in more specific and operational terms. These subthemes include routine reading activities, utilization of reading corners and libraries, integration of writing activities into learning, use of varied reading media, the role of teachers as literacy facilitators, and support from school policies. The large number of subthemes indicates that literacy culture at SDN 15 Simpang Mamplam is implemented through various strategies and approaches tailored to the characteristics of elementary school students.

Based on the interview results, the first interview was conducted with the school principal, who emphasized the importance of literacy culture as a foundation for improving students’ academic achievement. The principal stated that the school had consistently implemented literacy programs such as daily reading time, library visits, and reading corners in each classroom. According to the principal, these activities helped create a positive learning atmosphere and encouraged students to develop reading habits. The principal also highlighted that strong support from school management was essential to ensure the sustainability of literacy programs.

The second interview involved third-grade classroom teachers, who explained that literacy activities had been integrated into daily learning processes. The teachers reported that students were required to read short texts before lessons and write simple reflections afterward. They observed that these routines improved students’ vocabulary, comprehension, and confidence in expressing ideas. The teachers also noted that literacy-based learning made classroom activities more interactive and meaningful.

The third interview was conducted with several students, who expressed positive responses toward the literacy culture implemented at school. Most students stated that they enjoyed reading storybooks and participating in storytelling sessions. They felt more motivated to read because of the availability of interesting books and supportive teachers. Some students mentioned that reading activities helped them understand lessons more easily and increased their

interest in writing. The fourth interview focused on students' writing development. Teachers reported that students showed significant progress in organizing ideas and constructing simple sentences. Through regular journal writing and storytelling activities, students became more confident in sharing their thoughts in written form. Students also stated that writing activities were no longer difficult and that they felt proud of their work when it was displayed in the classroom.

The fifth interview revealed that collaboration among school stakeholders played an important role in strengthening literacy culture. The principal and teachers emphasized the involvement of parents in encouraging reading habits at home. They also highlighted the importance of continuous evaluation and improvement of literacy programs. Overall, the respondents agreed that consistent implementation of literacy culture had positively influenced students' reading interest, writing abilities, and learning motivation.

The interview with the school principal revealed that literacy culture had become a major priority in improving students' academic quality. The principal explained that the school regularly implemented literacy activities such as daily reading sessions, classroom reading corners, and scheduled library visits. These programs were supported by school policies and facilities to ensure their continuity. According to the principal, the consistent implementation of literacy culture had created a positive learning environment and strengthened students' reading habits.

Interviews with third-grade teachers indicated that literacy activities were integrated into classroom instruction. Teachers reported that students were encouraged to read short texts before lessons and write simple summaries or reflections afterward. They observed improvements in students' vocabulary, reading comprehension, and writing skills. The teachers also stated that literacy-based learning increased students' participation and confidence during classroom discussions. Interviews with students showed that most of them had positive attitudes toward literacy activities. Students expressed enjoyment in reading storybooks and participating in storytelling and writing activities. They felt more motivated to read because of the availability of interesting books and support from teachers. Many students also mentioned that regular reading and writing practices helped them understand lessons more easily and improved their ability to express ideas in written form.

Result of observation showed that literacy activities were regularly implemented in the classroom. Every morning, students were given 15 minutes to read books before the lesson began. Most students brought their own reading materials or borrowed books from the classroom reading corner. During this activity, students read quietly and seriously, indicating good concentration and interest in reading. The second observation focused on the classroom environment. Each classroom was equipped with a reading corner containing various types of books, such as storybooks, science books, and picture books. Posters with motivational quotes and reading

slogans were displayed on the walls. These facilities created a literacy-rich environment that supported students' reading habits and encouraged them to explore different reading materials.

The third observation revealed that teachers actively guided students during literacy activities. Teachers assisted students in selecting appropriate books and provided explanations when students encountered difficulties in understanding the texts. Teachers also encouraged students to share the content of their readings with classmates. This guidance helped students improve their comprehension and confidence in speaking. The fourth observation examined students' participation in writing activities. After reading sessions, students were asked to write short summaries, personal reflections, or simple stories. Most students completed their tasks seriously and showed improvement in organizing ideas and using correct vocabulary. Some students who initially had difficulties gradually became more confident in expressing their thoughts in written form. The fifth observation indicated that literacy culture was consistently integrated into daily learning. Literacy activities were not limited to language lessons but were also applied in science and social studies classes. Students were encouraged to read textbooks, analyze information, and write conclusions. This integration strengthened students' critical thinking skills and supported the development of reading and writing abilities.

The findings of this study indicated that the consistent implementation of literacy culture significantly improved students' reading interest and writing abilities. Daily reading activities and integrated literacy practices created positive habits that encouraged students to engage actively with texts. According to Tompkins, regular exposure to reading materials enhances students' motivation and comprehension skills.[18] The observed improvement in students' participation supported the view that literacy culture plays a crucial role in strengthening early literacy development. The classroom environment also contributed to the success of literacy programs. The presence of reading corners, visual literacy materials, and accessible books created a supportive atmosphere for learning. Morrow and Gambrell stated that a print-rich environment increases students' reading frequency and engagement.[19] This study confirmed that students were more willing to read and explore various texts when learning spaces were designed to promote literacy.

Teacher involvement was another important factor in strengthening literacy culture. Teachers actively guided students in selecting books, monitoring reading progress, and providing feedback on writing tasks. This finding aligned with the study by Hattie, which emphasized that

[18] Gail E. Tompkins, *Literacy for the 21st Century: A Balanced Approach*, 6th edition (Boston, MA: Pearson, 2014).

[19] Linda B. Gambrell and Lesley Mandel Morrow, *Best Practices in Literacy Instruction*, 5th edition (New York: Guilford Press, 2015).

teacher support and instructional quality strongly influence student achievement.[20] Through continuous guidance, students developed better reading comprehension and writing organization skills. Furthermore, the integration of literacy activities into different subjects enhanced students' learning experiences. Literacy practices were applied not only in language lessons but also in science and social studies classes. Fisher and Frey explained that cross-curricular literacy instruction improves students' understanding of subject content.[21] This integration helped students develop critical thinking and analytical skills while strengthening their reading and writing abilities.

The development of students' confidence and motivation was also evident in this study. Students became more confident in expressing their ideas orally and in written form. Bandura highlighted that self-efficacy plays an important role in academic performance.[22] As students experienced success in literacy activities, their belief in their own abilities increased, leading to higher learning motivation. Overall, the findings demonstrated that literacy culture serves as an effective strategy for improving elementary students' literacy skills. Collaboration among school stakeholders, including teachers, principals, and parents, supported the sustainability of literacy programs. Epstein emphasized that strong school-family partnerships contribute to students' academic success.[23] Therefore, the consistent and collaborative implementation of literacy culture is essential for enhancing the quality of literacy learning in elementary schools.

## CONCLUSION

The conclusion of this study is that that the implementation of literacy culture played a significant role in improving students' reading interest and writing abilities in Grade III elementary school. Consistent literacy activities, such as daily reading sessions, writing exercises, and the integration of literacy practices into various subjects, successfully fostered positive learning habits and strengthened students' literacy skills. The supportive learning environment, including the availability of reading corners and diverse reading materials, contributed to increased student engagement and motivation. In addition, active teacher involvement in guiding, monitoring, and providing feedback enhanced students' comprehension and writing performance. These factors collectively created a conducive atmosphere for literacy development. Furthermore, the study revealed that literacy culture also positively influenced students' confidence,

[20] John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning* (London: Routledge, 2012).

[21] Douglas Fisher and Nancy Frey, *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, 2nd edition (Alexandria, VA: ASCD, 2014).

[22] Albert Bandura, *Self-Efficacy: The Exercise of Control* (New York: W. H. Freeman, 1997).

[23] Joyce L. Epstein, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*, 2nd edition (Boulder, CO: Westview Press, 2011).

participation, and learning motivation. Through continuous practice and encouragement, students became more confident in expressing their ideas both orally and in written form. Collaboration among school stakeholders, including principals, teachers, and parents, also supported the sustainability of literacy programs. Therefore, literacy culture can be considered an effective and practical strategy for improving the quality of literacy learning in elementary schools. Schools are encouraged to implement literacy programs consistently and integrate them into daily learning activities. Future research is recommended to explore the long-term impact of literacy culture and its implementation in different educational contexts.

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