

THE LITERACY MOVEMENT OF INDONESIAN LANGUAGE LEARNING IN ELEMENTARY SCHOOL

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ABSTRACT

The low literacy skills of students in primary schools are an essential concern for improving the quality of education. The Literacy Movement is expected to enhance students' reading, writing, speaking and listening skills, which are fundamental elements in Indonesian language learning. This research uses a qualitative approach with a descriptive research type that aims to describe in depth the phenomena that occur in the field related to the implementation of the Literacy Movement. The data collection methods used were observation, in-depth interviews and documentation. Sources of research data include teachers, grade IV students, and documents related to learning activities at SDN 61 Bima City. The data analysis technique used was descriptive qualitative analysis, in which the collected data was analysed to describe the effectiveness of literacy implementation. The results showed that the implementation of the literacy movement had a positive impact on improving students' reading creativity, as shown by data related to the effectiveness of the implementation of the literacy movement, namely reading, writing, speaking, listening, and the literacy environment getting good results. The form of literacy activities implemented at SDN 61 Kota Bima, namely the literacy stage and the use of Augmented Reality technology, succeeded in improving students' literacy skills and had a positive impact on their academic development, as well as creating a more interactive and fun learning environment.

Keywords: Literacy Movement, Learning, Indonesian language, elementary school

INTRODUCTION

The literacy movement in Indonesia has become an essential concern in an effort to improve the quality of education in the country. Literacy, which generally refers to the ability to read and write, is more than just a technical skill (Isya, Kusumawati, and Bima, 2024). Literacy is a window for children to understand the world and shape their worldviews, along with the rapid development of technology and information. The literacy movement in Indonesia is a strategy to create a society that is intelligent, critical and can deal with the dynamics of a changing world. In the context of education, the literacy movement is not only related to the ability to read and write but also includes an understanding of various types of texts and contexts that exist in everyday life (Heryani et al., 2024). This literacy movement also plays an important role in preparing young people who are able to think analytically and creatively (Sobri, 2023). Therefore, early literacy education is critical, especially at the primary education level (Piasta et al., 2020). Literacy skills taught at this stage will be the basis for the development of other abilities, such as critical thinking, effective communication and creativity (Rahayu et al., 2024).

One important aspect of the literacy movement in Indonesia is Indonesian language learning. Indonesian, as the state language, has a central role in shaping the national literacy culture. (Nugraha, Parid, and Miftahul Huda Subang 2023) through language, students can access various information, express ideas, and understand various values and cultures. (Primasari and Haryadi 2020). A good command of Indonesian will help students to read, write, speak and listen effectively. (Syahru Ramadhan, 2024). Indonesian as a subject in elementary school does not only teach linguistic aspects such as grammar, spelling and sentence structure but also focuses on developing critical thinking skills through the texts studied (Fitriati and Rata 2020). Indonesian language learning provides opportunities for students to interact with a variety of texts, including narrative, exposition, argumentation, and description texts. (Parlindungan and Rifai 2022). Through these various types of texts, students are taught to analyse information, evaluate arguments, and develop argumentation skills. (Wirza et al. 2023).

The National Literacy Movement (GLN), launched by the Indonesian government, aims to improve the quality of literacy at all levels of society, including among students. (Triwidya Lestari and Astuti 2023). In the context of primary education, the Literacy Movement focuses on improving students' literacy skills in primary schools through a comprehensive and integrated approach. (Alman and Ituga 2023). The implementation of this literacy movement includes various activities that involve all aspects of learning, including Indonesian language learning. (Syahru Ramadhan, 2024) Through this literacy movement, students are expected to develop literacy skills that are not limited to reading and writing but also include the ability to think critically, creatively, and communicatively. (Sari et al. 2022).

Indonesian language learning in primary schools aims to teach technical language skills and develop students' literacy skills as a whole. (Harista and Nagaya 2022). In the context of the National Literacy Movement, the primary goal of Indonesian language learning is to form students who have strong literacy skills in reading, writing, speaking, and listening. (Azzahra, Yarmi, and Karsih 2024). Through learning Bahasa Indonesia, students are taught to read with deep understanding, write clearly and effectively, and also speak and listen attentively. (Dewi Lestari, Zakaria 2022). Indonesian language learning is expected to help students develop the ability to think critically and creatively. Students are not only taught to understand the information written in the text but also invited to analyse, evaluate, and interpret the information. (Maritim 2023).

Although the literacy movement in primary schools has excellent potential to improve the quality of education, its implementation is not free from various challenges. (Amelia, Utami, and Ulum 2023). One of the main challenges is the limited resources, both in terms of facilities,

educators, and teaching materials. (Nisfah and Nurroh 2020). Many schools in remote areas still lack access to quality books, adequate libraries and training for teachers to implement literacy learning effectively. (Peller et al. 2025) Furthermore, not all teachers understand the importance of integrating literacy into every aspect of learning. (Marmuah, Poerwanti, and Suharno 2022). Another challenge is the habit of students who prefer to rely on technology to get information, including through social media or the internet, which often does not prioritise the accuracy and depth of information. (Isya, Ramadhan, and Syarifuddin 2022). This can reduce students' interest in reading quality books that can enrich their knowledge. (Nursyaidah, Putri, and Lubis 2023).

Various efforts have been made to improve the quality of Indonesian language learning in the context of the Literacy Movement to overcome these challenges. (Fragkiadaki, Fleer, and Ravanis 2021). One way is to improve the quality of training and professional development for Indonesian language teachers at primary school level education units, including at SDN 61 Kota Bima. Teachers at SDN 61 Kota Bima, in this case, need to be given a deeper understanding of learning strategies that support literacy development, including the use of relevant texts, effective reading techniques, and creative and critical writing methods. More intensive training is expected to help teachers at SDN 61 Kota Bima to better integrate literacy in every aspect of learning, not only in Indonesian language subjects but also in other subjects.

From the implementation of literacy movement activities at SDN 61 Kota, it is also important to create a school environment that supports the literacy movement by increasing the collection of books in the library, providing time for reading outside of class hours and involving parents in children's literacy activities. The use of technology that supports literacy learning, including digital reading and writing applications, can also be an effective means of improving students' literacy skills. With these efforts, it is hoped that the literacy movement in primary schools at SDN 61 Bima City can run more effectively and have a significant impact on the quality of education in Indonesia, especially in Bima City.

The implementation of the literacy movement through Indonesian language learning for grade four students at SDN 61 Kota Bima still faces a number of problems that affect its effectiveness. Although the literacy movement has been promoted in many schools, SDN 61 Kota Bima faces a number of challenges, such as limited learning facilities and infrastructure, especially in the area of libraries and other adequate learning resources. In addition, teachers' lack of understanding and skills in applying an integrative, text-based literacy approach means that Indonesian language teaching has not fully optimised students' literacy potential. The low interest in reading among students is also a problem that needs to be addressed, as most students

are more interested in other activities that are not related to literacy. This can have an impact on students' underdeveloped literacy skills, so it is important to conduct research related to this to identify the causes and appropriate solutions. This research is essential to provide a clearer picture of the real conditions in the field and to develop more effective strategies for integrating the literacy movement into Indonesian language learning.

LITERATURE REVIEW

Literacy Movement

The literacy movement is an effort to improve reading, writing, and critical thinking skills in the community. The aim is to build a strong literacy culture so that individuals can access, understand, and process information effectively. The movement includes activities such as reading training, creative writing, and the provision of varied reading materials. (Dodo 2024). One theory that explains the literacy movement is Social Literacy Theory. This theory emphasises that literacy is not just an individual skill but is also influenced by the social and cultural context in which a person exists. Literacy develops in social interaction, where the norms, values and needs of society influence the use of language and text. Therefore, the literacy movement should not only focus on technical skills but also on understanding the social context that shapes the way we interact with texts. (Hoffman, Martínez, and Danielson 2016).

Indonesian Language Learning

Indonesian language learning is an educational process that aims to develop Indonesian language skills in students in the aspects of listening, speaking, reading, and writing. This learning activity includes teaching about grammar, vocabulary, sentence structure, and text comprehension, both oral and written. (Damanik 2022). Indonesian language learning does not only focus on technical language mastery but also on the ability of learners to express ideas, feelings, and information effectively in various communication situations. This learning involves various methods, such as discussions, text reading, essay writing, and oral presentations. The goal is for learners to be able to use Indonesian appropriately, both in everyday life and in academic contexts. Thus, learning Bahasa Indonesia is essential to establish good communication skills and an understanding of Indonesian culture. (Suparsa, Mantra, and Ayu 2017).

METHODOLOGY

This research uses descriptive qualitative research, which aims to describe in detail the implementation of the literacy movement through Indonesian language learning for grade IV students at SDN 61 Bima City. (Luthfiyah 2017) A descriptive qualitative approach was chosen to gain an in-depth understanding of the processes, conditions, and challenges faced by

implementing the literacy movement in the school. (Usman 2020). This research focuses on collecting information about the Indonesian language learning strategies implemented and their effect on improving students' literacy. The data collection techniques used were in-depth interviews with Indonesian language teachers, direct observation of the learning process, and documentation studies in the form of Teaching Modules and records related to literacy in schools. (Sugiono 2015).

The primary data sources in this study are grade IV Indonesian language teachers, students and school parties involved in literacy management, such as the principal and librarian. The research procedure began with observation of the literacy learning process in the classroom, followed by interviews with teachers and school parties related to the implementation of the literacy movement. (Helaluddin 2015). Furthermore, the data will be analysed using qualitative data analysis techniques, namely by grouping information obtained from interviews and observations based on specific themes. The data will then be analysed inductively to gain a more comprehensive understanding of the implementation of the literacy movement at SDN 61 Bima City. (Sidiq and Choiri 2018).

RESULT AND DISCUSSION

Result

In implementing the literacy movement, teachers show their seriousness by designing and implementing structured and literacy-based Indonesian language learning. Teachers not only teach Indonesian language materials conceptually but also integrate literacy activities such as reading books regularly, writing short stories and discussing the texts they have read. This creates a conducive environment for students to get used to daily literacy activities. The effectiveness of the implementation can be seen from the increase in students' interest in reading and their ability to understand and interpret different types of texts. The resulting positive impact is the improvement of students' literacy skills in reading, writing, speaking and listening. Researchers can describe this by examining the results of observations, interviews, and documentation contained in the table below.

Table. 1. Effectiveness of Implementing The Literacy Movement

Aspects	Learning Activities	Indicator	Outcomes Produced
Reading	1. Read short story text regularly 2. Group discussion about the content of the text read.	1. Students can read fluently and understand the content of the text 2. Students can answer questions based on the text that has been read.	1. Improved reading ability and comprehension of the text. 2. Students are able to re-express the ideas in the text well.
Writing	1. Write a story or essay based on a specific theme 2. Write a summary of the text read.	1. Students can create writing with a clear structure	1. Improved students' writing skills with good structure. 2. Students are able to write with proper grammar and vocabulary.

		2. Students write with appropriate vocabulary and correct spelling.	
Speaking	1. Oral presentation of the readings in front of the class 2. Class discussion on topics related to the texts read	1. Students can speak clearly and confidently when presenting. 2. Students actively discuss and give opinions openly.	1. Improved students' speaking skills in conveying ideas. 2. Students are more confident and skilful in public speaking.
Listening	1. Listen to the teacher's explanation of the learning material. 2. Listen to the story and give responses according to the content of the story.	1. Students can understand and summarise information from the teacher's explanation. 2. Students can respond appropriately and relevantly to the story heard.	1. Improved ability to listen and filter the information presented. 2. Students demonstrate active and critical listening skills.
Literacy Environment	1. Utilization of the school library for independent reading activities. 2. Providing diverse and interesting reading books for students.	1. Students often visit the library to read books. 2. Students choose and read books with themes they are interested in.	1. Increased student interest in reading as seen from the frequency of visits to the library. 2. Increased students' interest in reading, which has an impact on their knowledge and insight.

The implementation of the literacy movement through Indonesian language learning for grade four students at SDN 61 Kota Bima can be analysed based on several aspects listed in the table above. In general, the learning activities designed aim to develop students' literacy skills as a whole, from reading, writing, speaking and listening. One of the main focuses is on improving students' reading skills, which are the foundation of other literacy skills. Regular reading activities have a positive impact on students' text comprehension. Students who are accustomed to reading can improve their ability to absorb information and relate it to their existing knowledge. Group discussions that follow the reading of the text give students the opportunity to explore deeper meanings and enrich their perspectives.

Writing activities carried out through story or essay writing tasks also have a vital role in developing students' literacy. Writing skills are not only about the ability to compose correct sentences but also involve students' creativity in conveying their ideas and stories. In this case, learning to write is expected to encourage students to think critically and structurally so that they can write more systematically and clearly. Writing is also a means for students to explore their imagination, which further impacts creative thinking skills. The writing process that involves a clear structure and the use of appropriate vocabulary and grammar can help students enrich their language skills as well as increase their confidence in communicating through writing.

The importance of learning to speak in a literacy context cannot be overlooked. Speaking activities such as oral presentations and class discussions provide space for students to convey their ideas openly. The ability to speak clearly and confidently is essential in Indonesian language learning as this relates not only to speaking skills but also to the development of overall

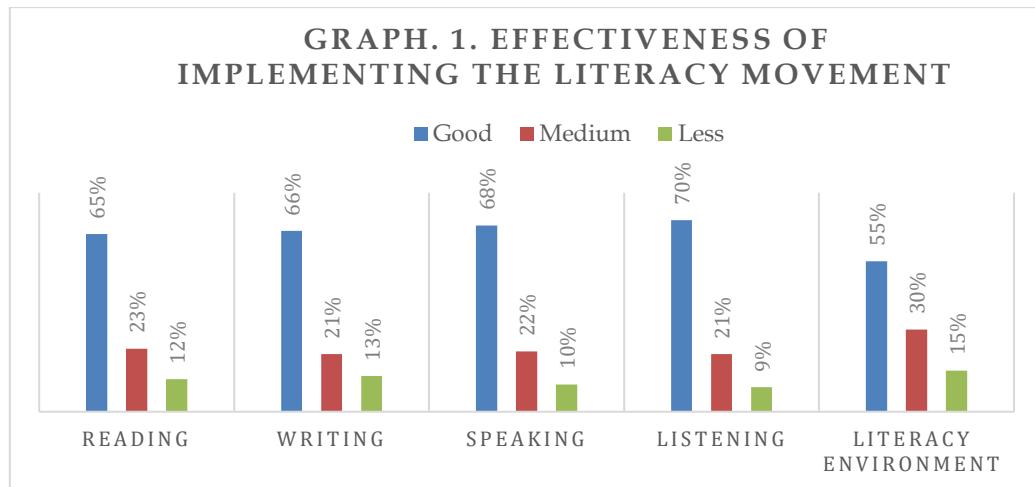
communication skills. Students who are used to speaking in front of the class or group discussions will feel more comfortable expressing their opinions. This supports the development of students' social and emotional skills, which are very valuable in their daily lives, both at school and outside of school.

Listening learning is often considered a passive skill in the communication process. However, in the context of literacy learning, listening is an active skill that allows students to absorb information better. The activity of listening to stories and then responding to the material that the teacher has delivered is very helpful for students in increasing their absorption of information. By listening attentively to the teacher's explanation, students can better understand the concept or material being taught, which leads to an increase in their understanding of the text and the subject matter as a whole. Practical listening lessons can also shape students' habit of critically processing information, which further supports their analytical thinking skills.

The success of the literacy movement is also greatly influenced by the literacy environment around students, both at school and at home. An environment that supports literacy activities, including the availability of a complete library and a variety of reading books, plays a significant role in increasing students' interest in reading. Students who are used to visiting the library and choosing books that suit their interests will be more motivated to read independently. Parental involvement is also very supportive of this process, where parents can assist students in reading and writing activities at home. With support from parents, students will feel more motivated to continue their literacy activities, which in turn strengthen their skills in various aspects of language.

The achievements of implementing literacy activities through application in Indonesian language learning for primary school students at SDN 61 Kota Bima can also be described in the form of a graph below.

GRAPH. 1. EFFECTIVENESS OF IMPLEMENTING THE LITERACY MOVEMENT



Based on the data contained in the graph above, the reading aspect shows quite good results in 35 students. The percentage of those who obtained a good rating was 65%, namely 23 students, while those who obtained moderate and poor ratings were 23% and 12% or as many as 8 and 4 students, respectively. This reflects that most Grade IV students at SDN 61 Kota Bima have been able to understand and enjoy the reading process well. However, there are still a small number of students who struggle in this aspect. In the context of literacy learning, reading is one of the basic skills that students must master early on. Good reading skills will help students process information, increase their vocabulary and build a better understanding of the subject matter. Although the majority of students have achieved good reading skills, more attention needs to be given to groups of students who are still experiencing difficulties so that they can participate in learning more optimally. One approach is to use more interactive methods such as group discussions or reading together with classmates.

The writing aspect also showed promising results, with 66% of students getting a good assessment or 23 students. In comparison, 21% obtained a medium assessment, namely seven students and 13% of the assessment was less, namely five students. This shows that most grade IV students of SDN 61 Kota Bima have mastered basic skills in writing, but there are still segments of students who need more attention. In learning the Indonesian language, writing skills are critical, whether it is in composing good sentences, correcting spelling, or conveying ideas or ideas in writing. Writing is not only a matter of expressing thoughts but also a matter of order, choosing the right words, and the ability to communicate effectively. For students who received moderate and poor ratings, it is important to provide more structured practice, i.e. repeated writing activities on different topics, and provide constructive feedback so that they can improve their writing skills.

In the aspect of speaking, the percentage that obtained a good rating was 68%, which was the highest number of all aspects analysed or as many as 24 students. This shows that most students have been able to speak fluently and confidently. However, there are still 22% of students who obtained a moderate rating, namely eight students and 10% who obtained a poor rating, namely four students. Speaking learning is very important to develop students' oral communication skills. Good speaking skills will support students in interacting in class, explaining their ideas, and participating in discussions. To improve the quality of students' speaking, educators can organise activities that support students in speaking more, including class presentations, debates, or group discussions.

In the listening aspect, the results were also quite encouraging. A total of 70% of students obtained a good assessment, namely 25 students, while 21% obtained a medium

assessment, namely seven students, and 9% obtained a poor assessment or three students. Listening ability is an essential skill in the learning process, especially in absorbing information provided by the teacher. Good listening will help students to understand instructions, follow lessons more effectively and interact with classmates. Although most students showed good listening skills, there is a need to improve students who received moderate and poor ratings. For this reason, activities that involve active listening, such as listening to stories, listening to instructions, or listening to subject matter delivered through audio media, can be a solution to help students who are less able to do this.

The literacy environment aspect showed slightly lower numbers compared to the other four aspects. Only 55% of the students received a good rating (19 students), while 30% received a medium rating (11 students), and 15% received a poor rating (5 students). A good literacy environment is very supportive of the literacy learning process because it creates a conducive atmosphere for students to continue to develop in reading, writing, listening and speaking. Establishing a strong literacy environment can start by providing literacy resources that are easily accessible to students, such as varied reading books, access to digital learning media and creating a classroom atmosphere that supports literacy activities. Efforts to improve this literacy environment should be made on an ongoing basis, for example, by organising literacy activities outside the classroom, increasing shared reading activities or decorating the classroom with posters or interesting reading materials.

Discussion

From the above data that has been described and explained by researchers, as well as various information that researchers have obtained through learning observation activities, in-depth interviews with teachers and students as well and relevant activity documents, researchers found that the effectiveness of the implementation of the literacy movement through the application of Indonesian language learning for grade IV students at SDN 61 Kota Bima cannot be separated from several activities and learning activities that have been carried out including the following:

Interactive Classroom Reading Corner

In learning activities at SDN 61 Kota Bima, one of the methods used to support the literacy movement is to create an interactive classroom reading corner. This concept aims to provide a comfortable and attractive space for students to read various types of materials independently. In this reading corner, students are given the freedom to choose books or reading materials that interest them. Each book available consists not only of narrative texts but also informative texts, comics, and picture books that are able to attract the attention of students

from various backgrounds of interest. Learning through this reading corner also involves selecting books based on students' reading levels so that they can learn to read at a pace that suits their abilities. For example, students who are just starting to read are given simple picture books, while more advanced students are given books with more complex texts.

In practice, this classroom reading corner is not only used for individual reading activities but also serves as a place for small discussion activities between students. After reading, students are directed to share stories about the books they have read with their classmates. This activity supports students' speaking and listening skills while improving their social skills. Teachers also hold book discussion sessions where students can ask questions or give opinions about the content of the reading they have chosen. This encourages them to think critically and deepen their understanding of the reading material. In this way, the interactive classroom reading corner is expected to make students more active in learning and expand their knowledge through a variety of interesting reading materials.

As a concrete example, in a sure week, students are given the task of choosing a book from the reading corner that they will read outside of class hours and then presenting the results of their reading in front of the class. This activity motivates students to read more because they know there will be an opportunity to share what they have read with their friends. In one of the activities, a student chose an adventure storybook and retold the contents of the book with great enthusiasm to his friends. In addition to enriching students' vocabulary, this activity also sharpens students' speaking skills and ability to convey information in a clear and structured manner. With these various activities, the interactive classroom reading corner is one of the effective strategies in supporting the implementation of the Literacy Movement at SDN 61 Kota Bima in a way that is fun and encourages students to continue learning and developing.

Reading and Reflection Journal

The method applied to support the literacy movement at SDN 61 Kota Bima is the use of reading and reflection journals. This activity involves students writing regularly about what they read and reflecting on their understanding and experience of the chosen text. Each student is given a reading journal that serves as a personal record to document their reading process, from selecting the book to summarising the content. In this journal, students not only write a summary but also provide personal responses or opinions about the story or information they have read. This activity aims to hone writing skills, improve reading comprehension, and deepen students' critical thinking process. The teacher also provides guidance in filling out the journal, such as reflective questions that encourage students to think more deeply about the text they read.

In Indonesian language learning activities, reading journals and reflections are used as tools to measure the development of students' literacy skills. Every week, students at SDN 61 Kota Bima are asked to write about their reading experiences in a journal, including the book title, genre, main character, and the core of the story. In addition, students were also asked to write about the challenges they encountered while reading and how they dealt with them. For example, a student reading an adventure storybook wrote in his journal that he found it difficult to understand some unfamiliar words but then looked up the meaning of the words in the dictionary and recorded it in the journal. Through this activity, students not only enrich their vocabulary but also develop independent and responsible reading habits. More than that, reading journals helps them to assess the extent to which they understand the reading and what they need to improve in their literacy skills.

The reflections recorded in the journal are also used as evaluation material by the teacher. At the end of each month, the teacher will read the students' journals and provide feedback on their progress. One example of an activity carried out in class was when students were asked to choose one book they had read in a month and write a reflection on the values they learned from the book. One student wrote that through a storybook about friendship, she learned about the importance of respecting each other and working together. This kind of reflection not only enriches students' understanding of moral values but also develops their writing and critical thinking skills. This activity has been proven to help students better understand the content of their reading and apply what they learn in their daily lives.

Literacy Stage

One of the initiatives supporting the Literacy Movement at SDN 61 Kota Bima is the Literacy Stage. This activity gives students the opportunity to express their ability to speak in public. This activity not only sharpens students' speaking skills but also increases their self-confidence. In the Literacy Stage, students are given the opportunity to read poems, tell stories or even perform short dramas based on the reading they have previously learned. One example that was implemented was students who re-presented the fable story they had read using expressions and body movements according to the characters in the story. This helps students not just to memorise the text but to live and interpret the story they are reciting, thus developing speaking skills and knowledge of the text.

The Literacy Stage activity at SDN 61 Kota Bima also actively involves all students. Each student is given the opportunity to perform in front of the class, which is designed to encourage maximum participation from all students without any awkwardness or fear. After learning about folklore, each group of students is asked to retell the story creatively, using simple costumes and

props that they make themselves. In this way, students not only hone their speaking and listening skills but also develop their creative skills. Through the Literacy Stage, students learn to work together in teams, plan their presentations and share ideas and interpretations of the story in a fun and engaging way.

The Literacy Stage also has substantial social value in building a sense of community among students. In this activity, they learn to appreciate the diversity of opinions and ways of delivery from their peers. For example, in one Literacy Stage session, some students presented poems they had written themselves, while others told inspirational stories from everyday life. Students who listened were encouraged to make comments or ask questions, which made the whole class more interactive. This opened up opportunities for students to think critically and give constructive feedback to their peers. This activity teaches students the importance of appreciating the work of others and improves their communication and social skills.

The implementation of the Literacy Stage at SDN 61 Kota Bima succeeded in creating a fun learning atmosphere and motivating students to engage in learning activities actively. By showcasing their abilities in front of the class, students feel a positive impact on their learning motivation levels. They became more interested in reading and preparing themselves to perform because they felt that this literacy process was not only about a task to be completed but also about fun and pride in their achievements. A student who initially lacked confidence in public speaking after participating in the Literacy Stage several times now shows significant improvement in her speaking skills. With this fun and participatory approach, the Literacy Stage is a very effective tool for strengthening student literacy at SDN 61 Kota Bima.

Writing and Publishing Works

Writing and publishing activities at SDN 61 Kota Bima have become an important part of the Literacy Movement implementation applied in Indonesian language learning. These activities are intended to provide opportunities for students to express their creativity through writing while teaching them about a good and structured writing process. One of the activities implemented was creating short stories or poems, where each student was asked to write a short story based on a given theme, such as “friendship” or “courage”. After completing the writing, students were given the opportunity to present their work in front of the class, which made them feel more proud and confident with their work. This not only improved their writing skills but also their speaking and listening skills when sharing their work with their friends.

After writing their work, students are given the opportunity to publish their work in the form of a class book or school magazine. At SDN 61 Kota Bima, every semester, students work with teachers to collect their best writings and compile them into an anthology book that is

displayed in the school library. This book not only functions as a learning medium but also as a means of appreciation for students for their work. For example, last semester, the fourth-grade students managed to collect more than 30 short stories and poems, which were then published in a book entitled “Kumpulan Cerita Anak SDN 61”. This activity encourages students to see their writing not just as a school assignment but as work that deserves to be read and appreciated by others.

Writing and publishing activities at SDN 61 Kota Bima also involve various parties, including parents and the surrounding community. In the process of publishing the book or magazine, students and teachers work together with external parties to prepare the layout, cover design and print the book. Parents' involvement in this activity is very significant, and they are invited to attend the book launch event held at the school. At the event, students had the opportunity to discuss their work with parents and the community, which gave them a sense of pride and appreciation for their efforts and creativity. In addition, it also creates a closer relationship between the school and parents, which in turn supports the creation of a conducive environment for literacy development outside of school.

Writing and publishing activities are also integrated with other relevant learning. After students write a story, they are asked to do a peer review or give feedback on each other's work. This process not only improves writing skills but also trains students to think critically and give constructive criticism. For example, in an adventure story writing project, one student gave suggestions to his friend to develop certain parts of the story to make it more interesting and detailed. With this activity, students not only learn to write well but also learn to appreciate the work of others and accept constructive criticism. Overall, the writing and publishing activities at SDN 61 Kota Bima are very effective in improving students' literacy skills while introducing them to the process of producing real and valuable written work.

CONCLUSION

This study shows that the implementation of the Literacy Movement at SDN 61 Bima City through the application of Indonesian language learning has had a significant positive impact on improving students' literacy skills, as shown by the overall improvement in student literacy results, including reading, writing, speaking, listening and the literacy environment. Various activities have been implemented, including interactive classroom reading corners, reading journals and reflections, Literacy Stages, and writing and publishing works. Each activity not only develops reading and writing skills but also improves students' speaking, listening, social and cooperation skills. These innovations have successfully motivated students to more actively participate in the learning process and make literacy an integral part of their lives.

The application of technology in literacy discussion activities, such as the use of Augmented Reality applications, has opened up opportunities for students to understand learning materials better, more interactively and visually. It has also honed their technology skills, which are essential in today's digital era. With the support of teachers, students and the involvement of parents and the community, the Literacy Movement at SDN 61 Kota Bima has succeeded in creating a conducive and enjoyable learning environment. Therefore, it can be concluded that the Literacy Movement implemented in this school has achieved high effectiveness in positively impacting students' literacy development and providing them with skills that will be useful in their academic and social lives.

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