

Systematic Literature Review (SLR) : Hasil Implementasi Gerakan Literasi di Indonesia

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ABSTRACT

Literacy in Indonesia is still not a culture required by society. This means the quality of human resources still needs to be improved. There are various ways to realize quality human resources, one of which the government has sought to do through the acculturation of the literacy movement. This study aims to analyze the process and results of the implementation of the literacy movement in Indonesia, whether it is done in schools, communities, society and so on. The method used in the research is Systematic Literature Review or SLR. Efforts to implement literacy activities are carried out in various ways and strategies. Obstacles and constraints that occur in the implementation of literacy activities must get more attention from the government to be able to maximize the results of the implementation of the literacy movement in Indonesia

Keywords: *Literacy Movement*

INTRODUCTION

Literacy in Indonesia is still not a culture required by society. This means that the quality of human resources still needs to be improved. Qualified human resources are needed to realize the full Indonesian human being as the ideals of Indonesia in the Preamble of the UUD 1945 which reads "educating the nation's life". There are various ways to realize quality human resources, one of which is through the acculturation of the literacy movement.

The Literacy Movement is an activity that aims to create community sensitivity to lifelong learning, through the habit of reading books, finding actual and factual sources of information from various available media, and other literacy activities that can increase community productivity.

Literacy when studied in depth is not only defined as literate, but also defined as practices in a social, historical and cultural situation in order to create and interpret meaning through text. So literacy can be used as the most appropriate effort to improve the quality of human resources in Indonesia.

This study aims to analyze the process and outcomes of the implementation of the literacy movement in Indonesia, whether in schools, communities, society and so on.

RESEARCH METHODS

The method used in the research is Systematic Literature Review or SLR, which is a scientific process by reviewing concepts and theories related to the topic to be studied to show unfamiliarity and completeness, this research method can also be called a literature review (Zakaria & Priyatni, 2021). SLR has the aim of reviewing similar research that has existed before and making it a single unit. In addition, SLR can also be used as a means to: 1) Describe different approaches from several journals on the same topic; 2) Combine different combinations of theoretical perspectives; and 3) Find analogues of research methods used to answer the same research question. The results of this study can be used as an analogy of theoretical understanding for the implementation of the existing literacy movement in Indonesia.

At the research stage, the following problem formulations were determined: 1) What is the process of implementing the literacy movement in Indonesia, and 2) What are the results of the implementation of the literacy movement in Indonesia? The search process focused on articles with the keyword "Literacy Movement". The access used to search for articles has been analyzed against the Google Scholar database, which covers the last 5 years of journals (2019-2024). The criteria for the literature to be reviewed were as follows: 1) Articles published in research journals; 2) Articles

published within the last 5 years (2019-2024); and 3) Articles that contain elements of the implementation of the literacy movement.

RESULTS AND DISCUSSION

Result

Fifteen (15) articles were successfully analyzed in the study using the SLR method. The results of the analysis are contained in two tables with Table 1. which discusses the year of publication of the article, the name of the journal, the number of articles in one journal, and the type of publication.

Table.1 The year of publication of the article, the name of the journal, the number of articles in one journal, and the type of publication.

No.	Year	Journal Name	Number of Articles	Journal Type
1	2021	JURNAL BASICEDU <i>Research & Learning in Elementary Education</i>	1	Sinta 5
2	2020	JURNAL EDUKASI NONFORMAL	1	not indexed yet
3	2021	Tabasa: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya Tadris Bahasa Indonesia, IAIN Surakarta	1	not indexed yet
4	2019	Jurnal Ilmiah Sekolah Dasar	1	not indexed yet
5	2019	Jurnal PAJAR (Pendidikan dan Pengajaran)	1	not indexed yet
6	2021	JURNAL Renjana Pendidikan Dasar	1	not indexed yet
7	2020	Jurnal Berkala Ilmu Perpustakaan dan Informasi UNIVERSITAS GADJAH MADA	1	Sinta 2
8	2019	Jurnal Pengabdian Pada Masyarakat UNIVERSITAS MATHLA'UL ANWAR	1	Sinta 4
9	2022	JURNAL DIDACTIQUE BAHASA INDONESIA	1	Sinta 5
10	2022	Jurnal Alma Ata : Literasi Jurnal Ilmu Pendidikan	1	Sinta 5
11	2022	Jurnal Penelitian dan Pengabdian Kepada Masyarakat UNSIQ	1	Sinta 4
12	2020	PRODIKMAS Jurnal Hasil Pengabdian Kepada Masyarakat	1	not indexed yet
13	2023	<i>Journal of Lifelong Learning Universitas</i>	1	Sinta 5

		Bengkulu		
14	2022	Jurnal Pendidikan Karakter Universitas Negeri Yogyakarta	1	not indexed yet
15	2023	Jurnal Eksistensi Pendidikan Luar Sekolah (E-Plus)	1	not indexed yet

The results of the article analysis are presented in Table 2. The title of the article, the name of the author of the article, the research method of the article, and the findings of the article analysis which include the process and results of the implementation of the literacy movement in Indonesia.

Title and Author Name	Type of Research	Result of Analysis Findings	
		Implementation process of the literacy movement	Results of the Literacy Movement Implementation
<p>"Implementation of the School Literacy Movement in Growing Reading Interest of Elementary School Students"</p> <p>Ketut Budi Dharma</p>	Literature Qualitative	<p>Implementation of the literacy movement includes:</p> <ul style="list-style-type: none"> • adding interesting books, • reading activities 15 minutes before learning, • keeping a reading journal, • creating a reading corner and creating a text-rich environment, • conducting competitions that support literacy activities and creating a library that attracts students' attention. • creating a library that attracts students' attention. <p>The various obstacles in implementing the school literacy movement are: Lack of funds, technical constraints (teachers are late for class, books are not varied enough, students get</p>	<p>Increased interest and enthusiasm of students in literacy.</p>

		bored quickly).	
<p>"Implementation of the School Literacy Movement during the Covid-19 Pandemic in Increasing Elementary School Students' Reading Interest"</p> <p>Hani Subakti, Siska Oktaviani, Khotim Angraini.</p>	<p>Qualitative research with a case study approach.</p>	<p>From the research results, it was found that the implementation of literacy learning during the Covid-19 pandemic, teachers implemented literacy activities online.</p> <p>The literacy activities include:</p> <ul style="list-style-type: none"> • In the pre-activity phase, teachers plan and design activities when implementing literacy, • Activity phase, activities carried out by students such as reading, writing, and others related to literacy activities, and • The post-activity phase, which is the success that has been achieved from the learning process that has been carried out such as producing products, showing the performance of learning outcomes, and others. <p>Several obstacles were found in implementing literacy activities during the Covid-19 pandemic, namely teachers and parents cannot fully control children's learning at home. control children's learning at home, and books for student reading material at home are still lacking because the school only provides loans in the form of theme books.</p>	<p>The results show that the implementation of School literacy movement during the Covid-19 pandemic in increasing students' interest in reading at SDN 010 Samarinda Utara can be declared quite successful.</p>
<p>"Literacy constraints as an implementation of the national literacy"</p>	<p>Descriptive qualitative</p>	<p>The implementation of the literacy movement at SMAN 1 Pangkalan Bun consists of:</p>	<p>Due to the many obstacles that occur during the implementation of the</p>

<p>movement at SMA Negeri 1 Pangkalan Bun"</p> <p>Cidenty Dea Crismonia Dwijayati, Laili Etika Rahmawati</p>		<ul style="list-style-type: none"> ● The habit of reading books for 15 minutes before starting teaching-learning activities. ● Literacy activities are carried out every day. ● Students are required to bring their own literacy materials from home, whether in the form of novels, comics, articles, etc. ● Creating a literacy corner in each classroom. <p>There are obstacles faced by students at SMA Negeri 1 Pangkalan Bun in doing literacy, namely:</p> <ul style="list-style-type: none"> ● teachers sometimes do not accompany students during literacy; ● disrupting students' memory for daily test preparation; ● difficulty in understanding the content of the book; ● friends interfere when doing literacy; ● not bringing books when doing literacy; ● no book updates in the literacy corner. <p>While the obstacles faced by teachers or schools are as follows :</p> <ul style="list-style-type: none"> ● students are busy studying for the daily test; ● students chatting with friends; ● literacy activities will not run if not accompanied by the teacher. ● lack of literacy books in the school library; 	<p>literacy movement, the author concludes that the implementation of the literacy movement has not been carried out optimally so that the results have not shown changes in the attitudes of students in terms of interest and talent in literacy.</p>
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		<ul style="list-style-type: none"> ● students will not do literacy if not accompanied by the teacher. 	
<p>"Implementation of the School Literacy Movement at Dharma Karya Elementary School, Open University"</p> <p>Ika Tri Yunianika, Suratinah.</p>	Qualitative	<p>The school has set a schedule for literacy activities, namely :</p> <ul style="list-style-type: none"> ● Monday: Reading books that students bring from home ● Tuesday : Reading books available in the classroom ● Wednesday : Retelling in front of the class the books read on Monday and Tuesday ● Thursday : Literacy counting ● Friday : Listening and recording tausiyah <p>The school also prepares non-textbook reading books for each class that have been adjusted to the age of students at each grade level, and adjusted to the number of students in each class. However, the books provided are not yet varied and are not the latest releases so there are limitations for students to explore reading in the classroom.</p>	<p>GLS activities have been implemented at SD Dharma Karya UT. The school has seriously prepared the implementation of GLS as evidenced by the formation of the GLS activity coordinator, the preparation of the GLS activity schedule, and the preparation of reading books for each class. As a result, students have started to like reading because of the habituation they do every day.</p>
<p>"Implementation of the School Literacy Movement in Higher Grade Learning"</p> <p>Riadul Azimah, Otang Kurniaman</p>	Qualitative	<p>The School Literacy Movement is implemented as follows:</p> <ul style="list-style-type: none"> ● using silent reading or teacher-directed reading strategies ● Choosing Enrichment Books for Learning ● Using Enrichment Books for Creative Writing Activities ● Directing Learners to Make Note Sheets in Responding to 	<p>The results found, literacy has not been implemented in learning in the high grades of SD Negeri 164 Pekanbaru. Judging from its implementation, literacy that has been carried out at SDN 164 Pekanbaru is not yet at the learning stage but at the development level.</p> <ul style="list-style-type: none"> ● The teacher has used strategies in reading, namely silent and loud reading.

		<p>Readings (Enrichment Books or Textbooks)</p> <ul style="list-style-type: none"> • Directing Learners to Do Creative Writing Activities with Texts • Directing Learners to Conduct Discussion Activities <p>The obstacles in implementing GLS in learning in the high grades of SDN 164 Pekanbaru are the lack of GLS facilities and infrastructure, small classrooms, 1 classroom is used by 2 study groups, time constraints and not all classroom teachers understand literacy.</p>	<ul style="list-style-type: none"> • Teachers have used enrichment books in the form of LKS books and some story books. • Teachers have not used enrichment books for creative writing activities. • The teacher has not directed learners to make a note sheet after reading. • The teacher has not directed learners to make activities with the text. • The teacher has not directed learners to do discussion activities with friends.
<p>"Analysis of Teacher Barriers in Implementing the School Literacy Movement at SDN 32 CAKRANEGARA"</p> <p>Azriansyah, Siti Istiningsih, Heri Setiawan.</p>	<p>Qualitative</p>	<p>Efforts have been made to implement the school literacy movement which consists of:</p> <ul style="list-style-type: none"> • The habit of reading books before entering class • Reading by heart strategy • Making creative literacy products • Fiction reading book facilities <p>Several obstacles were found in the implementation of the school literacy movement, among others:</p> <ul style="list-style-type: none"> • teachers' limitations in facilitating varied reading books • teachers' limitations in accompanying students during literacy activities • teachers' limitations in creating a school atmosphere that supports literacy 	<p>The obstacles that occur for teachers in implementing literacy movement activities in schools make this activity not maximized so that it has not shown changes from students.</p>

		movement activities.	
<p>"Social media-based community literacy movement"</p> <p>Riche Chintya Johan, dkk.</p>	Qualitative	<p>The implementation of social media-based community literacy movement activities is as follows:</p> <ul style="list-style-type: none"> ● Persuasive literacy coaching ● the use of social media as a source of reading and information. 	Alternative utilization of social media is expected to mobilize the community to be literate and build the potential of a literate region.
<p>"Community Empowerment through the Rural Literacy Movement Movement in Cimanggu Village, West Bandung Regency"</p> <p>Dian Herdiana, Rendi Heriyana, Reza Suhaerawan.</p>	Participatory Rural Appraisal (PRA)	<p>The stages of activities carried out in the rural literacy movement program are carried out through 3 (three) stages. The explanation of the three stages is as follows:</p> <p>Preparation Stage:</p> <ul style="list-style-type: none"> ● Field observation ● problem and potential mapping ● preparation of activity programs <p>Implementation Stage:</p> <ul style="list-style-type: none"> ● Socialization ● Training ● Mentoring <p>Evaluation Stage</p>	<p>The process of implementing the rural literacy movement can generally be</p> <p>The implementation process of the rural literacy movement generally went well, judging from the enthusiasm and participation of the community when this activity took place.</p>
<p>"Revitalizing Oral Literature in South Sumatra with the National Literacy Movement"</p> <p>Erlinda Rosita</p>	Qualitative	<p>Some oral literature in the form of pantun exists in South Sumatra, namely: wayak, tembang, and senjang. Some examples of folklore, namely: andai-andai Putri Penidur, Jambu Mbak Kulak, Buwok Handak, Sembesat and Sembesit, Anak Raje Nak Belaki, Pak Pandir, and Ikan Bujuk and Tupai.</p> <p>Oral literature that must be revitalized is andai-andai. Andai-andai is a local language folktale in the research locus.</p>	In the community in the form of a literacy community, this can be done in the form of a reading corner or reading house that contains folklore books, rhyming books, poetry books, and so on.

		Based on the Technical Guidelines for the Implementation of Language and Literature Revitalization, oral literature revitalization is divided into three models, namely: Community, school, and community-based revitalization.	
<p>"Digital Literacy Culture Model in College-Based Islamic Boarding Schools in the Covid-19 Period"</p> <p>Angga Teguh Prastyo</p>	Qualitative	<p>The digital literacy acculturation model that occurs in Higher Education-based Islamic Boarding Schools is as follows:</p> <ul style="list-style-type: none"> • Utilization of digital media as a source of information and reading sources for students • literacy habituation using digital media • optimization of digital media as a means for students to practice the art of communication • utilization of digital media as a means for students to create products and creative works. 	The implementation of a digital literacy culture brings new changes in analyzing learning activities and the appropriate use of technology for learning assistance and santri productivity in academic activities.
<p>"Optimizing the Reading Corner as an Implementation of the Community Literacy Movement in Plodongan Village, Sukoharjo District, Wonosobo Regency"</p> <p>Nurul Hidayah, Atinia Hidayah</p>	Qualitative	<p>Facilitate the literacy needs of the community, such as providing a variety of reading books and establishing a reading corner as a center or place for the community to do activities comfortably and productively.</p> <p>The following steps were determined to optimize the reading corner for the community:</p> <ul style="list-style-type: none"> • Provision of reading corner facilities • Addition of reading material collection • Organizing the administration and 	The existence of a reading corner that is close to the community and facilitated with various reading materials, as well as various forms of educational teaching and creativity training is expected to improve the knowledge and standard of living of the community.

		<p>management of reading materials</p> <ul style="list-style-type: none"> • Expansion of partnerships • Socialization to residents • Publication and dissemination of activity results 	
<p>"Literacy Movement of Literary Awareness Village (Gelikam Rasa) in Manunggal Village"</p> <p>Rini Ekayati, Muhammad Arifin.</p>	Qualitative	<p>Activities are carried out by means of workshops or training. It lasted for 3 days and was attended by 10 participants.</p> <p>In his material, the resource person explained about creative writing, as well as explaining about methods to train writing skills by honing the ability to bring up the main aspects of writing, namely honing the IDE.</p>	<p>From the overall implementation of the activities, it was concluded that the program went well. There is an increase in the capacity of creative writing skills of the participants as program partners.</p>
<p>"Implementation of the Community Literacy Movement Program in Fostering Citizens' Reading Interest in the KETAPANG Youth Organization"</p> <p>Fauzan Bariqulwan, Dayat Hidayat, Tika Santika.</p>	Qualitative	<p>The socialization of the Community Literacy Movement (GLM) Program in Karang Taruna Kelurahan Ketapang is done through various methods, including opening a stand or mat in the park and using social media and posters as information dissemination tools.</p> <p>GLM focuses on improving the reading skills of the community, especially for those who do not yet have the ability to read and recognize letters.</p> <p>GLM activities are scheduled every Tuesday to Thursday from 1pm to 3pm in Ketapang Village. In addition, on Saturdays, GLM activities are held at Wijaya Kusuma Public Park at 15.00 to 17.00 WIB.</p>	<p>The community has new productive activities. The literacy movement activities can be declared successful as seen from the focus of the community's attention, curiosity, motivation and need for the GLM program.</p>

<p>"Efforts to Cultivate the Character of Reading Through the National Literacy Movement"</p> <p>Amelia Dewi</p>	<p>Literature Study</p>	<p>The literacy movement is carried out to hone the ability to use available information critically and intelligently through reading, writing, listening and speaking activities.</p> <p>Forms of implementation of the literacy movement include:</p> <ul style="list-style-type: none"> ● The habit of reading books 15 minutes before entering class ● Getting used to finishing one book a week ● Making visits to the regional library ● Creating comfortable reading facilities, such as reading corners. ● selecting interesting reading material with examples and habits. ● Providing pictures or audio-visual materials for PAUD and primary school teachers whose students are not accustomed to reading, ● etc. 	<p>Through modeling and habituation, the character of fond of reading in a person will grow if it continues to be done in a sustainable manner. continuously.</p>
<p>"Innovation of Literacy Coffee Program in Instilling Literacy Culture in Millennial Generation in South Tangerang City"</p> <p>Ila Rosmilawati, dkk.</p>	<p>Qualitative</p>	<p>The implementation of literacy movement activities is carried out in an innovative and contemporary way, such as:</p> <ul style="list-style-type: none"> ● Mural drawing activities, webinars, photography training, barista training, discussions and others. ● Means of finding information sources through digital media. 	<p>The success of the Literacy Coffee program innovation can be said to be quite successful, this can be seen from the achievement of Literacy Coffee on three indicators of success, namely: communication channels, change efforts and social systems. Literacy Coffee can run according to its needs in its goal of instilling a culture of literacy.</p>

		<ul style="list-style-type: none"> ● Selection of coffee shops as a place that is comfortable and often visited by millennials. ● The unique concept of a coffee shop that is used as a place to conduct literacy activities. 	
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Discussion

Based on the results of the analysis, there are seven (7) articles that have been indexed by Sinta and eight (8) articles that have not been indexed with the following details: three articles published in 2019, three articles published in 2020, three articles published in 2021, four articles published in 2022, and two articles published in 2023. This shows that efforts to improve the quality of human resources through the literacy movement have been widely implemented in Indonesia.

Of all the articles that were analyzed, the most commonly used method was the qualitative approach, in accordance with what is needed in the current SLR article. Qualitative research is more detailed and in-depth, and focuses on quality. The research results can describe a realistic view of the perspectives experienced by the interviewees and writers, which cannot be measured numerically.

The literacy movement has become a focus for the Indonesian people as an effort to improve the quality of human resources. The implementation of literacy movement activities must involve many parties for the sake of smoothness and success to achieve the goal of cultivating a love of reading in the community.

In a study conducted by Hani Subakti et al (2020), the implementation of the literacy movement was designed by paying attention to many aspects, starting from preparation, implementation and post-implementation. The literacy movement can be carried out amidst the limitations of the community to carry out activities during the Covid-19 period. The implementation of activities continues to run smoothly even though it is done online.

The target of the literacy movement is not only aimed at the general public, but children of elementary school age also have the opportunity to carry out literacy acculturation activities through a program specifically designed by the government, namely the School Literacy Movement (GLS).

One form of implementation of the School Literacy Movement can be found in literature research conducted by Ketut Budi Dharma (2019). Literacy culture in schools to create students who love to read can be done through various habituation activities, such as habituation to read books 15 minutes before starting teaching and learning activities, habituation to finish one book a week, and can be done by facilitating a literacy-friendly environment for students.

In the effort to implement the literacy movement, it is also not uncommon to find several obstacles both in terms of time and opportunity, as well as from the human resources themselves who carry out literacy movement activities.

In a study conducted by Azriansyah, et al (2021), several obstacles were found when implementing the literacy movement in schools, such as the limitations of teachers to always accompany students in carrying out literacy activities, reading book facilities that are less varied, the limitations of students to carry out literacy activities in the midst of obligations to understand lessons for exams, and the lack of funds to improve facilities for students in carrying out literacy activities.

Based on all the articles that have been analyzed, the results of the implementation of the literacy movement in Indonesia include changes and improvements in terms of knowledge, skills improvement, attitude change, and behavior change. The implementation of the literacy movement not only provides

new information for the community, but also provides new experiences for the community to be able to cultivate a love of reading in order to improve the quality of human resources in Indonesia.

In research conducted by Ila Rosmilawati, et al (2023), it was found that the results of the implementation of the literacy movement through the Literacy Coffee program succeeded in creating interest for millennials because the literacy movement was packaged in a contemporary manner by presenting a new breakthrough concept in productive and creative activities. The choice of coffee shop as a place to conduct literacy activities also succeeded in providing opportunities for literacy activists to always be empowered in cultivating a literacy movement that suits the needs of millennials as beneficiaries of the implemented literacy movement activities.

CONCLUSIONS

The studies that have been reviewed discuss a result based on the implementation process of the literacy movement in Indonesia. Efforts to implement literacy activities are carried out in various ways and strategies, such as reading habituation activities for students, providing diverse reading materials, continuous training for educators, and creating program innovations that are more in line with the needs of the literacy movement targets. Broadly speaking, all forms of strategies and implementation processes of the literacy movement have shown success in terms of improving community skills and changing people's attitudes and behaviors to be more productive. Obstacles and constraints that occur in the implementation of literacy activities must receive more attention from the government to maximize the results of the implementation of the literacy movement in Indonesia.

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