



THE EFFECTIVENESS OF IMPLEMENTING A DIGITAL-BASED ONE DAY ONE SHEET (ODOS) LITERACY PROGRAM TO INCREASE STUDENTS' INTEREST IN READING

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Abstrak : Penelitian ini bertujuan untuk mengetahui penerapan dan keefektifan program one day one sheet dalam meningkatkan minat baca. Metode penelitian yang digunakan adalah kuantitatif eksperimental dengan populasi sebanyak 17 siswa. Teknik pengambilan sampel menggunakan sampling jenuh, sedangkan pengumpulan data dilakukan melalui kuesioner, observasi, dan dokumentasi. Analisis data menggunakan statistik deskriptif dan inferensial, serta uji hipotesis dengan analisis gain ternormalisasi (N-Gain) menggunakan SPSS versi 25. Hasil penelitian menunjukkan bahwa minat baca siswa setelah implementasi program berada pada kategori “Sedang” dengan rata-rata 100,47 dari skor maksimal 115. Terjadi peningkatan yang signifikan dari rata-rata awal 66,47 sebelum perlakuan. Hasil uji N-Gain menunjukkan nilai rata-rata 80,00 yang termasuk dalam klasifikasi “Efektif”. Dengan demikian, program literasi berbasis digital “one day one sheet” terbukti efektif dalam meningkatkan minat baca siswa. Penelitian ini menyoroti pentingnya memanfaatkan teknologi untuk mempromosikan literasi, terutama di era digital saat ini.

Kata kunci : Program Literasi, *One Day One Sheet*, Digital, *Reading Interest*

Abstract: This study aims to determine the application and effectiveness of the "One Day One Sheet" program in increasing reading interest. The research method used was experimental quantitative with a population of 17 students. The sampling technique used saturated sampling, while data collection was done through questionnaires, observation, and documentation. Data analysis used descriptive and inferential statistics and hypothesis testing with normalized gain (N-Gain) analysis using SPSS version 25. The results showed that students' reading interest after program implementation was in the "Moderate" category, averaging 100.47 from a maximum score of 115. There was a significant increase from the initial average of 66.47 before treatment. The N-Gain test results showed an average value of 80.00, included in the "Effective" classification. Thus, the digital-based literacy program "One Day One Sheet" effectively increased students' interest in reading. This study highlights technology's importance in promoting literacy, especially in today's digital era.

Keywords : Literacy Program, One Day One Sheet, Digital, Reading Interest

A. INTRODUCTION

The Ministry of Communication and Information data, 66.3% or more than half of Indonesians already use smartphones or gadget.¹ The development of science and technology, such as the internet and smartphones, impacts the younger generation, especially children still at the education level.² The internet has a negative impact, such as the spread of radicalism and the spread of pornographic videos. In addition, there are also addictions to online games and social media without knowing the time and accessing various things that are not

¹ Oni Arizal dkk., "Urgensi Literasi Digital dalam Menangkal Radikalisme pada Generasi Millennial di Era Revolusi Industri 4.0," *Jurnal Dinamika Sosial Budaya* 23, no. 1 (9 Juni 2021): 126–33, <https://doi.org/10.26623/jdsb.v23i1.1698>.

² Rina Rizki Amalia dan Abdul Wacid Bambang Suharto, "Reading Guide and Gadget: How to Build Digital Literacy Through Primary Education Student Learning," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 14, no. 1 (20 Juni 2024): 43–54, <https://doi.org/10.18592/aladzkapgmi.v14i1.12506>.

useful. All of these occur due to a lack of understanding of how to use smartphones or gadgets carefully and appropriately.³

The development of science and technology does not affect the quality of education in Indonesia; this can be seen from the literacy level. Based on the Most Littered Nation in the World Study in March 2016, Indonesia was declared to be ranked 60th out of 61 countries regarding reading interest.⁴

Seeing the problem above, researchers think it is important to increase students' interest in reading through literacy programs that take advantage of the development of science and technology. The provision of literacy programs is in line with the policy of the Ministry of Education and Culture through Ministerial Regulation Number 23 of 2015, which contains the School Literacy Movement (GLS) program to foster noble character attitudes to children through language by applying the obligation to read non-lesson books, every day.⁵ The program is conducted for 15 minutes.⁶

Digital-based literacy is one type of literacy from various types of literacy advances that have emerged due to technological development and progress. Reading literacy is related to acquiring information that will form knowledge developed through literacy

³ Oni Arizal et al., "Urgensi Literasi Digital....

⁴ Dewi Masithoh, Peran Guru Bahasa Indonesia Mtsn Di Kabupaten Trenggalek Dalam Gerakan Literasi, *MARDIBASA: Jurnal Pembelajaran Bahasa dan Sastra Indonesia* 1, no. 1 (2021): 155-78, <https://doi.org/10.21274/jpbsi.2021.1.1.155-178>.

⁵ Prastika Ririt Anggraeni, "Implementasi Kebijakan Literasi Sekolah Guna Peningkatan Karakter Gemar Membaca," *Indonesian Journal of Sociology, Education, and Development* 1, no. 2 (2019): 132-42, <https://doi.org/10.52483/ijased.vii2.12>.

⁶ Dewi Utama Faizah dkk., *Panduan Gerakan Literasi Sekolah di Sekolah Dasar* (Jakarta: Direktorat Pembinaan Sekolah Dasar, 2016).

programs.⁷ Digital-based literacy is the ability to read using digital technology. Digital literacy does not only mean the ability to use digital media such as smartphones or gadgets in learning, but more than that, it is an essential skill in the use, production of knowledge, processing information and utilizing information carefully and precisely.⁸

In implementing the digital-based "One Day One Sheet" literacy program, researchers will provide a file of reading material with a total of 1 page, and then students will read the reading text with digital media (smartphone or gadget). Digital-based "One Day One Sheet" literacy program activities are carried out consistently in a specific period, which is expected to increase students' interest in reading.

The implementation of digital-based literacy programs is a practical thing to do to take advantage of the advancement of knowledge and technology; this is supported by research conducted by Heza Aqil Siroj, A. Hari Witono, Baiq Niswatul Khair, revealed that digital literacy can affect students' interest in reading, the more students are interested in reading, the easier it will be for them to access various reading materials.⁹

Based on the initial observation, it was found that the literacy program carried out by the madrasah was only in the form of library procurement. There is no school literacy program in the classroom. It is known that madrasah allows grade VI students to bring smartphones

⁷ Sri Buwono dan Jagad Aditya Dewantara, "Hubungan Media Internet, Membaca, Dan Menulis Dalam Literasi Digital Mahasiswa," *Jurnal Basicedu* 4, no. 4 (2020): 1186–93, <https://doi.org/10.31004/basicedu.v4i4.526>.

⁸ Chairul Rizal dkk., *Literasi Digital* (Padang: PT. Global Eksekutif Teknologi, 2022).

⁹ Heza Aqil Siroj, A. Hari Witono, dan Baiq Niswatul Khair, "Pengaruh Literasi Digital terhadap Minat Baca Siswa Kelas V di SDN 1 Dasan Tapen Tahun Pelajaran 2021/2022," *Jurnal Ilmiah Profesi Pendidikan* 7, no. 3 (2022): 1049–57, <https://doi.org/10.29303/jipp.v7i3.668>.

or gadgets to school so that students can watch learning videos on YouTube. The provision of smartphones or gadgets in the classroom does not help students increase their interest in reading because students only watch videos instead of reading a text. Thus, it is difficult for madrasah to foster students' interest in reading.

There are limited studies that discuss one day one story as conducted by Utamimah,¹⁰ while Ulfadilah examines the morning journal.¹¹ Sabitul Kirom improves literacy through educational games.¹² Rina Rizki Amalia explains the concept of implementing digital reading while this study implements and evaluates its effectiveness.¹³ Therefore, this study intends to implementing a digital-based One Day One Sheet literacy program.

The formulation of the problem in this study is how the implementation of the digital-based one day one sheet literacy program to increase students' interest in reading class VI MIS Sungai Baru Banjarmasin and whether the digital-based one day one sheet literacy program can effectively increase students' interest in reading. The hypotheses in this study are H₁: There is effectiveness in implementing a digital-based one day one sheet program to increase reading interest and H₀: There is no effectiveness in implementing a digital-based one day one sheet program to increase interest in reading. While the research objectives are to determine the application

¹⁰ Sri Utamimah dan Bannaga Taha Elzubair Hussen, "One Day, One Story: Cultivating a Love of Reading from an Early Age," *Early Childhood Development Gazette* 1, no. 1 (15 Juli 2024): 42–53, <https://doi.org/10.61987/gazette.viii.384>.

¹¹ Nida Ulfadilah dan Ocih Setiasih, "Kegiatan Jurnal Pagi Sebagai Upaya Mengembangkan Kemampuan Pra Literasi Anak Usia Dini," *PAUDIA: Jurnal Penelitian dalam Bidang Pendidikan Anak Usia Dini* 13, no. 2 (25 Oktober 2024): 351–58, <https://doi.org/10.26877/paudia.v13i2.1062>.

¹² Sabitul Kirom dan Desy Anindia Rosyida, "Educational Game 'Sianting' to Improve Literacy and Anti- Bullying Education Using Problem-Solving Approach," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 14, no. 2 (2024): 189–205, <https://doi.org/10.18592/aladzkapgmi.v14i2.14031>.

¹³ Amalia dan Suharto, "Reading Guide and Gadget."

of the digital-based one day one sheet literacy program and to determine the effectiveness of the application of the digital-based one day one sheet literacy program.

B. RESEARCH METHOD

This study uses a quantitative approach, considering that the data obtained are numerical data or numbers and use statistical analysis.¹⁴ The research design used was pre-experimental pre-test-posttest (The One Group Pretest-Posttest). This type of research only uses 1 (one) group or class that will be given treatment, meaning that there will be no control group or comparison group.¹⁵ Syntax of this experimental design is that the experimental group will be given a pre-test before the treatment is applied. The experimental group is subjected to treatment and will be given a post-test.

Population is defined as the entire object of research. The population in this study were all 6th grade students of MIS Sungai Baru Banjarmasin. Samples are some members of the population who provide information or data needed in a study. The sample in this study was the entire population or grade VI students of MIS Sungai Baru Banjarmasin. The technique used in sampling is saturated sampling technique. Saturated sampling technique is a sampling technique for the entire population. The reason for using this technique is because the population is relatively small, so all members of the population are sampled.¹⁶

The research instrument used was a questionnaire in the form of 40 statements from 2 (two) variables, namely the "One Day One Sheet" literacy program and reading interest. The questionnaire used is a closed questionnaire in which the respondent has one of the

¹⁴ Sandu Siyoto dan M Ali Sodik, *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media Publishing, 2015).

¹⁵ Ni Made Ratminingsih, "Penelitian Eksperimental Dalam Pembelajaran Bahasa Kedua," *Prasi* 6, no. 11 (2010): 31-40.

¹⁶ Lijan.P Sinambela dan Sarton Sinambela, *Metodologi Penelitian Kuantitatif* (Depok: PT. Rajagrafindo Persada, 2021).

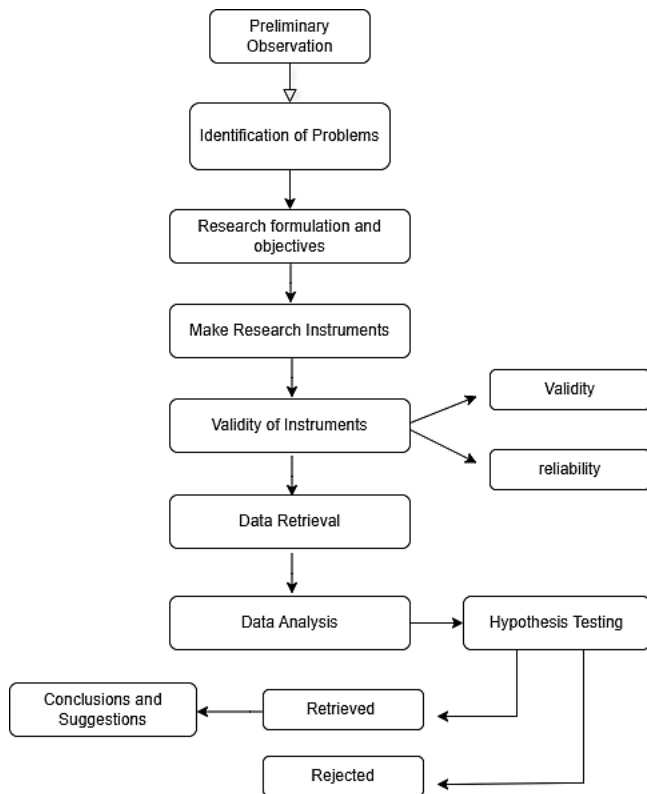
alternative answers provided by the researcher. The scale used in the questionnaire is a Likert scale. According to Sugiono, quoted by Lijan and Sartono, the Likert scale is a series of statements about the respondent's attitude, each with points from a scale of agreeing and disagreeing.¹⁷ Apart from the questionnaire, another instrument used is the checklist observation sheet. Observation is observation with a systematic recording of events.¹⁸ The observation sheet describes how the digital-based "One Day One Sheet" literacy program is implemented in the classroom.

Data collection techniques were carried out by distributing questionnaires to the research sample, observation to see how the literacy program is implemented in the classroom, and documentation to complete the data needed in the study. Data analysis was done by looking at the difference in values before and after treatment. The test used was the N-Gain test on Hake's interpretation of effectiveness.¹⁹ The stages in this study are as follows.

¹⁷ Sinambela dan Sinambela.

¹⁸ Hardani dkk., *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: CV. Pustaka Ilmu Group Yogyakarta, 2020).

¹⁹ Gito Supriadi, *Statistik Penelitian Pendidikan*, Yogyakarta: UNY Press (Yogyakarta: UNY Press, 2021).



Picture 1. Research Flow Diagram

C. RESULT

1. Implementation of the Digital-based One Day One Sheet Literacy Program

The digital-based one day one sheet literacy program is implemented in accordance with the Ministry of Education and Culture's School Literacy Movement (GLS) program at the habituation activity stage. One element of the habituation stage is reading activities carried out for 15 minutes. The steps for implementing the digital-based one day one sheet literacy program are as follows:

a. Preparing smartphones, internet quota and literacy books

When entering the first lesson hour, students will prepare everything needed in the activities of the digital-based one day one sheet literacy program. The things that need to be prepared are smartphones or gadgets, internet quotas or data packages and literacy books. Smartphones or gadgets are used as media in literacy, because the reading text provided is digital. Internet quota is needed in this literacy activity because accessing reading materials requires an internet network. The literacy book is a special book that contains records of student reading results, as for the contents of the literacy book, namely the reading title, reading source and conclusions or responses from readers or students.

b. Sharing the Google Forms link via WhatsApp

If students have prepared the necessary things in literacy activities, then the next is to share the google forms link via WhatsApp. The google forms link contains non-learning reading materials, both fiction and non-fiction stories. The reading material presented every day is different and is made according to student needs. It is hoped that reading materials can encourage students' interest in reading.

c. Filling in Personal Data on Google Forms

On Google forms, students are required to fill in their personal data first so that they can enter the literacy text page. The personal data that students need to fill in such as name, class, gender and status (teacher or student).

d. Conducting the Literacy Program

After students fill in their personal data on google forms, then students carry out reading activities. Reading

activities can be done together by reading aloud, it can also be done individually, namely by reading silently (without sound).



Figure 1. Literacy Activities

e. Writing Title, Source and Conclusion or Response

If the reading activity has been carried out, then the next is for students to fill in the literacy book by writing the reading title, source and conclusion or response from the story that has been read. Literacy books that have been filled in with students' literacy activities on that day are collected for checking.



Figure 2. Writing Activities

f. Retelling the readings

Retelling activities are carried out when there is time during the literacy program. Students will be appointed randomly to be able to retell what the conclusion of the story that has been read orally.

2. Effectiveness of Implementing Digital-Based One Day One Sheet Literacy Program to Increase Students' Reading Interest

In this study, to answer the hypothesis, calculations were made from the pretest and post-test scores obtained both before and after the treatment was applied. The test used to determine the significant level of effectiveness of the application of the treatment is by using the N-Gain test. According to Hake quoted by Gito, to determine the N-Gain percentage score or the level of effectiveness of the treatment that has been given, a manual calculation is carried out with the formula below:²⁰

$$\frac{\text{posttes score} - \text{pretest score}}{\text{ideal score} - \text{pretes score}} \times 100$$

The interpretation of the effectiveness of N-Gain according to Hake used the following criteria:

Table 1. Interpretation of Effectiveness According to Hake

Percentage	Interpretation
< 40	Not Effective
40 - 55	Less Effective
56 - 75	Moderately Effective
> 76	Effective

As for the results of the calculation of pre-test and post-test N-Gain data as follows.

Table 2 N-Gain Score Data Percent Score of Students' Reading Interest

Students	Score		N-Gain Score Percent	Interpretation
	Pretest	Posttest		
Student 1	81	100	64,26	Moderately Effective
Student 2	46	99	88,33	Effective
Student 3	67	105	91,04	Effective
Student 4	72	104	85,58	Effective

²⁰ Supriadi.

Students	Score		N-Gain Score Percent	Interpretation
	Pretest	Posttest		
Student 5	82	104	76,67	Effective
Student 6	73	104	84,88	Effective
Student 7	83	107	86,25	Effective
Student 8	43	95	83,06	Effective
Student 9	87	103	65,71	Moderately Effective
Student 10	65	105	92,00	Effective
Student 11	52	98	83,97	Effective
Student 12	59	94	71,88	Moderately Effective
Student 13	75	100	71,88	Moderately Effective
Student 14	62	97	75,94	Effective
Student 15	41	86	69,93	Moderately Effective
Student 16	64	103	87,94	Effective
Student 17	78	104	80,81	Effective

Based on the N-Gain percent score, 5 students were categorized as "moderately effective," and 12 students were categorized as "effective." The average N-Gain score percentages of all pretest and posttest score calculations are as follows.

Table 3 SPSS Output N-Gain Test Percent Score of Students' Reading Interest

	N	Mean
N-Gain Score Percent	17	80,0079

Valid N (listwise)

Based on the results of the calculation of the average N-Gain score percent interest in reading, the result is 80.00 which, when viewed from Hake's interpretation, is included in the classification of "effective." Based on these calculations, it can be concluded that the H₁ hypothesis is accepted because

there is effectiveness in the application of the digital-based one day one sheet literacy program, while H_0 is rejected.

D. DISCUSSION

Based on The Ministry of Education number 23 contains a policy on the implementation of the School Literacy Movement (GLS) program with the aim of fostering character through the habituation of reading non-lesson books every day for 15 before the lesson begins.²¹ This is done as an effort to foster a sense of pleasure in reading activities. The digital-based one day one sheet literacy program is a program that is in line with the government, in order to increase students' interest and reading literacy in Indonesia. By implementing a literacy program that is appropriate and in accordance with the needs of students, it will lead to the objectives of the literacy program.²²

Based on the N-Gain test, the digital-based one day one sheet literacy program is proven to increase interest in reading. The results of this study are also supported by research conducted by Tri Wulandari²³ which states that there is an influence between the implementation of the School Literacy Movement (GLS) on students' interest in reading. In addition, other research conducted by Vivin Vidiawati in her thesis explained in her research that the implementation of reading literacy programs carried out in schools can have an effect on increasing students' interest in reading, this can be seen from the happy attitude of reading students in the school environment.

²¹ Kementerian Pendidikan dan Kebudayaan, "Seri Manual GLS, Variasi Kegiatan 15 Menit Membaca di Sekolah," diakses 3 Maret 2023, <https://gln.kemdikbud.go.id/glnsite/seri-manual-gls-variasi-kegiatan-15-menit-membaca-di-sekolah/>.

²² Alfriansa Agustina dkk., "Increasing Digital Literacy in Realizing Golden Indonesia," *East Asian Journal of Multidisciplinary Research* 1, no. 10 (30 November 2022): 2091–2108, <https://doi.org/10.55927/eajmr.v1i10.1920>.

²³ Tri Wulandari, "Pengaruh Gerakan Literasi Sekolah Terhadap Minat Baca dan keterampilan Membaca siswa SMA N 1 Purworejo" (Universitas Negeri Semarang, 2020).

According to Shiva Ardenia Jatnika²⁴ and Amalia dan Suharto²⁵ electronic media such as smartphones or gadgets have a negative impact on students' reading habits. However, when looking at how the results of this study, namely the application of literacy programs using digital or electronic media and the results of the questionnaire above, the correct use of digital media needs to be taught to students. So the implementation of a digital-based literacy program is not something that can worsen students' literacy, because in digital literacy students are more honed on how to use technology appropriately and carefully.

While the "One Day One Sheet" literacy program and similar initiatives have shown promise in increasing student reading interest, challenges remain. The overall literacy rate in Indonesia is still relatively low, partly due to limited access to reading materials and resources. Improving literacy must also address these systemic issues, ensuring equitable access to digital tools and reading materials across different regions.²⁶ Fostering a genuine passion for reading requires continuous engagement and innovative strategies that resonate with students' interests and learning styles.

The implementation of the literacy program will run well if all elements of society participate in encouraging the literacy program, as in the goal of literacy, which is to create a literate school. So, to realize this, there needs to be the participation of all communities, starting from parents, principals, teachers and the community around the school.

The implementation of the digital-based one day one sheet literacy program at Madrasah Ibtidaiyah Swasta Sungai Baru Banjarmasin is not yet at the above stage, so according to researchers,

²⁴ Shiva Ardenia Jatnika, "Budaya Literasi untuk Menumbuhkan Minat Membaca dan Menulis," *Indonesian Journal of Primary Education* 3, no. 2 (2019): 1–6, <https://doi.org/10.17509/ijpe.v3i2.18112>.

²⁵ Amalia dan Suharto, "Reading Guide and Gadget."

²⁶ Anggraeni Dian Permatasari dkk., "Peningkatan Literasi Indonesia Melalui Buku Elektronik," *Kwangsan: Jurnal Teknologi Pendidikan* 10, no. 2 (24 Desember 2022): 261, <https://doi.org/10.31800/jtp.kw.v10n2.p261--282>.

to be able to truly implement government policies as a whole, it is necessary to involve all parties in literacy activities. In addition, in the implementation of the digital-based one day one sheet literacy program, there are still some shortcomings, such as children who do not have smartphones or gadgets, which affects the continuity of literacy activities in the classroom. However, to overcome this problem, researchers combine students who do not have smartphones or gadgets with other students who do.

E. CONCLUSION

The steps in implementing a digital-based "One Day One Sheet" literacy program are (1) students prepare smartphones, Internet quota and Literacy Books, (2) sharing Google Forms links via WhatsApp, (3) filling in personal data on Google Forms, (4) students read aloud or silently, (5) then students write titles, sources and conclusions or responses, and (6) if there is student time students retell the reading that has been read. Based on the calculation of the average N-Gain score per cent of students reading interest, the result is 80.00, which is included in the "effective." So, it can be concluded that the H₁ hypothesis is accepted because it effectively applies the digital-based "One Day One Sheet" literacy program, while H₀ is rejected.

In implementing the digital-based "One Day One Sheet" literacy program, there are still many shortcomings, starting from students who do not have smartphones and teachers who do not participate in the reading program. So, the researcher suggests that in further research, it can be applied thoroughly, both from the media and the teacher's readiness. In addition, after the implementation of literacy activities at the habituation stage by the Ministry of Education and Culture, they should be continued in the development and learning stages.

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