

INCREASING STUDENTS' READING INTEREST AS SEEN IN THE FACE OF THE PLANNING AND ORGANIZATION OF SCHOOL LITERACY MOVEMENT PROGRAMS

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan peningkatan minat baca siswa ditinjau dari perencanaan dan pengorganisasian program Gerakan Literasi Sekolah di MI Ma'arif Banjarsari Gombong. Urgensi penelitian ini berangkat dari rendahnya minat baca siswa yang menuntut adanya strategi sistematis melalui perencanaan dan pengorganisasian program literasi. Metode penelitian menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Subjek penelitian meliputi siswa, guru, koordinator literasi, serta pihak terkait yang terlibat dalam program literasi sekolah. Analisis data dilakukan dengan model interaktif Miles & Huberman yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan program Gerakan Literasi Sekolah dalam menumbuhkan minat baca dilakukan melalui: (a) penyusunan kegiatan-kegiatan literasi yang terarah, (b) penentuan target sasaran dan tujuan pencapaian, (c) optimalisasi sumber daya sekolah termasuk guru dan aset pendukung, serta (d) penciptaan lingkungan literasi yang aman, nyaman, dan menyenangkan. Sementara itu, pengorganisasian program literasi meliputi: pengorganisasian sumber daya manusia, perangkat pendukung literasi, kerjasama dengan pemerintah daerah dan pihak eksternal, serta pembentukan paguyuban wali murid sebagai mitra strategis. Simpulan penelitian ini menegaskan bahwa keberhasilan peningkatan minat baca siswa tidak hanya bergantung pada pelaksanaan kegiatan, tetapi juga pada perencanaan yang matang dan pengorganisasian yang terstruktur.

Kata kunci : minat baca, perencanaan, pengorganisasian

ABSTRACT

This study aims to describe the increase in students' reading interest in terms of the planning and organization of the School Literacy Movement program at MI Ma'arif Banjarsari Gombong. The urgency of this research stems from the low reading interest of students which requires a systematic strategy through planning and organizing literacy programs. The research method uses a qualitative descriptive approach with data collection techniques through interviews, observation, and documentation. The research subjects include students, teachers, literacy coordinators, and related parties involved in the school literacy program. Data analysis was carried out using the Miles & Huberman interactive model which includes data reduction, data presentation, and

drawing conclusions. The results of the study indicate that the planning of the School Literacy Movement program in fostering reading interest is carried out through: (a) preparing directed literacy activities, (b) determining target targets and achievement goals, (c) optimizing school resources including teachers and supporting assets, and (d) creating a safe, comfortable, and enjoyable literacy environment. Meanwhile, the organization of the literacy program includes: human resource management, literacy support tools, collaboration with local governments and external parties, and the formation of parent associations as strategic partners. The conclusion of this study confirms that the success of increasing student reading interest depends not only on activity implementation but also on thorough planning and structured organization.

Keywords: *reading interest, planning, organizing*

INTRODUCTION

Reading interest is a crucial indicator for improving the quality of education, as it serves as the primary gateway for students to acquire knowledge, broaden their horizons, and develop critical thinking skills. UNESCO emphasizes that literacy is the foundation of 21st-century skills that every individual must possess to adapt to global developments (Megawati & Sofiroh, 2025). Therefore, increasing students' reading interest is an urgent need in the context of basic education.

In Indonesia, low reading interest remains a serious problem. Data from the Program for International Student Assessment (PISA) shows that Indonesian students' reading ability is below the OECD average (Putrawangsa & Hasanah, 2022). This situation underscores the urgency of school literacy programs as a systematic effort to foster a reading culture from an early age, so that students are not only able to comprehend texts but also develop functional literacy skills relevant to everyday life.

Literacy program planning should ideally begin with an analysis of school needs, ensuring that designed activities truly align with the needs of students, teachers, and the environment. Good educational planning must include clear objectives, strategies, success indicators, and evaluations to ensure the program's effectiveness and measurability (Asykur et al., 2025; Zahroh et al., 2022). With careful planning, literacy programs can be directed toward sustainably increasing reading interest.

In addition to planning, the organization of a literacy program is also a crucial factor. Good organization allows for a clear division of tasks between coordinators, teachers, and students, ensuring that each party has a role in supporting the literacy movement. Research (Nasution et al., 2026) shows that organization involving the entire school community can create a conducive literacy ecosystem, as each element contributes according to its capacity.

Despite the implementation of various literacy programs, student interest in reading remains low. Many students are more interested in gadgets and digital entertainment than reading books, so reading has not yet become a culture. This is reinforced by previous research that found a lack of internal motivation and minimal environmental support to be the main factors contributing to low student reading interest (Ardelia et al., 2025; Waningyun et al., 2023).

Furthermore, limited facilities such as poorly managed libraries, suboptimal reading corners, and a lack of diverse reading materials also contribute to obstacles. These conditions prevent students from having sufficient access to develop reading habits, resulting in literacy programs often failing to achieve the desired results.

A possible solution is to strengthen the planning and organization of the School Literacy Movement program. With needs-based planning, schools can design literacy activities that are relevant, engaging, and tailored to student characteristics. For example, establishing reading corners in each classroom, holding literacy competitions, and integrating literacy into learning. Good organization also ensures the presence of a literacy coordinator, an implementation team, and support from parents through community groups. With a clear structure, each literacy activity can be directed, monitored, and sustainable. This aligns with educational management principles that emphasize the importance of coordination in optimizing human resources and educational facilities.

This research is novel because it examines the improvement of students' reading interest from the planning and organization of literacy programs, not just the implementation of activities. Most previous studies, such as those by (Aryani & Purnomo, 2023; Nurbaeti et al., 2024), have focused more on the implementation of literacy activities or student motivational factors. By focusing on planning and organization, this research offers a new perspective: literacy success is determined

not only by the activities carried out but also by how the program is designed and organized from the outset. This novelty is expected to provide theoretical and practical contributions to the development of the School Literacy Movement in Indonesia.

METHOD

This study uses a qualitative descriptive approach with a case study, because the focus is to describe in depth how the planning and organization of the School Literacy Movement program influences the increase in students' reading interest (Moleong, 2007). The research subjects were students of MI Maarif Banjarsari Gombong, teachers involved in the school literacy team, and the literacy coordinator. Subjects were selected using a purposive sampling technique, namely selecting informants who were considered the most relevant and had direct knowledge of the implementation of the literacy program. Data were collected through in-depth interviews with teachers and literacy coordinators, observations of literacy activities in the school (e.g., reading corners, libraries, wall magazines), and documentation in the form of program notes, activity photos, and school reports. Data analysis was carried out using the interactive model of Miles & Huberman which includes data reduction, data presentation, and drawing conclusions/verification (Miles et al., 2014). Data validity was strengthened by triangulation of sources and techniques, so that the research results are reliable and describe real conditions in the field.

DISCUSSION

Planning a School Literacy Movement Program to Increase Students' Interest in Reading

Planning is the selection and connection of facts and the creation and use of estimates/assumptions for the future by describing and formulating the activities necessary to achieve desired results (Nainggolan & Damayanti, 2024). The existence of planning in an institution's work program indicates that the leader or principal has already considered the objectives of the activity. Program planning refers to the vision, mission, and objectives of MI Ma'arif Banjarsari Gombong as

an Islamic educational institution committed to laying the foundation for creating an intelligent generation, skilled in developing creativity, knowledge, attitudes, and religious experience. Program planning is the rational application of a systematic analysis of the educational development process with the aim of making education more effective and efficient and in accordance with the needs and goals of its students and its community (Abdullah et al., 2022; Banurea et al., 2023).

The planning was prepared with the aim of ensuring that the implementation process can run according to the predetermined objectives. Based on interviews conducted by researchers in support of the government-initiated School Literacy Movement program, researchers found that MI Maarif Banjarsari had planned a school literacy movement program to foster reading interest at MI Ma'arif Banjarsari Gombang, as expressed by the Principal of the Madrasah, Mrs. EF:

“We recognize the importance of the school literacy movement in fostering children's interest in reading. Therefore, we planned this literacy movement program by referring to the background of students' current low reading interest. Therefore, a systematic and enjoyable literacy program is needed to get students used to reading from an early age, both at school and at home. The plan we made was aimed at fostering reading interest and appointed teachers as coordinators and the implementation team for the school literacy movement, coordinated by Mr. Hari Setiawan, S.Pd., and homeroom teachers for grades 1 to 6 as the implementation team.”

Based on the interviews above, it can be concluded that program planning begins with the background of MI Maarif Banjarsari Gombang, with systematic, programmed objectives to ensure the program's success.

Planning an educational program based on the real-world context at MI Maarif Banjarsari Gombang is a strategic step to ensure the program's relevance and success. According to previous research, effective educational planning must begin with a needs assessment to ensure the program truly addresses the challenges faced by the institution (Mangoki et al., 2025). This is in line with the findings of (Reynolds & Sutherland, 2013) which emphasizes that systematically formulated objectives will facilitate the implementation, monitoring, and evaluation processes, so that each stage can proceed according to plan. In addition, a study by (Bandur, 2012) shows that school-based planning plays a significant role in increasing teacher and student participation, as the program is deemed relevant to their circumstances. Thus, planning that begins with the background of MI Maarif

Banjarsari Gombang and is directed toward systematic, programmed goals becomes not only an administrative document but also a managerial instrument that ensures the program's success. This approach reinforces the principles of educational management that emphasize the planning-organizing-actuating-controlling cycle, where planning serves as the gateway to the success of subsequent stages.

Referring to the madrasah's vision and mission, which reflect the success of the program, the work program is then selected in the form of activities that can serve as a promotional tool and demonstrate the excellence of the madrasah. A good understanding of the importance of student involvement in the implementation of the reading and writing literacy program from the madrasah principal, educators, and education staff is a key supporting factor. With clearly formulated targets, the implementation of the reading and writing literacy program at MI Ma'arif Banjarsari Gombang can run optimally and in accordance with established expectations.

In addition to the madrasah principal, the researcher also conducted an interview with the School Literacy Movement Program Coordinator:

“To support the School Literacy Movement program, we created a structured plan aimed at fostering and increasing interest in reading, improving basic literacy skills (reading, understanding, and writing), and fostering a culture of literacy within the school environment, targeting all members of the school community.”

The description above can be concluded that the school literacy movement program in the planning includes the objectives of growing and increasing interest in reading, basic literacy skills, and forming a culture of literacy in the school environment. The researcher also explored information on the planning of the literacy movement program with Mrs. Diah Fitriyani, S.Pd, a Grade 3 teacher at MI Maarif Banjarsari Gombang as follows: "Together with the coordinator and literacy team, we planned literacy activities with a description of the time, implementation targets, and the person in charge of each activity..”

In addition to setting targets, the literacy movement is also realized through strategies designed and established by schools, such as the implementation of the ANBK and AKMI programs in grade 5, as well as the low level of reading interest in Indonesia. Considering these considerations, the school literacy movement plays

a crucial role in helping students increase their interest in reading. In addition to reading, speaking and listening skills also serve as a means of understanding material, both through teacher explanations and interactions with peers who read or convey information in front of the class. Based on the Decree of the Director General of the Ministry of Education and Culture, literacy teachers include the ability to guide students to access, use, interpret, and communicate information and ideas from various types of texts according to their characteristics and needs. At MI Ma'arif Banjarsari Gombong, this literacy strategy is well implemented through the provision of reading corners in each class and the habit of reading for 15 minutes before the start of lessons or at a time adjusted every day at school.

Madrasas have a variety of resources as inputs to be transformed into outputs in the form of goods or services. These resources include financial resources or money/capital, technology to support the learning process and services in the madrasa, methods or strategies used to operate in the areas of learning, public services, and literacy programs, and, equally important, human resources. Planning, managing, and controlling these resources requires a managerial tool called human resource management.

Reading the Webster Encyclopedia, resources are considered to have ecosystem value. Components within an ecosystem serve as providers of goods and services that are useful for meeting human needs. At MI Ma'arif Banjarsari Gombong, available resources are a key supporting factor in the program's success, including in the formation of the madrasah literacy team's organizational structure and the determination of the duties and responsibilities of each division within that time. Recognition of the important role of the madrasah workforce as human resources contributes to achieving the institution's goals. Therefore, appropriate management of functions and activities is necessary to ensure the effective and equitable utilization of human resources, both for the benefit of individuals, the madrasah, and the wider community.

Based on the findings above, it can be concluded that the planning of the school literacy movement program in fostering reading interest at MI Maarif Banjarsari Gombong is structured and systematic, including: (1) compiling school literacy movement program activities in fostering reading interest; (2) determining

target targets and achievement goals; (3) optimizing existing resources in the school, including teachers and assets owned to support the school literacy movement in fostering children's reading interest; and (4) creating a safe, comfortable and enjoyable literacy environment.

Research conducted by researchers at MI Ma'arif Banjarsari Gombong shows that school literacy program planning is typically based on specific methods, plans, or logic. The plan states the organization's goals and determines the best procedures for achieving them. Planning encompasses both feasible goals and how they can be achieved. Determining these goals is a prerequisite for any plan. The goals of the school literacy program at MI Ma'arif Banjarsari Gombong must be achieved through an understanding of the environment in which the madrasah is located.

Organizing the School Literacy Movement Program to Increase Students' Interest in Reading

Organizing is the process of measuring the steps or aspects of a function, the preparation of an organizational structure according to certain goals. In line with the above understanding, tasks, authorities and responsibilities so that an organization can be created that can be operated as a unified activity that has been determined and the organizational goals can be achieved. Before creating a structure, it is important to understand the goals the organization wants to achieve, because the structure is formed to support the achievement of these goals. The purpose of organizing is so that the division of tasks can be carried out with full responsibility. By dividing tasks, it is hoped that each member of the organization can improve their skills.

Organizational development through vision and mission is not limited to forming a strategic strategy, we must be able to combine a skill in managing an integrated learning organization strategy, such as: (1) Time is an efficiency value (benchmark) where an organization occurs because of several literatures on the implementation and evaluation of learning organization strategy activities; (2) Place is the initial foundation in the process of organizational development formed (packaged) according to the needs analysis in the place where the learning organization is implemented; (3) The purpose of organizing learning must be

operational and concrete, namely having specific learning objectives, general learning objectives, curricular objectives, national objectives, up to universal objectives. Teachers have a very important role in determining the quantity and quality of the teaching they carry out. Therefore, teachers must think and plan carefully in increasing learning opportunities for their students and obtaining the quality of their teaching.

The following analysis of the organization of the school literacy movement program at MI Maarif Banjarsari Gombong obtained by researchers is outlined below:

1. Organization of Human Resources.

MI Ma'arif Banjarsari Gombong's first step in organizing its human resources was to establish a School Literacy Coordinator and Team. Establishing a School Literacy Coordinator and Team is crucial in the process of organizing human resources because a clear leadership structure facilitates coordination, task allocation, and oversight of the literacy program's implementation. The coordinator serves as the primary director, ensuring the school's literacy vision and goals are consistently implemented, while the team acts as the implementer, driving various activities within their respective areas. Previous research has shown that the success of a school literacy movement is strongly influenced by collective leadership and solid teamwork, as this increases the organized participation of teachers, students, and other stakeholders (Amin et al., 2024; Fauziah et al., 2024; Fauziah & Sari, 2025). With a coordinator and team, human resources can be utilized optimally, reducing overlapping roles, and creating a sustainable literacy culture in the school environment.

2. Organization of equipment used in the school literacy movement program to foster reading interest

Infrastructure is an integral part of supporting the school literacy movement program. Based on observations and interviews, researchers identified several supporting equipment and infrastructure for the school literacy movement program at MI Ma'arif Banjarsari Gombong, including:

First, the library. One of the equipment and infrastructure used to support the literacy program is the library, which ensures its optimal implementation. Researchers found a neat and organized library space. As explained by Evi Fauziana, the principal of the madrasah, who said: "We have a library room adjacent to the teacher's office. The books are arranged in an easily accessible manner so that children can access the books they want, and it's convenient to visit them daily, taking turns."



Figure 1. State of the Library.

In addition to the principal of the Madrasah, the researcher also conducted an interview regarding infrastructure with the coordinator of the school literacy movement, Mr. Hari Setiawan, who said that: "Our Madrasah has a library room that is scheduled for each class differently and alternately. Borrowings can also be taken home by children to their homes." The researcher conducted an interview in addition to Mr. Hari Setiawan with Mrs. Tumini as the Head of the Literacy Team as follows: "In the MI Maarif Banjarsari library, besides having bookshelves, there are shelves for teaching aids, because they do not yet have a special room for teaching aids and their own laboratory." The conclusion from the statements above is that the library has its own space and is adequate, but there are shelves for teaching aids because they do not yet have their own place.

School libraries play a strategic role as the primary supporter of literacy programs, providing access to a variety of reading resources that can enrich knowledge, foster reading interest, and foster a culture of literacy among students and teachers. As a center for learning resources, libraries serve not only as a repository for books but also as a space for academic interaction that supports literacy activities integrated with the curriculum. Previous research confirms that the presence of an active and well-managed library can

significantly improve students' literacy skills, as they become accustomed to dealing with texts, searching for information, and developing critical thinking skills (Ahmad et al., 2020). Thus, libraries are a vital tool in organizing educational resources, strengthening school literacy programs, and creating a conducive and sustainable learning environment.

Second, there is the reading corner. Researchers found that other tools besides the library are reading corners in every corner of the classroom, books of various kinds are available, so that every student can use the reading corner every day. The following is a statement from Mrs. Evi Fauziana regarding the Reading Corner: "The reading corner is available in each class and is a favorite place for children besides the canteen, and aims to provide opportunities for students who want to read every day and at any time to gain knowledge and insight."

Based on the statement above, it can be concluded that the existence of a reading corner makes it easier for students to read in class. Similarly, Mr. Hari Setiawan's statement regarding the reading corner: "Grades 1 to 6 have reading corners designed according to the creativity of each homeroom teacher. The aim is to invite students to read, children feel at home, comfortable and happy, so that children's interest in reading is stimulated."



Figure 2. The condition of the reading corner.

Based on the statement above, it can be concluded that the existence of a reading corner greatly helps students read easily in their respective classes. Students can take books at any time and according to their interests, without waiting for the school library's schedule.

Reading corners play a crucial role in fostering the School Literacy Movement because they provide a simple yet strategic space that encourages

sustainable reading habits. With an attractive layout and easy access, reading corners serve as a means of motivating students to read outside of formal classroom hours, ensuring that literacy is not only viewed as an academic obligation but also as a daily habit. Previous research has shown that providing a reading space close to students' activities can increase their interest in reading and engagement in literacy activities, as easy access fosters curiosity and independent reading habits (Fauziah & Sari, 2025). Therefore, reading corners serve as a catalyst in revitalizing the literacy ecosystem in schools, strengthening basic literacy skills, and building the character of students who enjoy reading.

Third is the wall magazine. The wall magazine is a medium that provides an opportunity for students to produce creative works in the form of poetry, rhymes, short stories, or other works. The wall magazine is placed in front of the library and in the classroom to accommodate student aspirations in creating work. The following is a statement from Mrs. Sri Yaningsih regarding student work on the wall magazine: "The work displayed on the wall magazine is the work of students originating from the students' own initiative or from teacher assignments."



Figure 3. The state of the wall magazine.

Based on the statement above, it can be concluded that the wall magazine in each class at MI Maarif Banjarsari Gombong contains various works from students, both the results of learning or the students' own initiatives. Regarding its function, the following is the opinion of Mrs. Hikmah Nur Khasanah regarding the class wall magazine: "The learning process in class is made as interesting as possible, such as sticking their own work on the wall magazine, such as the results of coloring pictures, drawing according to children's ideas. Student portfolios are collected in one hanging folder."



Figure 4. State of student portfolio.

Based on the statement above, it can be concluded that students not only fill the wall magazine with their works, they can also store portfolios in a folder owned by each student which is placed on the classroom wall in a hanging position. This is intended to encourage students to be enthusiastic about creating every day in the learning process. The placement of wall magazines in schools is very important as a forum for accommodating student aspirations and work, because this media provides an open, creative, and communicative space for expression. Through wall magazines, students can channel their ideas, thoughts, as well as their written and artistic works, thereby creating a vibrant and participatory literacy culture.

Simple publication tools such as wall magazines can increase student engagement in literacy activities and foster a sense of ownership of the school environment (Nurbaiti & Yusrianti, 2024). Furthermore, wall magazines serve as an internal communication medium, strengthening interactions between students and teachers and fostering writing, critical thinking, and organizational skills (Bebhe & Noge, 2024; Rh & Ana, 2022). Therefore, wall magazines serve not only as display items but also as educational instruments that foster creativity, school democracy, and a culture of sustainable literacy.

Fourth, educational posters. Observations conducted by researchers found educational posters in the form of writing and images that have messages, inviting, and urging students to do something as described in the poster. By being placed on the walls of the madrasah, in classrooms and other places such as the canteen, UKS, and other places frequently passed by, students can be motivated to read and understand the messages conveyed in the posters, thereby increasing students' knowledge. The following is a statement by Mrs. Evi

Fauziana regarding posters in madrasas: "Posters can foster children's interest in reading because they are attractive with pictures and are colorful. Knowledge and messages are quickly absorbed by students, such as posters on Daily Prayers, currency, and ablution procedures."



Figure 4. The condition of the educational posters on display.

The statement above can be concluded that posters can train students to develop an interest in reading. Starting with posters, students will be motivated to continue reading and gain new knowledge. One of the reading posters at MI Maarif Banjarsari Gombong is about ablution procedures and daily prayers. With these posters, students can understand and implement them.

Fifth, multimedia. Researchers conducted observations and interviews to identify the multimedia used by MI Maarif Banjarsari, such as LCDs, laptops, and LCD screens, in the learning process. This technology or information presentation method combines text, images, sound, animation, and video to convey messages interactively and engagingly. Regarding its function, Mr. Hari Setiawan stated: "Thank God, MI Ma'arif Banjarsari Gombong has 20 laptops. We show students learning videos using laptops and LCDs to break up the monotony of lectures, thus increasing their interest and understanding." Based on the statement above, it can be concluded that multimedia laptops and LCDs can increase children's interest and understanding through learning videos, thereby improving children's literacy.

The use of multimedia, such as laptops and LCDs, is crucial for enhancing students' interest and understanding of literacy, as this technology provides a more interactive, visual, and contextual learning experience. With multimedia support, literacy materials are presented not only in text but can also be enriched with images, videos, animations, and simulations, making them

more engaging and easier to understand. Research by (Imanda, 2025; Resti et al., 2024) confirms that the use of technology-based media in learning can increase learning motivation and strengthen student memory, as information is conveyed through multiple sensory channels. Furthermore, the use of laptops and LCDs facilitates collaboration between teachers and students in digital literacy activities, fostering the development of 21st-century skills such as critical thinking, creativity, and technology literacy. Thus, multimedia is a strategic tool for making literacy more engaging, meaningful, and relevant to the needs of today's generation. Sixth, internet and Wi-Fi networks. Researchers' observations also found the availability of Wi-Fi and internet networks. With an internet connection, anyone at MI Maarif Banjarsari can access millions of books, articles, learning videos, and other resources at any time. The following is a statement from Mrs. Evi Fauziana regarding the wifi and internet network at the Madrasah: "With the wifi network facilitated by the school, teachers and students can access learning, story books, and learning videos easily, so that digital literacy increases rapidly."

Based on the statement above, it can be concluded that the internet and Wi-Fi networks can improve digital literacy and encourage reading interest, especially among the younger generation who prefer digital content. The internet teaches people to search for, retrieve, and use information critically. Access to millions of books, articles, educational videos, and other resources is available.

3. Organizational collaboration with local governments and other parties.

MI Ma'arif Banjarsari collaborates with both central and regional government agencies in its school literacy movement program. The following institutions collaborate with MI Ma'arif Banjarsari Gombong in the school literacy movement program: a) Ministry of Religious Affairs of Kebumen Regency, b) Education and Culture Office of Kebumen Regency, c) Archives and Library Office of Kebumen Regency, and d) Erlangga Publishers.

4. Establishing a parent association.

Collaboration with parents/parent associations is essential to achieving goals. The school literacy team coordinates with homeroom teachers to

establish the organizational structure of the association. The purpose of establishing the parent association's organizational structure is to ensure that each program has a person in charge who can be accountable for their main duties and functions and facilitate the achievement of goals. The process of organizing the association in the school literacy movement program at MI Ma'arif Banjarsari Gombang involves the association in providing reading corners in each class and supervising literacy at home.

Parent-teacher associations play a crucial role in supporting the provision of reading corners in each classroom and in monitoring literacy at home, as direct parental involvement can strengthen a sustainable literacy ecosystem. With associations, the provision of reading corners is not solely the school's responsibility but also the result of collaborative efforts that reflect parents' concern for their children's literacy development. Research by (Avriliatama et al., 2026) shows that parental involvement in literacy programs can increase students' reading motivation, as children feel supported both at school and at home. Furthermore, monitoring literacy at home through parent associations helps ensure that reading habits do not stop at school but become a consistent family culture. Thus, parent associations serve as strategic partners for schools in creating a holistic, integrated, and sustainable literacy environment.

CONCLUSION

Based on the research findings, it was concluded that the planning of the school literacy movement program to foster reading interest at MI Ma'arif Banjarsari Gombang was as follows: (a) compiling the activities of the School Literacy Movement Program to foster reading interest, (b) determining targets and objectives for achievement, (c) optimizing existing resources within the school, including teachers and assets, to support the school literacy movement in fostering children's reading interest, and (d) creating a safe, comfortable, and enjoyable literacy environment. The organization of the school literacy movement program to foster reading interest at MI Ma'arif Banjarsari Gombang includes organizing human resources, organizing equipment used in the school literacy movement

program to foster reading interest, organizing collaborations with local government and other parties, and establishing parent-teacher associations.

Based on the above conclusions, the author offers several suggestions. Planning a school literacy movement program to foster reading interest needs to be carried out carefully so that students' potential and achievement can develop optimally. In planning this program, synergy and good communication between all school elements are needed for its effective implementation. The organization of the School Literacy Movement (GLS) collaborative program can be maximized by expanding the partnership network, one of which is through collaboration with writers. Involving writers in literacy programs not only provides direct inspiration to students but also opens up opportunities for more varied activities such as book reviews, writing classes, creative literacy training, and student writing launches. This collaboration is expected to enrich literacy insights and foster a creative spirit among students.

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