

ANALYSIS OF READING LITERACY CULTURE OF ELEMENTARY SCHOOL STUDENTS IN WORI DISTRICT

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Abstract

This study aims to analyze the reading literacy culture of students at GMIM Kulu Elementary School, Wori District, North Minahasa Regency. This research is motivated by the low reading habits of students and the suboptimal implementation of literacy programs in schools. Therefore, this study focuses on three main issues: students' reading literacy culture, factors influencing it, and the role of teachers and the school environment in building a reading literacy culture. This research employed a qualitative research method with a phenomenological or case study approach. The research subjects consisted of the principal, teachers, and students of GMIM Kulu Elementary School. Data collection techniques included observation, interviews, and documentation. Data analysis employed the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and conclusion drawing. Data validity was verified through source triangulation, technical triangulation, and member checking. The results of the study indicate that students' reading literacy culture at GMIM Kulu Elementary School still needs improvement. Students' reading habits are still low, and reading activities have not yet become a routine habit. Factors influencing reading literacy culture include internal factors such as students' interest and motivation to read, as well as external factors such as family environment, school environment, and the availability of literacy facilities. Furthermore, teachers play a significant role in literacy activities, particularly in guiding and motivating students to read. However, limited literacy facilities at school remain a barrier to developing students' reading literacy culture. Based on the results of this study, more targeted efforts are needed from schools, teachers, and parents to improve students' reading literacy culture by providing adequate literacy facilities and implementing more structured literacy programs.

Keywords: *reading literacy culture, reading interest, elementary school students, school literacy movement*

INTRODUCTION

Reading literacy is a fundamental skill that is crucial in the educational process, particularly at the elementary school level. Reading ability encompasses not only the ability to recognize letters and words but also the ability to understand, interpret, and effectively use information obtained from texts. Reading literacy is the foundation for mastering various fields of knowledge because a large part of the learning process in schools is conducted through reading activities. Therefore, developing reading literacy skills from an early age is crucial to supporting student learning success and improving the quality of human resources (Dalman, 2013).

Besides being a basic skill, reading literacy also plays a crucial role in developing students' critical thinking skills. Through reading, students can acquire a variety of information, broaden their horizons, and hone their ability to analyze and understand the concepts they learn. These skills are essential in the learning process because reading involves more than just understanding text; it also involves critical and reflective thinking about the information obtained. Therefore, a well-developed culture of reading literacy in the school environment will help students improve their critical thinking skills and strengthen their learning abilities (Liando, 2018).

In an effort to improve literacy culture in schools, the Indonesian government has implemented various programs aimed at fostering students' reading habits. One such program is the School Literacy Movement (GLS), launched by the Ministry of Education and Culture. This program aims to foster students' interest in reading through various literacy activities, such as reading books for 15 minutes before class begins, developing reading corners in classrooms, and utilizing the school library as a learning resource. This program is expected to foster students' reading

habits so that a culture of literacy can develop sustainably within the school environment (Faizah *et al.*, 2016). One of the schools targeted in this study was GMIM Kulu Elementary School, Wori District, North Minahasa Regency. Based on initial observations, reading literacy activities at the school were not yet fully implemented. Students' reading habits were still relatively low, and literacy activities had not yet become a part of their regular learning routine. This indicated that the culture of reading literacy within the school environment still needed to be improved through more targeted literacy programs and activities. In addition to school factors, family and social environments also influence students' reading habits. The family environment plays a crucial role in fostering a child's interest in reading. Parents who have a reading habit and support their children's learning activities are more likely to foster a reading habit in their children from an early age. Conversely, limited parental educational background and a limited availability of reading materials at home can be obstacles to developing a reading habit in children (Pradana, 2020).

Based on these conditions, it can be understood that students' reading literacy culture is not only influenced by school factors, but also by family and social factors. Therefore, a more in-depth study is needed to understand how students' reading literacy culture develops in the school environment, the factors that influence this literacy culture, and the role of teachers and the school environment in developing students' reading habits. Therefore, research on students' reading literacy culture at GMIM Kulu Elementary School, Wori District, is important to conduct. This research is expected to provide a clearer picture of students' reading literacy conditions, the factors that influence it, and the efforts that schools can make to develop a sustainable reading literacy culture.

Based on these conditions, a study is needed to determine the condition of students' reading literacy at GMIM Kulu Elementary School, the factors that cause a low reading literacy culture, and efforts that can be made by the school to improve student reading literacy. Therefore, this study is important to obtain a clearer picture of the reading literacy culture of students at GMIM Kulu Elementary School, Wori District. Therefore, the researcher is interested in conducting a study entitled "Analysis of the Reading Literacy Culture of Elementary School Students in Wori District."

RESEARCH METHODS

This study employed descriptive qualitative research. Qualitative research is a research method that aims to understand a phenomenon in depth from the perspective of the participants or research subjects. Qualitative research emphasizes understanding the meaning, processes, and social conditions that occur within a specific environment (Creswell & Creswell, 2022). Qualitative descriptive research is used to systematically and in-depthly describe phenomena occurring in the field without manipulating the research object. Through this approach, researchers sought to clearly reveal the conditions of students' reading literacy culture within the school environment and the factors that influence it (Sugiyono, 2021). The research was conducted through observation, interviews, and documentation.

RESULTS AND DISCUSSION

RESEARCH RESULT

The following are the results obtained from the research based on the problems, namely: The reading literacy culture of students at GMIM Kulu Elementary School, factors that influence the reading literacy culture, the role of teachers and the school environment in building a reading literacy culture.

Reading literacy culture of students at GMIM KULU Elementary School

The presentation of the findings conducted at GMIM Kulu Elementary School regarding the culture of reading literacy and the factors that influence the culture of literacy is the result of research obtained from the results of observations related to observations of reading habits, student reading habits, reading interest, environmental support and the role of teachers in the Principal, Class Teachers. In the observation of literacy culture and its contributing factors, observations were made in the teaching and learning process, including classroom reading habits, reading interest, availability of reading materials, environmental support, and teacher roles. In the classroom, it was apparent that reading habits and interest were not yet focused because students' reading abilities were still relatively low and uneven. Limited facilities also affected the availability of reading materials, resulting in suboptimal teacher support and roles. This was clearly evident during classroom and school observations.

Reading Habit

Researchers then conducted interviews to collect data related to reading habits at GMIM KULU Elementary School. Interviews were conducted with the principal, a fourth-grade teacher, and one of the students. The results of the interviews showed that students' reading habits were still relatively low. This was evident from the frequency of reading by fifth-grade students, which was not routinely done every day. Some students only read when

there was an assignment from the teacher or during literacy activities at school. The results of the interview with one informant stated:

"As a class teacher, I begin learning activities by practicing the habit of reading books displayed in the reading corner every day, but this activity has not been done consistently every day. The reading duration given is 15-30 minutes per day, but students do not use it optimally. The time given to read books related to learning is used to play with friends and when in learning activities it seems less enthusiastic to learn". (RM, Grade 4 Teacher)

This is in line with the principal's opinion:

"Some students are able to read fluently, but there are still students who have difficulty understanding the content of the reading and there are also those who cannot read fluently" (YN Principal)

Meanwhile, from the students' side, their opinions strengthen the results of the interview above, namely:

"I'm interested in reading if the book is interesting, has pictures, and the story is interesting. But I don't read very often." (VL Student)

However, there are some students who already have good reading habits. The 1st and 5th grade teacher also stated that the family environment has a big influence on students' reading habits. Some parents are not used to guiding their children to read at home so that students do not have the habit of reading outside of school. From the explanation according to the findings of the reading habits of 5th grade students at GMIM Kulu Elementary School, it turns out that reading has not become a daily habit for all students, the reading duration given by the teacher is still limited and reading activities occur more due to school demands.

Reading Interest

Interview results regarding student reading interest showed variation, but generally fell into the low category. This was evident in students' lack of interest in reading independently without prompting. The informant interview results stated:

"Student interest in reading activities is still relatively low. Many students have not shown a high level of interest in reading and tend to engage in other activities," said the Principal.

The fourth grade teacher also supports this opinion, namely

"Some students are more interested in playing games or using gadgets than reading books. They prefer books with pictures and interesting stories. Some students are more interested in other activities, such as playing with friends, than reading books. Furthermore, less engaging reading materials also contribute to low reading interest". (RM, Grade 4 Teacher)

The students' opinions were slightly different, where students stated that:

"I like reading books if they have lots of pictures or are comic books because the stories are exciting and easy to understand." (VL Student)

Availability of Reading Materials

The availability of reading materials at schools is still limited. School libraries do not yet have a complete and varied collection of books to meet students' needs. Some available books are less interesting or not age-appropriate. Furthermore, the number of books is also insufficient for all students. According to the results of interviews with informants, the following information is available:

"The availability of reading books at school is still limited and not yet fully able to meet students' needs. This is one of the obstacles in developing students' interest in reading" (RM, Grade IV Teacher).

In line with this, the principal expressed his opinion that:

"Limited facilities significantly impact students' reading habits. The number and variety of books available are limited, leaving students with few reading options. This results in students' reading interests not developing optimally." (YN, Principal).

Meanwhile, interest in reading can be influenced by other things, as expressed by students:

"I prefer playing to reading because it's more fun. I often play on my cell phone or watch TV because it's more fun." (VL Student)

This has an impact on students' low access to quality reading materials, caused by the limited book collection, the lack of diverse reading variations, and students' access to books being unequal.

School Environmental Support

School support for building a culture of reading literacy exists, but it is not yet optimal. Schools have implemented several programs, such as pre-classroom reading activities. Teachers play a significant role in encouraging students to read, for example by assigning reading assignments or guiding students during literacy activities. This is in line with the results of interviews with informants:

"The school strives to provide reading materials that are appropriate to students' abilities. However, limited facilities pose a constraint, limiting the variety of reading materials available to students. " Collaboration with other parties, such as parents and related institutions, is still suboptimal. This is one aspect that needs to be improved to ensure the school's literacy program runs more effectively." (YN Principal)

Meanwhile, regarding environmental support, the class teacher said that:

"Teachers try to use a variety of available reading materials, but limited media and books hinder students from providing a variety of engaging reading materials." (RM Class Teacher)

Factors that influence reading literacy culture

Based on the research results, the reading literacy culture of students at GMIM Kulu Elementary School is influenced by two main factors, namely internal factors and external factors. These two factors are analyzed based on indicators of reading habits, reading interest, availability of reading materials, and the school environment.

a. Internal Factors

Internal factors play an important role in shaping students' reading literacy culture. These factors include:

- Reading Habit

The results of the interview regarding reading habits are as follows. According to the informant's opinion:

"Early reading habits, coupled with low student motivation, impact students' learning. Students are more interested in other things they find more enjoyable." (YN, Principal)

In line with this, the class teacher expressed his opinion that:

"The main factors causing low interest in reading among students include a lack of early reading habits and low reading motivation." (RM Class Teacher)

Meanwhile, according to students' opinions regarding reading habits for students themselves are:

"Sometimes I don't like reading because I feel bored and prefer playing with friends, especially books that are less interesting." (VL Student)

- Reading Interest

Regarding reading interest, several informants expressed their opinions as follows:

"The low interest in reading among students is influenced by several factors, including reading habits and students' reading motivation." (YN Principal).

In the teacher's opinion, interest in reading is influenced by:

"Students' interest in reading is relatively low. Many students have not shown a strong interest in reading and tend to be more interested in other activities." (RM, Class Teacher).

Meanwhile, students admit that:

"I sometimes get bored reading because the reading material isn't interesting. This decreases my interest in reading." (VL Student)

b. External Factors

External factors are supporting factors that influence the culture of reading literacy. These factors include:

- Availability of Reading Materials

Regarding the availability of reading materials, the informant stated the following.

"Limited literacy facilities significantly impact reading culture. The number and variety of books available are still limited, leaving students with few reading options. This results in suboptimal reading interest ." (Y.N., Principal)

In line with this opinion, another informant stated that:

"The availability of reading materials at schools is still limited and not fully meeting students' needs. This is one of the obstacles to developing students' interest in reading." (RM, Class Teacher)

Meanwhile, students' opinions regarding the availability of books are:

"I think there are some interesting books available, but there aren't many, so as a student, I sometimes get bored reading." (VL Student)

- **School Environment Support**

The school environment plays a crucial role in shaping a culture of reading literacy. Based on research findings, The informant stated that there is already support for the school environment:

"The family environment has a significant influence on students' reading habits. Some parents are not accustomed to accompanying their children in reading activities at home, so students receive less attention to foster reading habits within the family environment." (YN Principal)

Strengthening this opinion, the teacher also said that:

"The family environment has a significant influence on students' reading habits. Some parents are not accustomed to guiding their children to read at home, so students don't develop the habit of reading outside of school." (RM, Class Teacher)

Students also expressed their opinions that:

"I often play on my cell phone or watch TV and my parents rarely tell me to read books, so I rarely read books either." (VL Student)

The Role of Teachers and the School Environment in Building a Culture of Reading Literacy

The role of teachers and the school environment in building a culture of reading literacy was obtained from interviews and found based on the opinions of informants:

"Besides schools, parents play a crucial role, especially in fostering reading habits from an early age. Good parents will support students in reading. The school environment is supportive through the provision of appropriate media, facilities, and reading materials." (YN Principal)

The teacher's opinion also strengthens the opinion above:

"Parental presence is crucial in supporting students in cultivating a culture of reading literacy at home. Furthermore, the school environment needs to be equipped with various supporting facilities and the availability of reading materials." (RM)

Meanwhile, students expressed their opinions, namely:

"I also need someone to accompany me at home when I read so I can get used to it. Also, we should have more interesting books so we can enjoy reading." (VL Student).

DISCUSSION

Discussion of research results on students' reading literacy culture, factors that influence reading literacy culture and the role of teachers and the school environment in building students' reading literacy culture at GMIM Kulu Elementary School.

Reading Literacy Culture of Students at GMIM Kulu Elementary School

a. Students' Reading Habits

The results of the study indicate that students' reading habits are still low. Most students read only when given assignments by the teacher and have not yet made reading a routine daily activity. In line with this, a fifth-grade teacher stated that reading activities at school have been implemented. Reading activities for 15 minutes before class are carried out every day, although it has not yet become a fully ingrained habit for students. Implementation is still not done consistently every day, so habits still need to be strengthened to become part of the school culture. This finding is consistent with Antoro (2017) who stated that reading activities become a habit that is carried out routinely as part of the learning process. Antoro also emphasized that reading habits such as reading activities for 15 minutes

before learning are the first step in building a culture of literacy. However, the implementation of these activities at GMIM Kulu Elementary School is not optimal, so it has a significant impact on the formation of students' reading habits. Thus, the low reading habits indicate that the literacy habit program still needs to be strengthened and implemented consistently and needs to be improved through various more structured literacy activities.

b. Students' interest in reading

The reading interest of students at GMIM Kulu Elementary School is also still relatively low, in line with this, the fifth grade teacher stated that the low interest in reading of students is influenced by various factors, including the lack of early reading habits, low student reading motivation, and lack of support from the family environment, in addition to that students are more interested in other activities that are considered more fun than reading. However, the teacher shows a form of concern in encouraging students to be more active in liking reading, even the teacher provides motivation to students.

This finding aligns with Dalman (2014)'s opinion that reading interest is a tendency that drives someone to engage in reading activities of their own volition. Furthermore, Rahim (2008) states that reading interest is influenced by internal and external factors, such as motivation, environment, and the availability of reading materials. Therefore, increasing reading interest requires efforts that focus not only on students but also on a more engaging and supportive learning environment.

c. Availability of reading materials

The availability of reading materials at GMIM Kulu Elementary School is still limited and unable to fully meet students' needs. This is one of the inhibiting factors and obstacles in developing students' interest in reading, according to a fifth-grade teacher. Despite the limited reading materials, the teacher provides guidance to students to utilize the books available both in the library and in the reading corner.

The above findings align with Antoro (2017)'s opinion that a good literacy environment is one that provides diverse and easily accessible reading materials for students. Limited reading materials leave students with fewer reading options.

Tarigan also emphasized that the quality and quantity of reading materials significantly impact a person's reading ability. Therefore, a lack of reading materials leads to low student reading activity. Therefore, improving literacy facilities, such as libraries and reading corners, is crucial to supporting a culture of reading literacy.

d. School Environmental Support

School environmental support for students' reading literacy culture is present, but not yet optimal. According to a fifth-grade teacher, the teacher motivates students by providing encouragement, praise, and encouragement, as well as linking reading activities to learning. The above opinion is in accordance with the theory (Antoro 2017) that the success of a school's literacy culture is largely determined by the involvement of the entire school community. This shows that literacy is not only the responsibility of teachers, but of the entire school community. Teachers also have an important role as facilitators and motivators in building a culture of reading literacy. Teachers not only teach reading but also accustom students to reading as part of their learning activities.

This is in line with the opinion of (Mulyasa 2013) who stated that teachers have a strategic role in creating a conducive learning environment. This study demonstrates the role of teachers, but it still needs to be improved through innovation in literacy activities.

2. Factors Influencing Reading Literacy Culture

The results of the study show that the reading literacy culture of students at GMIM Kulu Elementary School is influenced by several factors, both internal and external factors.

Internal factors in this study include students' reading interest and reading habits. The results of the study indicate that students' reading interest is still relatively low. This is evident from the lack of student interest in carrying out independent reading activities and the low initiative of students to read outside of learning activities. Students tend to read only when given assignments by the teacher. This condition indicates that the intrinsic drive in students to read has not developed optimally. This finding is in line with the opinion of Farida Rahim (2008) who stated that reading interest is the main factor that influences a person's success in reading activities. In addition, students' reading habits have not been well formed. Based on indicators of reading frequency and duration, most students have not made reading a routine activity. Reading activities are still situational and have not become part of students' daily lives. This has an impact on the weak formation of a reading literacy culture. According to Tarigan (2008), reading habits that are carried out continuously will form a strong reading culture in an individual. Thus, low interest and habits are internal factors that hinder the development of students' literacy culture. Meanwhile, external factors in this study include the availability of reading materials and school environmental support. The results of the study indicate that the availability of reading materials at GMIM Kulu Elementary School is still limited, both in terms of quantity

and variety of reading types. The available books have not been fully able to attract students' interest, so students are less encouraged to carry out reading activities independently. In line with the opinion (Stephen 2024) which states that access to adequate and interesting reading materials is an important factor in increasing students' interest and reading ability. In addition, school environmental support is also not optimal in forming a culture of reading literacy. Although schools have implemented literacy activities such as reading before learning begins, their implementation has not been consistent and has not involved the entire school community optimally. This school environment is not fully conducive, causing a culture of literacy that has not yet developed. This is in line with the opinion (Antoro 2017) which states that the success of the literacy movement in schools is largely determined by the commitment, consistency, and involvement of the entire school community. Thus, these two factors interact with each other in forming students' reading literacy culture, so that integrated efforts are needed between students, teachers and schools to improve reading literacy culture in a sustainable manner.

3. The Role of Teachers and the School Environment in Building a Culture of Reading Literacy

The results of the study indicate that teachers have a fairly dominant role in implementing reading literacy activities at GMIM Kulu Elementary School. In the reading habit indicator, teachers act as facilitators in forming students' reading routines through reading activities before learning begins. This program aims to instill reading habits from an early age, however, based on research, its implementation has not been consistent so that students' reading habits have not been formed optimally. This is in line with Tarigan's opinion (2008) which states that reading habits can only be formed through continuous practice. In addition (Dalman 2014) emphasizes that reading habits must be carried out in a programmed and sustainable manner so that they become part of students' daily lives. In the reading interest indicator, teachers have an important role in fostering students' interest in reading activities through interesting learning strategies, providing motivation, and using varied media. The results of the study show that teacher efforts have existed, but have not been optimal because there are still students who are less interested in reading. This condition is in line with the opinion (Rahim 2008) which states that reading interest is influenced by the way teachers teach and the learning atmosphere created in the classroom.

In the indicator of the availability of reading materials, the school environment plays a role in providing literacy support facilities and infrastructure such as libraries, reading corners, and diverse book collections. Based on research findings, the availability of reading materials at GMIM Kulu Elementary School is still limited, so it has not been able to meet students' needs optimally. This is in line with the opinion of Kharsen (2004) who stated that access to adequate and interesting reading materials is the main factor in increasing students' interest in reading. In addition, Darmono (2007) stated that the availability of a complete and varied collection of reading materials will encourage students to be more active in reading. In the school environmental support indicator, all school members have a role in creating a conducive atmosphere for the development of a culture of literacy. The results of the study indicate that school environmental support already exists, but is not optimal due to the lack of consistency in the implementation of literacy programs. In line with Antoro's opinion (2017) who stated that the success of a culture of literacy in schools is largely determined by the commitment and involvement of all school members. In addition, Mulyasa (2013) emphasized that a conducive and supportive school environment greatly influences the success of the learning process, including in the development of a culture of literacy. Based on the discussion of the three problem formulations above, it can be concluded that various efforts made based on indicators of reading habits, reading interest, availability of reading materials, and school environmental support have not been running optimally because there are still obstacles in program consistency, limited facilities, and low student interest.

Conclusion

Based on the results of research and discussion regarding the reading literacy culture of students at GMIM Kulu Elementary School, Wori District, the following conclusions can be drawn. The reading literacy culture of students at GMIM Kulu Elementary School is still considered less than optimal because it is still in the moderate category. This can be seen from the students' reading habits that have not been formed consistently, the frequency and duration of reading are still low, and the students' reading interest has not developed well. Reading activities are still carried out only to meet daily needs or habits. Factors that influence students' reading literacy culture consist of internal factors and external factors. Internal factors include students' low interest in reading and reading habits. Meanwhile, external factors include the limited availability of reading materials and the support of the school environment that is not optimal in supporting literacy activities. The role of teachers and the school environment in building a culture of reading literacy is evident through various efforts, such as implementing reading activities before class, providing motivation to students, and providing literacy facilities. However, these roles have not been optimally

implemented due to a lack of consistency in program implementation, limited facilities and infrastructure, and the suboptimal involvement of all school members in supporting literacy activities

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