Increasing Students' Reading Interest With a Text-Rich Environment as a School Literacy Movement

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Abstract. Literacy skills are critical in this millennium, so schools are in charge of shaping literate humans. The purpose of this research is to determine how the school literacy movement can be implemented by creating a text-rich environment. The literature review method was used in this study. Data was obtained, collected, analyzed, and a conclusion was reached. According to the findings of the study, a text-rich environment is an implementation of the school literacy movement that can increase students' reading interest.

Keywords: school literacy movement, reading interest, text-rich environment, elementary school

1. Introduction

Now in the future, literacy skills are crucial and essential abilities that everyone should have. Literacy is critical and ecessary because today and in the future, the world is filled with a vast variety of, through various manual and digital accesses. This has been predicted by John Naisbitt, a future expert he is famous for his megatrends, there are significant trends that will occur in the future, including the development of an industrial society to an information society [4].

This view turns out to be accurate, as is what the world community is experiencing today. People are so free to access a variety of information. Information that appears requires a high level of reasoning to have a positive impact on life that continues and develops. From this explanation, it can be understood that literacy skills are used in daily life activities.

Schools are tasked with preparing capable, independent, and ready and able people to face daily problems. It is in line with the objectives of national education, namely developing the potential of students to become human beings who believe and have devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [8]. Therefore, schools are ccountable coufor forming literate people or have high literacy abilities.

To create a literate school environment and school residents, it is necessary to support a school environment that physically has literacy facilities and infrastructure, such as a variety of reading books and if possible a library that is well managed and supported by an excellent social environment as well. In excellent physical environment, among others, is the creation of a text-rich environment that is expected to be able to foster students' reading interest and in subsequent developments to form literate students.

2. Methods

The method used in this research is literature study. The literature study method is a series of activities related to collecting library data, reading and taking notes, and managing research materials [6]. By studying the literature, it is possible to develop theoretical aspects nd practical aspects of use. Literature study or literature study is carried out to find a basis or a foothold in obtaining and building a theoretical basis, frame of mind, and determining provisional assumptions or research hypotheses. The images received, ot from the literature study are grouped, allocated, organized so that the researcher has broader and deeper knowledge about the problem under study. The concepts obtained come from books, journals and articles.

Literature study starts from the most relevant, relevant, and quite relevant. The way this is done is to read the abstract first to find out about the suitability of the problems discussed in the literature with the research problem. The next stage is to note the sections that are relevant to the research, record citations or information that are systematically arranged, and write sources in a bibliography.

3. Results and Discussion

Understanding School Literacy in the context of GLS is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, nd/r speaking [2]. The four Nawacita items, namely the 5th, 6th, 8th, and 9th points of the 9 points are one of the bases for eveloping the School Literacy Movement / GLS [2]. The four Nawa Cita are closely related to the literacy component as the capital for forming of quality, productive and competitive human resources, with character and nationalism. The sound of these points are: (5) improving the quality of life of Indonesian people and society; (6) increasing people's productivity and competitiveness in the international market so that the Indonesian nation can advance and rise together with other Asian ountries; (8) revolutionizing the character of the country;

In general, the aim of the school literacy movement is to develop the character of students through the culture of the school literacy ecosystem which is manifested in the School Literacy Movement so that they become lifelong learners [2]. From this description, it can be seen that GLS is a literacy program launched by the Indonesian government and implemented in the school environment to shape students' personalities so that they become lifelong learners so that they become human beings with quality, productive and competitive, character, and nationalist. To become a literate person requires a high interest in reading.

Reading interest can be related as an impulse that arises, passion or a great desire in humans which causes someone to pay attention to reading activities [10]. Reading interest is also the result of a socio-cultural process. This means that reading interest will not grow, but requires positive coaching to succeed. Reading interest will succeed if it is supported by good reading materials and is of interest to the, it is from reading material that a person will encounter various things that have never been known before.

School is an ideal place to increase children's interest in reading. School is a place of formal education which is guided by professional teachers [13]. Passion for reading needs to be, and to instill a penchant for reading in students, teachers must try to familiarize students with reading material. There are several ways to teach students with reading material, including by creating a text-rich environment. Creating an text-rich climate, be applied to the implementation of the School Literacy Movement, especially at the habituation stage.

The text-rich environment at the habituation stage can be implemented in the classroom and outside the classroom, around the school environment. To foster a literacy culture in the

school environment, classrooms need to be enriched with text-rich materials. Examples of text-rich materials are: (1) the students' works in the form of writing, pictures, or graphics; (2) posters related to lessons, book posters, reading campaign posters, and other campaign posters aimed at fostering love of knowledge and character; (3) word wall; (4) labels the names of students on their items stored in the classroom; (5) daily schedule and division of class assignments; (6) letters, recipes, coupons, clippings, and photos of students' activities; (7) labels the names of objects in the classroom; (8) computers and or electronic devices that support literacy activities; (9) books and other sources of information such as newspapers, magazines and bulletins; (10) bulletin board; (11) posters and alphabet toys; (12) story tapes, DVDs, and digital or electronic materials that support literacy activities; (13) writing and writing tools such as stationery, coloring tools, drawing tools, drawing paper, craft paper foam, letters, stationery, envelopes, old newspapers, cover paper, and others; (14) dolls, blocks, costumes, and educational games as role playing tools; and (15) congratulations and motivational sentences. All these things are stored according to their function and placed in a place that is easily accessible to students. Rich text materials displayed in the classroom and around the school will llow students to experience the iterative learning process. Students will get exposure to reading from various angles, thus increasing the hance to read and activate students' thinking power [5].

The pleasure of reading is not something that automatically grows on its own. Reading is something that must be trained, educated, nurtured, instilled and nurtured to continue to develop. This guidance is not only limited to mastery of reading, but also the ability to absorb information and knowledge from reading books as well as the ability to choose reading materials. Children should be educated about choosing reading materials that have positive value or benefit when read. Indonesian children are the same as children of other nations; that is, need to be nurtured and nurtured by their reading interest and they need to use the orrect method in carrying out this guidance.

At present we face several factors that hinder the development of interest in reading, including the absence or lack suitable reading materials [9]. These good materials can be facilitated by creating a text-rich environment. Reading can be done anywhere and anytime. Reading is not a rigid activity and can only be done behind a tidy desk and with books arranged on it.

The teacher must make every effort to increase the reading interest of students because if the interest in reading in shaa Allah increases, the learning outcomes will also increase. Frequent reading develops students' ability to concentrate and skills in discussion [7]. The ability to concentrate and discuss is an ability that supports success in learning.

The development of reading interest must be developed in children from an early age by providing easy access to the carrying out of reading activities; the key meant is not only the books available, but also a supportive place, time, and people who support and can accompany children. In reading activities [1]. These accesses can support children anytime anywhere, anytime, and with anyone doing reading activities.

According to research, in modern life, the knowledge that a person gets in school, for approximately sixteen years if he reaches a bachelor's degree, is only about 15% of the knowledge needed and mastered in life [9]. In other words, the remaining 85% must be earned outside of school. Knowledge and experience outside of school can be obtained from direct life experience, namely from the environment and reading. If a person only relies on expertise from school alone, he will not follow modern life and will be outdated.

This fact shows us how vital reading hobby is in modern life. In the digital era, there is indeed a lot of knowledge obtained through technological tools that are faster and more

practical, there are still many Indonesians who have difficulty accessing information through technology, both audio and visual. Therefore, the role of books has not been shifted. In addition, audio-visual tools also have limitations. It will be more detailed to describe policy and policy matters when using books. There are still many Indonesian people who have not been able to use information technology wisely as a means of education, so the role of headers as a means of obtaining information, knowledge, and education is still crucial. For these reasons, then interest in reading must continue to be fostered by creating an environment that supports the prolific growth of interest in reading. The environment in question is a text-rich environment.

The environment can be interpreted as everything around humans and affects the development of human life [17]. To be rich can be meaningful, have a lot (contain a lot) [11]. Text is a language unit that does its job in context [12]. Text can be a sound, word, letter or phrase, clause, complex clause or sentence, paragraph, or book. For example, sounds like [st], [yes], [oh] and [hep] are text. Likewise, the words go, walk, take, run, fast, healthy and sick can serve as text. Next, parents, goodbye, send greetings and plant flowers is a text. Furthermore, the clause is that I go to the library, they read in the canteen, get the book and have the letter been sent? is text. In larger sizes paragraphs or books such as Under the Protection of the Kaaba and Siti Nurbaya and others are texts. Text is a unit of language that contains complete meanings, thoughts and ideas. Text can be in spoken or written form. Text has two main elements, namely the situation of the language user in which there is a register which is the background for the birth of the text and the context of the situation, in the form of the social context and the cultural context in which the context is produced.

The text-rich environment is described in sixteen important points essence, the of students is filled with writing, tools, objects, and materials that motivate and support students for literacy activities [2]. This environment can be in the classroom, canteen, UKS, school garden, and others in the school environment. In class, for example, displayed lesson schedules, picket schedules, study group lists, graphs of student learning outcomes achievement, posters, student work, books, tools for writing and coloring, and others that are easy for participants to read. students or easily accessible and used by students when needed

At affirmitive room, there are posters about healthy living and health equipment available that can be used by students and books about health. In the canteen, healthy food and drinks are sold and advice on healthy food and everages as well as an appeal to dispose of trash in its place and books can also be provided on healthy food and everages and how to process and package them. In the school garden are displayed posters of love for the environment and the school garden is used as a means of learning practice for plant breeding, in the garden there are also comfortable places to do reading activities with books that are available and easily accessible to students.

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In table 1 below, an analysis of the results of research on the school literacy movement, text-rich environment, and reading interest related to the title of this study is displayed.

Table 1. Research Results on GLS, Text-Rich Environment, and Reading Interest

Author, Year	Journal	Research Result
Layli Hidayah and Ganjar Setyo Widodo. (2020)	Jurnal Bidang Pendidikan Dasar	This research is a quantitative descriptive study with to conclude that schools need assistance in developing a school literacy culture, one of which is by creating a text-rich environment.
Mujiatun Sri Hartyatni. (2018)	Jurnal Pemikiran dan Pengembangan SD	This research uses interview, observation, and supervision methods with the conclusion that good structuring and management of reading angle media can build students' reading culture.
M. Riyanton and Dyah Wijayawati. (2019)	Prosiding Seminar Nasional dan Call for Papers	This study used a qualitative descriptive research method with the conclusion that good reading interest and reasonable application of the principles of the School Literacy Movement also had a positive impact on the language skills of students.
Yulisa Wandasari. (2017)	Jurnal Manajemen Kepemimpinan dan Supervisi Kependidikan (JMKS)	This study used a qualitative descriptive research method and the conclusion was that the School Literacy Movement was able to foster students' reading interest and reading skills.
I Putu Mas Dewantara and Ade Asih Susiari Tantri. (2017)	Journal of Educational Research and Evaluation	This study uses a survey method the conclusion is that the application of the School Literacy Movement with a good library arrangement and text-rich environment can increase students' reading interest.
Satrio Imanugroho and Roro Isyawati. (2019)	Jurnal Undip	This study used a qualitative descriptive research method; the conclusion of this study was that the School Literacy Movement was able to foster reading interest in students of SDN Kuripan Lor 01 Pekalongan City.
Hanika Triyaryanti and Nur Hidayah. (2018)	Jurnal Fundadikdas	This study used a qualitative descriptive research method; his study concluded that the School Literacy Movement was able to foster reading interest in students of SD Unggulan Aisyiyah Bantul.

Hamdan Husein Batubara and Dessy Noor Ariani. (2018)	Jurnal Pendidikan Dasar	This research uses research methods Peprogram implementation Gerakan Literation SDN Miai River Cluster SDN Banjarmasin is in the habituation stage and an increase students' reading interest but has experienced several obstacles, namely lack of funds.
Siti Maryam and Sakinah Mawadah. (2018)	Jurnal Komunika	This study uses a model approach of published literature by Rabbit Hole the conclusion is that the Rabbit Hole plays an important role in developing children's literacy in Indonesia and is useful for fostering children's interest in reading from an early age.
Wayan Mudana. (2018)	Acarya Pustaka Jurnal Ilmiah Perpustakaan dan Informasi	This study used a survey method with the conclusion that the library which is part of a text-rich environment plays a role in the development of literacy in schools and makes students interested in reading activities because it adds insight into the knowledge of students.
Mulyo Teguh. (2017)	Prosiding PGSD	This research uses a survey method and the conclusion is that the School Literacy Movement an Develop Thinking Ability carried out with the principles of the School Literacy Movement which can foster students' reading interest.
Moch. Asmawi, Hapidin, Yudha Aviratri. (2018)	International Journal of Innovative Science and Research Technology	This study uses a case study qualitative research method to conclude that teachers and parents play an essential role in providing assistance and motivation so that children enjoy literacy activities, including learning journals.

The School Literacy Movement is carried out in three stages, namely the habituation, development, and learning stages [16]. The aim of the School Literacy Movement aims develop a literacy culture in schools, increase the capacity of residents and the school environment to make literacy, making schools fun and child-friendly learning park. so that schools an manage knowledge, maintain the continuity of learning by presenting various reading books and accommodate ifferent reading strategies [15]. If the school environment becomes a learning park that is fun and child-friendly, it is hoped that children's interest in learning will grow.

School as a learning park is undoubtedly synonymous with rich in text, with a text-rich school environment that will have a positive impact on the reading interest of its students. Reading interest is very influential on the literacy skills of students. The initial key for literacy to become culture is interest [14]. From the research results listed in table 1, the School

Literacy Movement can improve reading interest, if it is applied by implementing the principles of the School Literacy Movement, among others, creating a text-rich environment. Text-rich environments take various forms, including reading corners, libraries, reading areas in the school environment, tc.

Supporters of the School Literacy Movement, as described in the previous paragraph, include libraries, as well as a class reading corner. A classroom reading corner is a corner in the classroom equipped with a collection of books and is arranged attractively to foster students' interest in reading. The class reading corner can also be used to display the work of students. Good management of the classroom reading corner by the principal, teachers, students, and parents can optimize the function of the classroom reading corner as an extension of the library's function, namely bringing books closer to students. The reading corner of the class can enable students to carry out reading activities that are easily accessible and time-efficient [3]. Class reading angles can be made in a variety of creativity.

Another GLS support is the reading area. The reading area in the school environment can be placed in any place where it is possible to place a collection of books and allow students to do reading activities. Examples of reading areas include foyers, corridors, yards, gardens, classrooms, places of worship, parking lots, UKS rooms, principal's room, teachers' room, parent's waiting room, and so on. This is part of creating a rich text environment.

4. Conclusion

Through a literature study it can be concluded that to increase students' reading interest, among others, it can be done by creating a text-rich environment in schools as one of the implementations of the School Literacy Movement.

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