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# Analysis of the School Literacy Movement on Reading Interest in Class III Elementary School Students

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**Abstrak**

This study aims to determine the literacy movement towards reading interest in class III A students of SD Negeri Teluk Pucung III even semester of the 2022/2023 academic year. The method used in this research is descriptive qualitative. When the researcher involved 28 students in class III A. 1 class III A teacher, 1 school principal and 5 students. The technique of checking the validity of the data in this study is by using the triangulation technique. Data analysis techniques in this study include data reduction, data display, and verification. From this research, the results were as follows: Class III A students at Teluk Pucung III State Elementary School, North Bekasi, had low interest in reading. Teluk Pucung III State Elementary School Has Not Yet Done GLS. But GLS is carried out by each class, class III A including those who have implemented a 15-minute reading habit before starting learning and have a reading corner in the class, as well as the teacher's role in conducting GLS in class III A. GLS has a positive impact on students in class III A, students are able to communicate well and think critically. In GLS, the supporting factors are encouragement from class III A teachers, reading corners and books. The inhibiting factor is limited facilities with the GLS program.

Keywords: Literacy Movement, Students Interest, in Reading.

## 1 INTRODUCTION

Indonesia is in a dire condition. Indonesia's concern lies in the low culture of reading, thinking and writing. Based on data from UNESCO, the reading interest of the Indonesian people is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader (Devega, 2017). Even though there are many benefits of reading, namely opening, broadening one's horizons, and knowledge. Reading regularly and continuously makes reading a habit. Reading habits refer to behavior or reading that takes place intermittently characterized by stability (including desire or desire) and tendency towards reading activities and the presence of effective behavior. reading or reading activities.

The habit of reading can shape a person to think critically, creatively and constructively, as well as the ability to read for understanding, namely. where someone can process the information they have obtained and connect the new information they have obtained with the information they already have.Rendahnya minat membaca masyarakat Indonesia terlihat dari hasil Hasil *Programme for International Student Assessment* (PISA) tahun 2018.

Where Indonesia is ranked 74th out of 79 PISA participating countries in the category of reading ability. In addition, Indonesia's PISA results in 2018 for the category of reading ability, Indonesia was ranked 74th, far below Thailand, which was ranked 68th, Malaysia was ranked 58th, while Singapore was ranked 2nd (Ulfa & Oktaviana, 2021).

PISA is a program that measures the achievements of 15 year old children in mathematics, science and literacy. The PISA assessment is currently used as a reference and to assess the quality of education in PISA participating countries. PISA results are one of the most urgent reasons to change or improve the education system, programs and all

education in a country (Hewi & Shaleh, 2020). Every country that gets a low PISA score must make improvements to the literacy skills of its people.

Literacy is the basic knowledge and/or competencies that a person must have according to the context of societal needs and current developments. Literacy as a term is not just about literacy. In Indonesia, it can be said that it just started when the Minister of Education and Culture, Anies Baswedan, issued Permendikbud Number 23 of 2015 which talked about literacy.

This Minister of Education and Culture Regulation marks a change in the orientation of KBM from eradicating illiteracy to KBM to improve the literacy skills of the population. Thanks to this Permendikbud, the National Literacy Movement (GLN) emerged (Antoro, 2017). GLN grew on the basis of various literacy activities led by the main units of the Ministry of Education and Culture. GLN plans to strengthen synergy between the main units of the literacy movement in creating GLN guidelines, mapping all opportunities and expanding public participation in the development and growth of literacy in Indonesia (GLN Drafting Team, 2017).

The GLN program was implemented for each educational unit and turned into the School Literacy Movement (GLS). GLS is used as a curriculum in schools (Indriyani, Atmazaki, & Ramadhan, 2019). Through this curriculum, all school officials must work together to form a good learning ecosystem through literacy habituation.

Efforts are made to achieve this in the form of students' reading habits. This habituation is carried out in a 15 minute reading activity (the teacher reads a book and the school community reads silently according to the situation and school goals). After the habit of reading is formed, it is directed at the stage of development and learning. Activity variations may be a combination of developing receptive and productive skills (Wandasari, 2017).

Through GLS, schools create literacy programs such as getting used to reading for 15 minutes before starting lessons, creating reading corners, revitalizing libraries, and so on. However, implementing the GLS proposed by the government is not as easy as turning the palm of your hand. In practice, literacy activities at the school level seem to be just a means of eliminating obligations. Literacy must become a culture. For this reason, literacy in schools is the hope of creating habits for all school members through various literacy activities, for example listening, speaking, reading and writing (Setyanta, nd).

Based on the results of observations and interviews conducted by researchers in October - November 2022, the Principal of SDN Teluk Pucung III North Bekasi said that SDN Teluk Pucung III North Bekasi is a school that has implemented GLS. However, the principal gives the homeroom teachers the freedom to apply GLS in every class they teach. It is known that at SDN Teluk Pucung III, North Bekasi, the form of GLS that has been implemented is the existence of a reading corner in classes 1A&B -3A&B. The books provided in the class reading corner are more subject books than story books. So students prefer to play or chat with their friends during break time rather than reading books.

At SDN Teluk Pucung III North Bekasi there is a library but the library as a provider of library materials is still minimal and there are more textbooks than other reading books, as well as a lack of facilities in the library. So that students' lack of interest is low and students are reluctant to come to the library to read.

SDN Teluk Pucung III North Bekasi does not develop and implement school literacy movements. However, there are some students who do have an interest in reading. Even though the books in the library or reading corner in class are only subject books.

It is known that the grades of class III A students at Teluk Pucung III State.

Elementary School, North Bekasi who have implemented GLS in class are as follows:

Table 1. Grade III A Semester II Grades of SD Negeri Teluk Pucung III North Bekasi

| Information | Mark | | | | | | | | Average Class |
|---|---|---|---|---|---|---|---|---|---|
| | Theme 7 | Theme 8 | Theme 7 | Theme 8 | Theme 7 | Theme 8 | Theme 7 | Theme 8 | |
| | PPKn | | A. Indo | | Mtk | | SBdP | | |
| Average | 60 | 67 | 70 | 67 | 50 | 75 | 56 | 73 | 65 |

Reading is to search for and obtain information, including content, understanding the meaning of reading. Lessons will run smoothly if there is interest. Children are lazy, don't study, fail because they have no interest. The influence of reading interest is very broad. By reading a window to the world will open so that knowledge and insight will become wider. So that the student's learning value increases.

From the data in table 1, it is known that the results of the scores for Civics, Indonesian Language, Mathematics, and Cultural Arts and Crafts on themes 7 and 8 in semester 2 only got an average grade of 65. Even though GLS has been implemented in the classroom, the condition of the lack of books has affected interest in reading, making the grades for class III A in the second semester of SD Negeri Teluk Pucung III North Bekasi far from the KKM set by the school.

In cultivating an interest in reading, literacy culture is the most important key in realizing this interest (Jatnika, 2019). Less interest in reading will have an impact on the low level of understanding and understanding of students. Students with high reading intensity will have a broad and deep level of understanding. Because by reading, a student can get information. The more you read, the more information you absorb.

Based on the facts in the field, the researcher wants to conduct research with the title "Analysis of the School Literacy Movement Against Reading Interest in Class III A, SD Negeri Teluk Pucung III North Bekasi Even Semester, Academic Year 2022/2023."

## 2 RESEARCH METHODS

The method used in this study is qualitative descriptive. Descriptive qualitative research is a research method aimed at describing existing phenomena that describe a condition as it is (Sadli dan Baiq,2019). Descriptive qualitative is a technique that describes and interprets the meaning of data that has been collected by paying attention and recording as many aspects of the situation as possible under study at that time thus obtaining a general and comprehensive picture of the real state of affairs(Kahabib dan Akhmad2015).

Using a descriptive method means that researchers analyze the data collected can be in the form of words, pictures and not numbers. Such data may come from interview manuscripts, field notes, photographs, videos, personal documents, notes or memos and other official documents.

Teluk Pucung III Public Elementary School, North Bekasi. The method used in this research is qualitative descriptive. Descriptive qualitative research is a research method aimed at describing existing phenomena that describe a condition as it is Sadli & Saadati, 2019). Qualitative descriptive is a technique that describes and interprets the meaning of data that has been collected by paying attention to and recording as many aspects of the situation being studied at that time as possible, so as to obtain a general and comprehensive picture of the actual situation (Akhmad, 2015).

To obtain research data required data collection techniques. Several data collection techniques used in this research are questionnaires, observation, interviews, documentation and field notes. During the research, the analysis technique used was the Milles and Hubberman Interactive Analysis model. In this model there are three components consisting of data reduction, data presentation, and drawing conclusions (Ulfa, 2017).

For the validity of research data is done by increasing the persistence of observations and triangulation. Triangulation is a technique for checking the validity of data by utilizing something other than the data, for checking purposes or as a comparison of the data (Subandi, 2011). In this research, the validity of the data uses source triangulation, which means in this research comparing the data from comparing observational data with data from interviews.

## 3 RESULT AND DISCUSSION

### 3.1 General Findings

Teluk Pucung III State Elementary School is one of the schools that supports the School Literacy Movement (GLS) program. In implementation, there are many obstacles so that the implementation of GLS has not gone well. The principal gives the homeroom teacher the freedom to carry it out.

GLS in each class is taught. Of the 12 classes at SD Negeri Teluk Pucung III, only 6 classes implemented GLS. The details are as follows:

Table 2. List of Implementation of the Lietarsi Movement at SDN Teluk Pucung III School, North Bekasi

| No | Class | Implementing GLS |
|---|---|---|
| 1. | I A | √ |
| 2. | I B | √ |
| 3. | II A | √ |
| 4. | II B | √ |
| 5. | III A | √ |
| 6. | III B | √ |
| 7. | IV A | × |
| 8. | IV B | × |
| 9. | V A | × |
| 10. | V B | × |
| 11. | VI A | × |
| 12. | VI B | × |

Of the 6 classes that apply GLS in each class, there is a class that is active in implementing GLS, namely class III A. Class III A is taught by Mrs. Herin Setiana, S.Pd. Class III A is active in implementing GLS, because it has a schedule in every GLS every week and has a reading corner in class.

As homeroom teacher, Mrs. Herin Setiana, S.Pd. make a GLS schedule in class III A, which is as follows:

a. Every day, at the beginning or at the end of learning, ask students to read books in the reading corner for 15 minutes.
b. After reading the book students were asked to come forward to retell the book they had read.
c. Sometimes students are asked to take what is contained in the book they have read.Buku yang ada di pojok baca kelas III A bersumber dari para siswa. Siswa di minta wali kelas untuk menyimpan buku kegemarannya di pojok baca, selain itu, ada beberapa siswa yang memang secara suka rela memberikan buku-buku untuk di simpan di pojok baca.

### 3.2 Specific Findings

*3.2.1 Conditions of Interest in Reading Class III A Students of SD Negeri Teluk Pucung III Bekasi Utara*

When carrying out literacy movements to increase interest in reading, there are bound to be some students who like and don't like reading. This is proven by the results of interviews conducted by Mrs. Erna Rosilawati. S.Pd. as Principal:

"As for the condition of students' interest in reading, from grades 1-6 it is considered low, because of the condition of the library which is lacking in making students interested, because at that time the library was still in the process of being built, and only now is the library just finished. development process. However, class III A students have improved in their interest in reading, although not yet optimally. And not all classes have reading corners, there are only a few classes, namely, classes 1-3. The rest doesn't exist.

"This was also expressed by Mrs. Herin Setiana, S.Pd. as Class III A Teacher, she said:

"The condition of students' interest in reading is good, although not optimal because there are students who do not yet have an awareness of reading. And indeed there were 9 students, when their friends were reading they just kept quiet, chatting and sometimes joking. This is because in schools the infrastructure and facilities for books are not enough to attract students' interest."

From the questionnaire that researchers gave to class III A students at SD Negeri Teluk Pucung III, North Bekasi, it was found that 32.14% of students enjoyed reading, while 67.86% of students did not enjoy reading. Interest in reading is a strong and deep concern accompanied by feelings of joy. towards reading activities so that it can direct someone to read with their own will or external encouragement. Interest in reading is a person's feeling of enjoyment towards reading because they think that by reading the person will benefit themselves (Artana, 2014).

The main cause of the low interest in reading in class III A students is caused by factors within the students themselves who do not have the desire to read. This is in accordance with research conducted by Citra Pratama Sari, namely several factors such as internal factors and external factors of students. Internal factors are factors that cause students' low reading interest that come from within students, while external factors are factors that cause students' low reading interest that comes from outside the student's self (Sari, 2018).

Based on the findings in the field and expert opinions above, it can be concluded that Class III A students at Teluk Pucung III State Elementary School, North Bekasi, have a low interest in reading. This is due to the internal factors of students who do not have an interest in reading.

3.2.2 *The School Literacy Movement Program at SD Negeri Teluk Pucung III Teluk Pucung III Public Elementary School, North Bekasi*

Based on observations made by researchers at the research location, they had not carried out or carried out school literacy movement activities. This was stated by Mrs. Herin Setiana, S.Pd. as a Class III A teacher he said:

*"Currently the program is at the Teluk Pucung III State Elementary School. Carrying out this program activity is only in the classroom, due to inadequate facilities and infrastructure, so it is only carried out in each class and even with each class teacher with different applications. Even though this school has not yet implemented the program, students in class III A have slowly improved."*

*Explanation from Mrs. Herin Setiana, S.Pd. strengthened by the opinion of Mrs. Erna Rosilawati, S.Pd. as the Head of School that:*

"This school does not yet have a School Literacy Movement program, for now the program is being carried out in class only, because the facilities and infrastructure and also the funds do not support literacy activities, so they are only being carried out in their respective classes. . With this, our awareness from the school side that children's scientific capacity needs to be increased and one of the ways to increase capacity is by getting used to the field of school literacy movements. However, for schools we have not implemented or carried out school literacy activities. For the School Literacy Movement program at SDN Teluk Pucung III it has not run 100% optimally, it can be said that it is only 35% for this program, because the existing facilities and the school environment are not very

supportive. "For the time being, the program is still only available in the classroom environment by each class teacher."

This is also reinforced by Aga Abrisamira Tama, a student from class III A:

> "Yes, there is. But he only does it in class, and doesn't do it regularly, sometimes before studying and sometimes when he wants to go home from school.

The statement was made by Mrs. Herin Setaiana, S.Pd as the class teacher, Mrs. Erna Rosilawati, S.Pd as the Principal and Aga Abrisamira Tama as a class III A student as the Principal of the school. That the program was carried out only in their respective classes, due to inadequate facilities and infrastructure.

The general aim of GLS is to develop students' character through cultivating the school literacy ecosystem which is realized in the School Literacy Movement so that they become lifelong learners Widayoko, Koes H, & Muhardjito, 2018). In order to realize GLS, GLS actually has three stages that are adapted to school readiness, namely the habituation stage, development stage and learning stage (Kemendikbud, 2016).

With the decision made to make reading a habit, it can be done. At this stage the entire school community will be accustomed to reading activities. The reading material chosen should be reading material that can be enjoyed by all school members. Interesting reading materials can be chosen to be read together by teachers and students so that they can foster reading habits in both students and teachers. Reading books are not always available in libraries. By using a textbook, for example, a GLS habituation program can also be carried out.

For example, in learning, there is poetry or rhyme material, or others. The teacher can ask students to read the poem or rhyme and afterward carry out a dissection of the content of the poem or rhyme. So GLS can run without relying on books in the library.

Based on the findings in the field and the expert opinion above, it can be concluded that Teluk Pucung III North Bekasi Public Elementary School has not implemented GLS. Principals and teachers should be able to create programs that are friendly and accessible to children without relying on the books available in the library. Because GLS can be implemented with the cooperation of school principals, teachers, and students.

### *3.2.3 Implementation of the School Literacy Movement at Teluk Pucung III State Elementary School, North Bekasi*

Even though SD Negeri Teluk Pucung III, North Bekasi, has not implemented GLS yet. But schools are starting to implement growing interest in reading from small things. This is evidenced by the results of interviews conducted by Ms. Erna Rosilawati, S.Pd. as Principal:

> "The implementation of the School Literacy Movement (GLS) carried out at this school is that if students are late arriving at school, students are punished by reading 5 pages, then students will tell what they have read in front of their friends. "Why does this school implement it like that, because with an implementation like this students will have awareness in reading and also train students' discipline."

Punishment which is known in the world of education means that, punishment or punishment is more of an educational effort to improve and direct students in the right direction, not just a practice of punishment and torture that stifles creativity, but rather as an effort to return students to a good direction and motivate them to become individuals. imaginative, creative and productive (Muzakki, 2017).

Punishments must be given to students who violate them but must not have physical and psychological impacts that traumatize students. Reading punishment as applied to late students at Teluk Pucung III Elementary School is a creative punishment. But in terms of growing interest in reading, it is certainly not something that can be done. Because punishment is something that students will avoid. So, implementing the habit of reading as a punishment certainly cannot have the effect of increasing students' interest in reading at SD Negeri Teluk Pucung III.

*3.2.4. Literacy program in class III A of Teluk Pucung III State Elementary School, North Bekasi*

Apart from school literacy programs, sometimes there are also in-class literacy programs which are carried out only with the class teacher, to further increase students' interest in reading and broaden students' insight. This was expressed by Mrs. Herin Setiana, S.Pd as a class III A teacher.

> "Because this school only conducts its program in class, there are indeed several inhibiting factors for literacy activities. "I made a habit of reading 15 minutes before the lesson started and also during the lesson the teacher asked the students to read." Hal ini juga diperkuat dari Alya Nur Veliya Azzahra**,** ia salah satu siswa dari kelas III A.
>
> "Yes, I like the program in class, because we can add insight, knowledge and help score on tests."

The results of interviews conducted by researchers show that some children are still less interested in students' interest in reading. Therefore, with this program students develop an interest in reading, although not all III A students. In line with Peemendikbud, one of the activities in the movement is reading 15 minutes of non-learning books before study time begins. The implementation of this activity also needs to pay attention to the basic concept of implementing the school literacy movement in accordance with Permendikbud number 23 of 2015, so that it can achieve the expected goals (Permendikbud No. 23 of 2015). Therefore, the existence of the Gearakan Lietarsi School habituation program in class III A can help class III A students develop a high sense of interest in reading, even though the facilities are minimal.

*3.2.5. Implementation of the Class III A School Literacy Movement at Teluk Pucung III State Elementary School, North Bekasi*

Although the school has implemented the School Literacy Movement (GLS), to further increase students' interest in reading. In the classroom it is more important to implement the Classroom School Literacy Movement. Because in the classroom it is very influential for students. This was expressed by Mrs. Herin Setiana, S.Pd. as a class III A teacher.

> "Even though the school has implemented it, it also needs to be implemented in the classroom, namely to increase students' reading interest. Students are asked to tell things that make them happy or convey the books they have read. Then conveyed both orally and in writing. Even though there are still fluctuations in the level of students' interest in reading, students still want to take part in these activities. Sometimes I give a reawed for children who are brave and want to come forward to tell it in front of their friends. My aim here is to give prizes as a student attraction.

Everyone will feel happy when they get an award or prize. In the world of education, gifts can also be used as an effort to motivate. The aim of giving rewards is to motivate students to take part in GLS activities (Triyanto & Krismayani, 2018).

The teacher's role in implementing GLS is the main key to creating GLS. With the habit of reading 15 minutes is not enough to foster students' interest in reading, but with rewards from the teacher because students want to read it will be a fertilizer for students' enthusiasm for reading in the future.

*3.2.6. Impact of the School Literacy Movement in Class III A of Teluk Pucung III State Elementary School, North Bekasi*

With the School Literacy Movement (GLS) there is a good impact on student learning outcomes and broadening students' insight. Where the School Literacy Movement (GLS) has had a big influence on elementary school age children in today's millennial era.

Therefore, literacy is important in today's life. This is as expressed by Mrs. Herin Setiana, S.Pd. as class III A teacher:

> "The existence of this program has had a very good influence on elementary school students who are currently developing student character and those at an age where the world of play is still high, especially with the existence of cellphones which have really damaged the Indonesian generation from an early age. Because many people use it incorrectly. This literacy activity can increase students' awareness and interest in reading. So that students have a high curiosity, have started to communicate well, and also think critically and have the courage to ask questions. Even though there are only a few students, there has been an increase."

This was also reinforced by Vanesa Azalea Kenzie, a student from class III A.

> "Yes, it is very useful, because it can help when answering test questions and getting better grades."

The most important impact of the GLS is that it is hoped that it will increase students' interest in reading. In addition, to improve students' knowledge and their communication skills. Through reading together, students can recognize new words, pronounce these words, and understand their meaning. Apart from that, reading together can also strengthen relationships between students and improve reading skills (Arista, Mustafida, & Afifulloh, 2023).

With this, GLS has had a positive impact on class III A students of Teluk Pucung III State Elementary School, North Bekasi in particular. Students become able to have good communication skills, students' curiosity begins to increase, and students are able to think critically. With this, students when learning takes place, students dare to ask questions and dare to come forward to tell the things they like.

### *3.2.7 Factors Inhibiting the Implementation of the School Literacy Movement in Grade III A SD Negeri Teluk Pucung III Bekasi Utara*

In the School Literacy Movement (GLS) there must be factors that hinder it. Students' lack of interest in reading is the cause of low literacy in Indonesia. In society there are still many people who do not understand the benefits of reading. Reading requires a long or special time, even so reading has many benefits that can be obtained.

*In line with the teacher interview, the answer from Mrs. Erna Rosilawati, S.Pd. as the Principal explained that there were obstacles to the implementation of GLS in schools. Here's the answer from him:*

> "Obstacles to the school literacy movement in increasing students' interest in reading. namely inadequate facilities and infrastructure and funds for this literacy activity. Like books, the condition of the library does not make students interested, parents support. As for the classes, not all of them have reading corners, there are only a few classes, namely, grades 1-3. The rest doesn't exist. Especially in class III A there is a reading corner, but the books are inadequate and the atmosphere of the reading corner is still not of interest to students, both in terms of the atmosphere of the place and the books in the reading corner. Not all students in class III A have a love of reading.

*This is Mrs. Herin Satana, S.Pd. revealed that:*

> *"Factors that hinder the School Literacy Movement. There are several things, the lack of facilities and infrastructure in schools, the factor of lack of literacy motivation, the environment or place of residence that becomes*

an obstacle, because the majority of children read more often at school than at home, because there are parents who are indifferent to literacy activities."

Judging from the results presented by the Principal of the School and Mrs. Herin Setiana, S.Pd. in implementing the school literacy movement, the focus is on the facilities and infrastructure available at the school and also environmental factors around or where the students live. It cannot be denied that there are adequate facilities and infrastructure, such as libraries, reading corners, computer laboratories, projectors in every class, a literate environment (work walls, achievement boards, posters, positive sentences in the school area, and displays of student achievement awards/trophies). ) can be used as support for improving the GLS program.

In this case, class III A students at Teluk Pucung III State Elementary School have a lack of interest in reading, because there are several factors that hinder students' interest in reading for class III A students in the Teluk Pucung III State Elementary School school environment. As literacy facilities and pre-facilities attract students to read. If the facilities are supportive and adequate, students will feel interested.

*3.2.8 Supporting Factors for the Implementation of the Literacy Movement in Schools in Class III A of Teluk Pucung III State Elementary School, North Bekasi*

*With the enabling factor there is also a supporting factor for the School Literacy Movement (GLS). To attract students' interest in reading. This was stated by Mrs. Herin Setiana, S.Pd.:*

> "The most important supporting factor is the encouragement from the class teacher. And class III A has a reading corner even though it is still said to be less supportive, due to limited school facilities. But the children are still enthusiastic about literacy activities in the classroom. There are some children who do buy books and then put them on the bookshelf in the reading corner. The facilities in the reading corner are bookshelves, bookcases, story books, tables and benches. Then there is an infocus even though the children watch a story only once a month."

The teacher's role in literacy includes many things, namely the teacher's role as class coordinator, teacher, director, evaluator, learning planner, motivation, and learning environment manager. Activities that support the literacy movement are library visits, this activity is carried out with the aim of fostering interest in reading and improving reading skills so that students can increase their knowledge (Hasni, Winoto, & Khair, 2022).

Based on the description above, it can be concluded that the GLS that runs in class III A at SD Negeri Teluk Pucung III North Bekasi, the main supporting factor for literacy in that class is due to the role of the teacher. With limited facilities, teachers are able to coordinate and direct students to make reading habits in class. Through reading materials available in the class reading corner.

## 3 CONCLUSION

Based on the research findings and discussion, it can be concluded that:

1. Class III A students at SD Negeri Teluk Pucung III North Bekasi have a low interest in reading. This is due to the internal factors of students who do not have an interest in reading.
2. SD Negeri Teluk Pucung III North Bekasi has not implemented GLS. Principals and teachers should be able to create programs that are friendly and accessible to children without relying on the books available in the library. Because GLS can be implemented with the cooperation of school principals, teachers, and students.
3. The reading penalty as applied to students who are late at SD Negeri Teluk Pucung III is a creative punishment. But in terms of growing interest in reading, it is certainly not something that can be done. Because punishment is something that will happen dihindari oleh siswa. Jadi, dengan menerapkan pembiasaan membaca
   As a punishment, of course it cannot have the effect of increasing students' interest in reading at Teluk Pucung III Elementary School.

4. Having a GLS habituation program in class III A can help students in class III A develop a high interest in reading, even though the facilities are minimal.
5. The teacher's role in implementing GLS is the main key to creating GLS. With the habit of reading 15 minutes is not enough to foster students' interest in reading, but with rewards from the teacher because students want to read it will be a fertilizer for students' enthusiasm for reading in the future.
6. Positive impact for class III A students at Teluk Pucung III State Elementary School, North Bekasi in particular. Students become able to have good communication skills, students' curiosity begins to increase, and students are able to think critically. With this, students when learning takes place, students dare to ask questions and dare to come forward to tell the things they like.
7. Factors that become obstacles to interest in reading for class III A students in the Teluk Pucung III Elementary School environment. As literacy facilities and pre-facilities attract students to read. If the facilities are supportive and adequate, students will feel interested.
8. The main supporting factor for literacy in class III A of Teluk Pucung III State Elementary School, North Bekasi is the role of the teacher. With limited facilities, teachers are able to coordinate and direct students to make reading habits in class. Through reading materials available in the class reading corner.

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