



MANAGEMENT OF SCHOOL LITERACY MOVEMENT (GLS) PROGRAM IN DEVELOPING INTEREST IN LITERACY AMONG STUDENTS

Alfia Ainun Nikmah¹, Masturin², Ashif Az Zafi³

^{1,2,3}Institut Agama Islam Negeri Kudus

E-mail: ¹alfiaainun@ms.iainkudus.ac.id, ²masturin@iainkudus.ac.id, ³ashifazzafi@iainkudus.ac.id

Accepted :

10 November 2024

Published :

10 January 2025

Corresponding Author:

Alfia Ainun Nikmah

Email Corresponding :

alfiaainun@ms.iainkudus.ac.id

ABSTRACT

This study examines the management of the School Literacy Movement (GLS) in fostering students' literacy interest at Al Ishom Jepara Middle School. Using a descriptive qualitative approach, data were collected through interviews, observations, and documentation, then analyzed through data collection, reduction, presentation, and conclusion drawing. The findings show that the GLS program is implemented in three stages: planning, implementation, and evaluation. The planning stage involves setting program objectives, assessing available resources, and forming a GLS team. The implementation stage consists of routine activities such as reading Asmaul Husna, library visits, and Quran recitation, followed by development activities like creating reading corners and wall magazines. The learning stage includes short story writing, Quran reading and writing (BTQ), and scientific extracurricular activities. The evaluation stage indicates that the program has been effective in enhancing students' reading and writing skills. The study concludes that a well-structured GLS program significantly contributes to literacy development. It is recommended that schools continuously optimize resources, encourage student participation, and integrate literacy programs into daily learning activities to sustain long-term literacy interest.

Keywords : *Management, School Literacy Movement, Literacy Interest.*

1. INTRODUCTION

The reading culture crisis in Indonesia, particularly among students and Islamic boarding school students, remains a significant concern. Indonesian society tends to favor oral traditions over reading and writing, despite the fact that reading skills are introduced from an early age (Chandra et al., 2018). Elementary school education serves as a foundation for developing reading fluency with the guidance of educators and parents. Fluent reading is evaluated based on pauses, intonation, and expression (Allington, 2014). However, many middle and upper-grade students still struggle with reading fluency.

According to the Indonesian National Assessment Program conducted by the Ministry of Education and Culture (Kemendikbud), only 6.06% of students demonstrate strong reading skills, while 47.11% have moderate proficiency, and 46.83% show poor reading skills. Several factors contribute to this issue, including a lack of early reading habits within families (Pradana, 2020) and the increasing cost of

printed books (Rohim & Rahmawati, 2020). Low literacy levels significantly impact students' ability to critically evaluate information, leading to difficulties in processing and verifying facts. In contrast, students with strong literacy skills are more accustomed to analyzing information before forming opinions and can communicate effectively in both spoken and written forms (Anisa & Ipungkarti, 2021; Putri et al., 2023; Veto Mortini et al., 2023).

This issue is even more challenging in 3T areas (frontier, outermost, and disadvantaged regions) due to unequal access to education, lack of infrastructure, minimal public awareness, and a shortage of qualified educators (Muniratri Rachmita et al., 2024). To address the literacy crisis, government initiatives should focus on strengthening family involvement in fostering early reading habits and ensuring access to adequate educational and technological resources.

Recognizing the importance of literacy, the Quran also emphasizes the command to read in its first

Vol 8, No 1 (2025): ESTEEM

revelation (Endah Tri Wahyuningsih et al., 2022). However, many individuals lack exposure to a reading culture, whether through books, digital articles, or religious texts. Therefore, the Ministry of Education and Culture has launched the School Literacy Movement (GLS) to cultivate a literacy-friendly school environment. As an implementing institution, SMP Al Ishom plays a crucial role in effectively managing GLS to instill a strong literacy culture. Encouraging regular reading and writing habits in schools is essential to developing students' critical reading and communication skills, ultimately shaping a more literate and informed generation.

2. METHODS

This study uses a descriptive qualitative approach. *Settings* The research was conducted at SMP Al Ishom Jepara located at Jl. Pesantren No.161, Gloge, GLEGET, Kec. Mayong, Jepara Regency, Central Java 59465. The subjects of the research consisted of the principal of the SMP, the head of the School Literacy Movement program, the head of the library, and students. Data collection techniques and instruments through participant observation of GLS activities during the course of the study, interviews with research subjects, and documentation. The following are the steps of data analysis techniques in this study, namely collecting data, reducing data, presenting data, and drawing conclusions (Sugiyono, 2016).

3. RESULTS AND DISCUSSION**RESULT****Planning**

This planning is based on the regulation of the Ministry of Education and Culture Regulation Number 21 of 2015 concerning the Character Cultivation Movement in Schools. To review this, SMP Al Ishom needs to analyze that the regulation is still relevant to the conditions and needs of students at SMP Al Ishom where there are still students who are lazy to read and read less fluently, lack of low motivation in reading, and learning that is less interesting.

Next, SMP Al Ishom can set the objectives of the School Literacy Movement program to form a culture of literacy and produce a literate generation, with high insight, and more varied learning. To organize the GLS program, SMP Al Ishom must also identify the availability of resources owned in organizing the School Literacy Movement Program.

Al Ishom Middle School identified the available reading sources, availability of facilities, means and literacy infrastructure consisting of reading books and laptops, (2) GLS targets, namely students, (3) readiness of support systems such as curriculum, (4) support from the principal, and (5) relevant regulations, namely Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Development of Character.

In this case, SMP Al Ishom created a special GLS team. Where this team consists of the GLS chairman, members, and the head of the library. The selection of this special GLS team was by considering the teacher as a language teacher, a teacher who has a high interest in reading and literacy experience, or participating in literacy organizations outside of school.

Implementation

There are several programs run by the GLS team of SMP Al Ishom, namely: *first*, Reading Asmaul Husna 15 before learning. This reading is routinely read every day for 15 minutes before learning. This reading is carried out by all school residents in the school yard simultaneously guided by the team on duty.

Second, Visit to the Library. This visit is conducted once a week for each class. Furthermore, the results of the visit can record books and reading data and then ask for a signature from the GLS team of SMP Al Ishom. *Third*, Khataman Al-Qur'an is held once a month. Where each student and teacher reads one juz. *Fourth*, the Short Story Writing Movement. This is done by class IX in producing literary works that are equipped with the Indonesian Language subject. *Fifth*, the Al-Quran Reading and Writing Extracurricular (BTQ), Yellow Book, Youth Scientific Work Extracurricular (KIR). This extracurricular is held once a week as an optional extracurricular. The Al-Quran Reading and Writing Extracurricular (BTQ), Yellow Book uses the sorogan and bandongan methods. While the Youth Scientific Work Extracurricular (KIR) emphasizes more on in-depth literacy of subjects according to the field being studied. *The six* reading corners and wall magazines where these works are available in the classrooms as simple reading media and collection of works in developing students' writing creativity.

DISCUSSION

Suharsimi Arikunto There are three main functions of management, namely: (1) planning, (2) implementation, (3) evaluation. The explanation is as follows.

- a) ***School Literacy Movement Program Planning to Develop Literacy Interests among Students of Al Ishom Jepara Middle School***

Vol 8, No 1 (2025): ESTEEM

The planning of the School Literacy Movement (GLS) at SMP Al Ishom Jepara is based on the principles of effective management, which involves organizing and utilizing resources efficiently to achieve set goals (Hasibuan, 2009). Planning, as defined by Tjokroamidjojo, is a systematic process of preparing activities to achieve objectives, while Hasibuan describes it as a collection of decisions that guide goal attainment (Syafalevi, 2011). The needs assessment for GLS is driven by three main factors (Rusydi Fauzan et al., 2023). First, there is a lack of available reading resources, making it difficult for students to access diverse reading materials, particularly Islamic literature (Nurul Fadilla, 2022). Second, students demonstrate low motivation for reading, as it is often perceived as a boring and irrelevant activity (Department of Education, 2001). Third, conventional and unengaging teaching methods, such as lectures and memorization, fail to stimulate students' interest in literacy (Hasriadi, 2022). The GLS program aims to foster a school-wide literacy culture, enhance students' reading and writing capacities, create a fun and child-friendly learning environment, and sustain learning through varied reading materials and strategies. To support this initiative, adequate facilities, curriculum alignment, school leadership support, and adherence to educational regulations (Directorate General of Elementary and Secondary Education, Ministry of Education and Culture, 2018) are essential. The GLS team comprises teachers with language expertise, literacy enthusiasts, and the head of the library, ensuring that the program is led by educators with strong literacy backgrounds.

b) *Implementation of the School Literacy Movement Program to Develop Literacy Interests among Students of Al Ishom Jepara Middle School*

The implementation of the School Literacy Movement (GLS) Program at Al Ishom Jepara Middle School is based on programs that have been designed by the school. In the school literacy movement (GLS) activities there are three stages: the habituation stage, the development stage, the learning stage. namely routine programs and supporting programs.

- 1) The habituation stage is the habit of reading
 - a) Read Asmaul Husna 15 before learning

The Asmaul Husana reading activity is carried out 15 minutes before learning begins, which is carried out every day. The 15-minute reading activity was carried out in the school yard and was attended by all students, teachers, and the principal, guided by the students on duty.

The habit of reciting Asmaul Husana aims to ask for goodness in the names of Allah in

carrying out daily activities, especially to make learning easier at school.

The results of Umi Fauziah Ishom's research explain the implementation of the habit of reading Asmaul Husana as an effort to protect everyone from evil. Asmaul Husana is also useful in self-meditation. With it, it can foster religious motivation through the perseverance of students, not giving up easily, holding on, and always looking for new things (Umi Fauziah Ishom, 2021).

The importance of Al Ishom Middle School students is not just reading Asmaul Husana, but being able to interpret, understand, interpret, and implement the values of the Asmaul Husana that are read. The culture of reading Asmaul Husana can be successfully implemented because it has several supporting factors, including (Umi Fauziah Ishom, 2021): (1) the level of intelligence of students fosters enthusiasm in carrying out daily activities including studying at school. (2) Strict supervision from teachers when reading Asmaul Husana. Where students can jokingly be punished by the teacher. (3) The habit of reading Asmaul Husana from Islamic boarding schools. Support from Islamic boarding schools that also implement the reading of Asmaul Husana as a good habit in everyday life.

b) Visit to the Library

According to Supriyadi, a school library is a library located in a school environment to support teaching and learning programs (Bafadal Ibrahim, 2015). The library has a very important role and function in student literacy activities, because the library is a source of literacy references.

Library visits are intended for all school residents, but in this case, to make the library function more effective, the GLS team also makes a schedule for library visits to each class once a week.

Through the habit of class visit schedule to the library and control journal books, students will get used to visiting according to the predetermined schedule. Students will be more motivated to get more reading material every month. This means that the level of interest in reading students can increase from this habit.

This is in line with Andika Aldi Setiawan's research stating that the GLS program makes optimal use of school library media, making students enjoy reading more, with students enjoying reading, students' reading skills

Vol 8, No 1 (2025): ESTEEM

can improve (Setiawan, AA, & Sudigdo, A., 2019) . Students who visit and read the most books in the library will receive rewards from SMP Al Ishom.

c) Complete the Qur'an

Quran literacy is a science that must be mastered by Muslims in the context of religious worship and propagation. In Al-Quran literacy, it is not only about reading but also being able to understand, write, and even memorize verses of the Al-Quran , in order to love the Al-Quran more. Al-Qur'an literacy is an activity of reading, understanding the Al-Qur'an correctly without any errors in accordance with the laws of recitation (Alvando, 2024) .

The importance of preserving the completion of the Al-Qur'an at Al Ishom Middle School is to maintain the students' ability to read correctly and fluently .

The implementation of completing the Qur'an is carried out once a month. Where each teacher and participant gets a division of the chapters that must be read. After the reading of the juz was finished, SMP Al Ishom Jepara held a "Khataman Al-Qur'an" activity which was attended by all members of SMP Al Ishom Jepara. The activity included reading of juz 30 and continued with tahlil, prayer and greetings.

According to Agustang K, the tradition of completing the Qur'an can form several characters. The character education values in question can be in the form of responsibility, discipline, mutual cooperation, and mutual respect. This is an attitude of always being grateful for all the blessings given by Allah SWT. to share and help each other in goodness (Agustang K, 2019) .

It can be concluded that the preservation of the completion of the Qur'an is evidence that the students of SMP Al Ishom preserve the values of Islamic teachings by reading the Qur'an and completing the Qur'an together. This is very important to maintain the quality of the students' reading.

d) Development Activities:

Development activities, namely as a follow-up to activities in the familiarization stage.

1) Reading Corner

The reading corner is an effort to develop students' interest in reading by utilizing the classroom corner as a small library (Aswat & Nurmaya G, 2019) . Stimulate students to read more often. By having a comfortable reading

room, it attracts the interest of students. This reading corner can be arranged together with the students so that the children feel like they own it.

Providing a reading corner book in each class can increase the interest of students in reading. They can spend time in class reading and playing with classmates without having to go all the way to the library. Books that are easily accessible in the reading corner can be used as discussion material together with classmates.

The existence of a reading corner is not to replace the role of the library but the reading corner plays a role in extending the function of the library in the school, because the school library is centralized and can only be accessed by a limited number of students. The existence of a reading corner is expected to make it easier for students to access books when students want to read and is expected to indirectly increase students' interest in reading (Agustina & Ramdhani, 2022) .

The role of the reading corner plays a very important role because students are easier with easy access so that it increases interest in reading. This is in accordance with the opinion of Hery Widijanto who stated that the existence of the Reading Corner can increase students' enthusiasm for learning, interest in reading, and curiosity about various types of books. Students also understand how important it is to read to increase insight and knowledge (Hery Widijanto et al., 2022).

2) Wall magazine

Wall magazines or better known as mading are simple written mass communication media that are installed on walls (Akib, T & Bahri, A, 2023). As a communication medium, mading can provide benefits as reading material with an easy and cheap manufacturing process (Zubaidah, E. & Saptomo, B., 2004) . Through this mading media, information that can be shared such as academic and non-academic activities. .

The process of making a wall magazine in creating various written works such as clippings, poems, short stories, collecting news can foster interest in reading and writing more creatively. This is in line with the opinion of Cintya Nurika Irma who stated that wall magazines have a role in training students, developing reading and writing practices, increasing cooperation , creativity, and appreciation of work (Cintya Nurika Irma, 2019) .

Based on the above explanation, it can be concluded that the School Literacy Movement

Vol 8, No 1 (2025): ESTEEM

(GLS) program at Al Ishom Middle School consists of (a) reading Asmaul Husna 15 before learning, (b), completing the Qur'an (c), Short Story Writing Movement (d), Al-Qur'an Reading and Writing Extracurricular (BTQ), Yellow Book, Youth Scientific Work Extracurricular (KIR), (e) Reading Corner and Wall Magazine. From this program, it not only increases interest in reading and writing skills, but also develops religious literacy according to the basic of religious-based schools.

3) Learning stages

Stage is developing the ability to understand text and relate it to personal experience.

a) Short Story Writing Movement

The short story writing movement is a form of developing students' writing skills in the form of short stories. For Muldawati & Muhyidin (2023), writing short stories is a very important form of literary expression because it allows students to explore their own ideas, emotions, and experiences in a cohesive short narrative (Muldawati & Muhyidin, 2023).

The short story writing movement was carried out to commemorate Language Day. This short story is written for grade IX students. Each student is required to write a short story with their own creativity and imagination. The writing of the short story emphasizes creating a story conflict that is not easily guessed by the reader. This short story writing movement is held every year before the school exams.

The Short Story Writing Movement (GMC) aims to accommodate the development of students in producing innovative literary works. Writing short stories is an exercise in developing the quality of writing. Not only that, through the culture of the Short Story Writing Movement (GMC) it can also foster interest in reading and encourage exploration in the field of literature. This is in accordance with Ramlah HA Gani stating that short story training can increase interest in reading and short story writing skills (Ha. Gani et al., 2024).

It can be concluded that the Short Story Writing Movement (GMC) has become an annual habit of the final assignment for class IX. This aims to develop the potential of students to read and their writing skills to become a work.

b) Extracurricular Reading and Writing of the

SMP Al Ishom Jepara strengthens students' literacy through various extracurricular activities, including the Al-Qur'an Reading and Writing Extracurricular (BTQ), Yellow Book studies, and the Youth Scientific Work (KIR) program. The BTQ program, held once a week, utilizes the sorogan method,

where students read or recite the Qur'an directly in front of a teacher, who provides immediate feedback and corrections (Khakim, 2018). The teacher acts as a facilitator, fostering a positive learning environment to enhance students' reading interest (Aning Masruroh, 2020).

The Yellow Book extracurricular, also conducted weekly, preserves the cultural heritage of Islamic scholarship that has been present in the archipelago since the 16th century (Martin van Bruinessen, 2017; Syahid, N., 2019). Learning is conducted using both the sorogan and bandongan methods. In bandongan, a kyai or teacher reads and explains the text while students listen, interpret, and annotate their books (Ifendi, 2021). This integrated approach enhances students' religious literacy and language skills, particularly listening-writing and reading-speaking (Fitriyah et al., 2019).

The KIR extracurricular focuses on developing creativity, scientific thinking, and literacy through reading and writing practices such as composing poetry, pantun, and short stories. Teachers guide students through lectures and hands-on writing exercises, which help enhance their literacy and research skills (Ika Purnamasari et al., 2020). Conducted weekly, this program encourages students to engage with subject-related reading materials and produce written works.

In conclusion, the BTQ, Yellow Book, and KIR extracurricular activities at SMP Al Ishom Jepara play a crucial role in fostering students' interest in reading and writing. While BTQ and Yellow Book activities emphasize religious literacy and scriptural comprehension, KIR nurtures scientific and creative literacy, equipping students with essential knowledge and skills.

c) *Evaluation of the School Literacy Movement Program to Develop Literacy Interests among Students of Al Ishom Jepara Middle School*

According to Sudjana, evaluation is an effort to obtain information about programs, activities or projects. Decisions to determine whether activities should be continued, stopped, or disseminated based on ideas assisted by this data (Sudjana, 2004). Based on the implementation of the evaluation of the school literacy movement at the habituation stage, it has not emphasized careful reading literacy which can add and memorize new vocabulary. This is only done by the habit of visiting the library and reading individually. At the development stage, students have been able to pour into a work in the form of making a wall magazine and reading corner as a reference for reading sources that are easy to find in class. At the learning stage, it has been running well because it not only emphasizes the stage of cognitive development, namely reading

Vol 8, No 1 (2025): ESTEEM

comprehension but also being able to interpret, but also developing writing skills.

The GLS program evaluation instrument can be seen from the monthly reading journal where the large number of entries indicates a high interest in reading. In each session, students' understanding after reading can also be assessed, such as recounting what they have read. The assessment of the work can be assessed based on the creativity of the literacy work produced. The more and better literacy works produced indicate a high interest in reading and writing skills.

So it can be concluded that the overall GLS program of SMP Al Ishom has been running quite well from routine activities, development to the habituation stage. The results of these activities are that students' interest in reading is increasing and honing their writing skills.

4. CONCLUSION

Based on the findings, the School Literacy Movement (GLS) at SMP Al Ishom Jepara has been effectively structured to foster students' literacy interest. The program begins with a needs assessment, identifying the necessity for innovative literacy programs that enhance motivation and encourage literacy-based learning. The planning phase includes setting literacy objectives, assessing the school's available resources, and forming a GLS team, which consists of a program coordinator, members, and the library head.

The implementation phase is carried out in three stages. The first stage, habituation, involves activities such as reciting Asmaul Husna, visiting the library, and completing Qur'anic readings. The second stage, development, focuses on creating reading corner works and publishing wall magazines. The third stage, learning, includes Short Story Writing Movements, Al-Qur'an Reading and Writing Extracurricular (BTQ), the study of the Yellow Book, and participation in the Youth Scientific Work Extracurricular (KIR).

The evaluation results indicate that the GLS program has been implemented successfully, contributing to improved student interest in reading and writing. However, to ensure the sustainability and effectiveness of the program, it is recommended that educators receive ongoing training in literacy-based teaching methods, schools expand digital literacy resources, and parents are actively engaged in fostering a reading culture at home. Future research can explore the long-term impact of literacy programs and investigate their effectiveness in different educational settings, including rural and disadvantaged areas.

5. REFERENCES

- Agustang K. (2019). The Tradition of Khatam Qur'an as an Effort to Realize Islamic Character Education in Ternate City, North Maluku. *Foramadiahi: Journal of Educational and Islamic Studies* , 11 (1), 34. <https://doi.org/10.46339/foramadiahi.v11i1.146>
- Agustina, N., & Ramdhani, IS (2022). Analysis of Reading Corner Literacy Movement on Reading Interest of Grade 4 SDN Bojong 04. *Journal of Education and Counseling* , 4 (5).
- Akib, T & Bahri, A. (2023). *Literacy Workshop in Elementary Schools* . Farha Pustaka.
- Alvando, HG (2024). Implementation of the Al-Qur'an Literacy Program in Fostering Students' Religious Character at SD Negeri 2 Dalam Kaum, Sambas District, 2023/2024 Academic Year. *HUMANITIS: Journal of Humanities, Social and Business* , 2 (9).
- Aning Masruroh. (2020). *The Role of Teachers in Cultivating Interest in Reading the Qur'an Through Extracurricular Reading and Writing of the Qur'an (BTQ) Using the Sorogan Method at SDN Patihan Wetan Ponorogo* [Thesis]. State Islamic University of Ponorogo.
- Anisa, AR, & Ipungkarti, AA (2021). The Impact of Lack of Literacy and Low Critical Thinking Skills in Education in Indonesia. *Current Research in Education: Conference Series Journal* , 01 (01).
- Aswat, H., & Nurmaya G, AL (2019). Analysis of the Class Reading Corner Literacy Movement on the Existence of Children's Reading Power in Elementary Schools. *Basicedu Journal* , 4 (1), 70–78. <https://doi.org/10.31004/basicedu.v4i1.302>
- Bafadal Ibrahim. (2015). *School Library Management* . Bumi Aksara.
- Cintya Nurika Irma. (2019). Implementation of Reading and Writing Literacy Through Wall Magazines as Actualization of Character Education in Elementary Schools. *V National Conference on Language and Literature* , 5 (1), 88-94.
- Department of Education. (2001). *Big Indonesian Dictionary* . Balai Pustaka.

Vol 8, No 1 (2025): ESTEEM

- Fitriyah, L., Marlina, M., & Suryani, S. (2019). Literacy Education in Learning Yellow Books at Nurul Huda Sukaraja Islamic Boarding School. *Titian Ilmu: Multi Sciences Scientific Journal*, 11 (1), 20–30. <https://doi.org/10.30599/jti.v11i1.351>
- Ha. Gani, R., Supratmi, N., Ernawati, T., & WJjaya, H. (2024). Developing Students' Writing Talents, Improving Short Story Writing Skills, and Cultivating Interest in Reading and Writing. *Lamahu: Integrated Community Service Journal*, 3 (2), 106–119. <https://doi.org/10.37905/ljpm.v3i2.24904>
- Hasibuan, MSP (2009). *Human Resource Development Management*. Student Library.
- Hery Widijanto et al. (2022). Initiation of Reading Corner as an Effort to Improve Literacy at Ngelo 1 Public Elementary School, Jatiroto District. *2nd National Seminar on Community Service and CSR, Faculty of Agriculture*.
- Ifendi, M. (2021). Yellow Book Learning Method at Sunan Drajad Banjarwati Lamongan Islamic Boarding School. *Al-Tarbawi Al-Haditsah: Journal of Islamic Education*, 6 (2), 85. <https://doi.org/10.24235/tarbawi.v6i2.8898>
- Ika Purnamasari et al. (2020). Scientific Paper Writing Training to Encourage Improvement of High School Students' Quality. *Aksiologi: Journal of Community Service*, 4 (No 2).
- Khakim, N. (2018). "Sorogan" Becomes a Learning Model at the Darul Muttaqin Bantargebang Islamic Boarding School. *Journal of Educational Sciences (JIP) Kusuma Negara Teachers' College*, 9 (No 2).
- Muldawati, M., & Muhyidin, A. (2023). Problems of Learning to Write Short Stories at SMPN 5 Serang City. *Sustainable Journal of Educational Quality Studies*, 6 (2), 578–589. <https://doi.org/10.32923/kjmp.v6i2.4032>
- Nurul Fadilla. (2022). *Limitations of Islamic Book Collections in Meeting the Information Needs of Users at the Library of the Al Kautsar Muhammadiyah Modern Islamic Boarding School, Lima Puluh Kota Regency* [Thesis]. Batusangkar State Islamic University.
- Pradana, FAP (2020). The Influence of School Literacy Culture Through the Utilization of Reading Corners on Students' Reading Interests in Elementary Schools. *Journal of Education and Counseling*, 2 (1).
- Putri, A. D., Jaya, A., & Marleni, M. (2023). Exploring the Students' Speaking Ability Based on Their Different Personalities. *Esteem Journal of English Education Study Programme*, 6(1), 10–16. <https://doi.org/10.31851/esteem.v6i1.10203>
- Rohim, DC, & Rahmawati, S. (2020). The Role of Literacy in Increasing Students' Reading Interest in Elementary Schools. *Journal of Elementary Education Review: Journal of Educational Studies and Research Results*, 6 (3), 230–237. <https://doi.org/10.26740/jrpd.v6n3.p230-237>
- Rusydi Fauzan et al. (2023). *Human Resource Management Theory*. PT Global Executive Technology.
- Setiawan, A.A., & Sudigdo, A. (2019). Strengthening elementary school students' literacy through library visits. *In Proceedings of the US National PGSD Seminar*, 1.
- Sudjana. (2004). *Educational Program Management for Non-formal Education and Human Resource Development*. Bandung Falah Production.
- Sugiyono. (2016). *Quantitative, Qualitative and R&D Research Methods*. PT Alfabert.
- Syafalevi. (2011). *Introduction to Development Administration*. LP3ES.
- Syahid, N. (2019). The Urgency of the Ta'limul Muta'allim Book in Modern Learning. *QUDWATUNA*, 2 (2), 126-142.
- Umi Fauziah Ishom. (2021). *Implementation of the Habit of Reading Asmaul Husana in Cultivating Religious Motivation in Students (Case Study at State Islamic Senior High School (MAN) 1 Jombang)* [Thesis]. State Islamic University of Kediri.
- Veto Mortini, A., Jaya, A., & Akbar Zam, M. A. (2023). the Effect of Map Libs Technique on Students' English Learning Achievement in Learning Personal Pronoun. *Esteem Journal of English Education Study Programme*, 6(2), 216–225. <https://doi.org/10.31851/esteem.v6i2.12316>
- Zubaidah, E. & Saptomo, B. (2004). Wall Magazine Management in Schools. *Scientific Journal of Teachers Caraka Educational Thinking*, 8 (1).