



Contents lists available at Journal IICET

JPGI (Jurnal Penelitian Guru Indonesia)

ISSN: 2541-3163(Print) ISSN: 2541-3317 (Electronic)

Journal homepage: <https://jurnal.iicet.org/index.php/jpgi>



Evaluation of school literacy movements in improving student discipline

Desy Natalia Sinambela¹, Syarwani Ahmad², Nila Kesumawati²

¹ Sekolah Menengah Pertama Negeri 7 Palembang, Indonesia

² Universitas PGRI Palembang, Indonesia

Article Info

Article history:

Received Jul 13th, 2021

Revised Aug 17th, 2021

Accepted Aug 30th, 2021

Keyword:

Assessment

Campaign for School Literacy

Enhancing CIPP Student Discipline

ABSTRACT

The goal of this study is to assess SMP Negeri 7 Palembang's School Literacy Movement in Improving Student Discipline. With the CIPP model, this analysis uses a qualitative approach that includes: 1. Evaluating Meaning, 2. Evaluating Input, 3. Evaluation of Operation, and 4. Service Evaluation. The data analysis techniques used in this study are data reduction, presentation of data, conclusion and verification. The analyzed data is the product of SMP Negeri 7 Palembang citizens' interviews, observations, and documentation. This research shows that the School Literacy Movement's assessment of enhancing student discipline, The school has provided such facilities and resources in support of literacy programs, which include reading corners by providing 15 minutes to read before carrying out learning activities at the reading habit level. And with some students, the School Literacy Movement has a positive effect on the work of literacy programs carried out by student achievement. It can be done and in SMP Negeri 7 Palembang there is a growth of character as well as a decision that this School Literacy Movement must be strengthened.



© 2021 The Authors. Published by IICET.

This is an open access article under the CC BY-NC-SA license
(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

Corresponding Author:

Sinambela, D. N.,

Sekolah Menengah Pertama Negeri 7 Palembang, Indonesia

Email: desynatalia.dn.dn@gmail.com

Introduction

As outlined in the Regulation of the Minister of Education and Culture Number 23 of 2015, GLS enhances the character building movement. "15 minutes reading non-lesson books before learning time begins" is one of the practices in the campaign. This activity is conducted to promote the interest of students in reading and develop reading skills so that knowledge can be better mastered. In the context of local, national and global wisdom, the reading material includes ethical principles that are expressed according to the stages of student growth. These stages of literacy that can be encountered by all are divided into literacy and fundamental literacy, after which more growth can be experienced.

The Ministry of Education and Culture is developing the School Literacy Movement (GLS) in the field of education while developing schools as learning organizations. As part of the education ecosystem, GLS is a holistic initiative that includes all school participants (teachers, students, parents/ guardians of students, families) and the community.

The GLS (School Literacy Movement) itself, according to [1] can manifest itself in schools through the following examples of literacy movement programs: a. Mandatory schedule for a library visit, b.

Empowerment of the Wall magazine for each class, c. Before the learning process commences, read non-lesson books, d. Posterization of school, e. Creating in each class a literacy tree, f. Creating reading corners in schools in some areas, g. Making job boards for student literacy in each class, h. Creating in each class a motivational wall, i. Hold a competition for a school literacy ambassador, j. Hold a competition between classes for a literacy job.

[2] at the stage of habituation, which involves: 1. Students provide literacy corner / mini library facilities with posters containing the significance of reading books at this stage of reading multiliteracy for 15 minutes before the lesson starts, and incorporate media literacy and visual literacy through reading, media, internet, teacher blogs, and watching movies together, both in the room and in the school area, 2. In programs and events, writing literacy is carried out, writing what you want to be published in a literacy journal, 3. By taking careful steps, oral language literacy pours them all into the text in speech for practice content. 3. By taking careful steps, oral language literacy pours them all into the text in speech for practice content. As for the important thing to do immediately in GLS operations which, in particular, have a plan to enhance the standard of education at SMP Negeri 7 Palembang. Another explanation is that there was no assessment research at this school on the introduction of GLS proposed in 2020 at this time. As one of the teaching staff at this school, a researcher who wishes to be able to give opinions in the future to improve the implementation of GLS in SMP Negeri 7 Palembang more optimally. In this review, it is hoped that in the following years it will get even better. Hopefully, this study will make an attempt to achieve the key goals and objectives of the GLS program, which in turn would support Indonesia's education. How to incorporate assessment, school literacy movement to enhance the discipline of students at SMP Negeri 7 Palembang in 2016-2020, is the formulation of the issue of this study.

Method

This method is an analysis of GLS assessment using a qualitative approach with the application of the evaluation model of CIPP, which includes: context evaluation, input evaluation, process evaluation, and dan product evaluation developed [3]. Assessment is a method in which knowledge selection, compilation, review, and presentation activities can be used as a basis for decision-making and further programming. The model provided in [4]. shows that the evaluation of the CIPP model is the result of the evaluation of the ESEA (Elementary and Secondary Education Act), which implies that the purpose of the evaluation is not to demonstrate, but to strengthen. An clarification from [5] Stufflebeam is as follows

The evaluation of the CIPP model can be applied in various fields of education, management, and companies. The points to be carried out by the researcher are all parties involved in the school literacy program, consisting of internal parties from the school, including: a. Prince, b. Educator, c. Personnel in education, and d. Yeah. Students. The aim of this analysis, namely the social situation and social interactions that decide the GLS implementation (School Literacy Movement).

The research subjects were focused on purposeful primary source sampling, which included individuals who randomly provided researchers with data. Several people who are in line with these expectations come from inside the school, including: a. School head, b. Deputy principal of the Portion of the Program, sk. Student Affairs Deputy Principal, d. The teacher, the library head, and d. The librarian and the pupils. This report is a primary source that comes from the school committee and parents outside the school (external). The source of data collected by records is the secondary source, To provide researchers with data indirectly. The knowledge comes from primary and secondary sources that then go through the method of data processing. These techniques of data analysis are data reduction, presentation of data, and drawing conclusions/verification as something that is intertwined with cyclical and interactive processes to establish general perspectives before, during, and after collecting data in a parallel form. This study of qualitative data is an ongoing, iterative and continual endeavor.

Results and Discussions

In the view of [6] this School Literacy Movement assesses SMP Negeri 7 Palembang as information and data collection activities that are in favor of the School Literacy Movement, the aim of which is to provide different materials in decision-making to evaluate follow-up in the Literacy Movement. Oh. School. The tool used by researchers in this evaluation is CIPP, assessment is carried out in context, through procedure, and feedback and outcomes [7] This School Literacy Movement implements in this evidence at SMP Negeri 7 Palembang, which was articulated [8] The most critical assessment for enhancement.

The School Literacy Movement discusses the SMP Negeri 7 Palembang background assessment based on the findings examined, the shortcomings and strengths that provide guidance for enhancements. SMP Negeri 7 Palembang, as follows, has the authority to execute the School Literacy Movement: a. There is a clear legal justification for introducing the School Literacy Movement at SMP Negeri 7, namely: 1. Character cultivation on Permendikbud No.23 of 2015; 2. Existence of the main school decree No. 421.3 / 201B / DISDIK / SMPN 7 PLG / 2020 This letter concerns the Literacy Team and PPK; and 3. Division of Duties of Teachers who receive a Principal Decree from the School, assignment of those duties, and instruction from 2017-2020 in school management. The School Literacy Campaign has a school vision and mission that is very supportive, seen from the school's vision of a world of cultured character. As for the opportunity to socialize in the 21st century, SMP Negeri 7 Palembang offers quality schools in both academic and non-academic fields, namely sharing, connecting, thinking critically and creatively through understanding character values with different school activities.

This purpose of literacy is aimed at encouraging a differentiation in the movement of school literacy in junior high schools in order to make learning lifelong. [9] The Campaign for School Literacy has the capacity to intelligently understand, access, write and communicate.

Facility and infrastructure availability This literacy movement has a physical environment that is very literate. [10] The academic climate that has a literate nature, namely, according to Laksono et al Actual literacy which can take the form of different programs of literacy adopted by all members of the school. In an unrealised learning setting, SMP Negeri 7 Palembang embodies a social and physical environment. The presence of a rather literate social, physical and academic climate, which is both a deficiency, needs to be recognized.

Support is offered by the School Literacy campaign at SMP Negeri 7 Palembang. The guardians of students and parents now have a role to play in providing literacy at home, by reciting the Koran at the mosque or ustaza or at the house of the ustad, the ability for their children to learn and add knowledge of religious values. What is still missing is a debate about how books are read, in offering a selection of books for reading and particularly non-textbooks.

This feedback assessment at SMP Negeri 7 Palembang is intended to assist in making improvements to the School Literacy Movement program, as the limitations and potential of the services available at SMP Negeri 7 Palembang are as follows in the results of this report. Allocation of funds and time to support expertise in literacy. The capacity is a way of pushing the human resources and mentors of the school literacy campaign who become teachers, library leaders who have been trained in libraries and librarians, Rohis coaches, the School Literacy Team, and coaches of the student council who coordinate with representatives and colleges. Literacy services and infrastructure, That involves reading corners, libraries, and works displayed in the school environment by the students. There are barriers to the introduction of the School Literacy Campaign, namely the insufficient funds for the activities of the School Literacy Movement, the lack of collaboration between heads and library representatives.

SMP Negeri 7 Palembang sees the procedures and rules as follows: time is provided specifically for the School Literacy Movement, reading 15 minutes to read non-lesson books as a habit.. There is a reading journal in carrying out habituation, book corners in class, and there is public involvement in the School Literacy Movement. The implementation of the Literacy Movement at SMP Negeri 7 Palembang had a public involvement, such as the advisory activities carried out by the National Narcotics Agency at SMP Negeri 7 Palembang and the traffic advice of the Palembang City Police.

From the behaviors and attitudes of school residents, involvement in engaging in activities and reading interest (participation) in the School Literacy Movement at SMP Negeri 7 Palembang can be noted. Some students who did not participate because they did not bring prayer equipment were the consequences of observations while carrying out the Dhuha prayer in the congregation. With very varied observations, full and nice, the habit of reading regular journals is seen, but the student journals are incomplete. The researcher concluded, therefore, that the degree of involvement and participation in reading in the School Literacy Movement is very poor.

By analyzing the School Literacy Movement at SMP Negeri 7 Palembang, which is a reference in George Terry's management role [11] which includes POAC, the implementation plan goes through the process of implementing the School Literacy Movement (planning, organizing, and controlling). This planning operation has been undertaken in order to achieve its objectives. In this preparation, the first function is a management function that must be done carefully and needs to be considered, and preparations for the following functions and steps must be formulated [12]. At the planning stage, the School Literacy Movement was conducted by socializing student parents and the community through a monthly service meeting on September 28, 2020.

In non-formal events, the School Literacy Movement is carried out by school principals, teachers who are homeroom teachers, coaches of the student council, educators, spiritual coaches and the literacy squad. This OSIS coaching exercises control over the execution of the OSIS program, as well as the ROHIS coaching, in which the program control is scheduled.

The task at the beginning of this literacy team carried out an assessment of the implementation of the Literacy Movement at SMP Negeri 7 Palembang, Follow-up in preparation. In numbers, the percentage of literacy values is obtained: 75 percent (good), the values are in the range 61-80. So this School Literacy Movement at SMP Negeri 7 Palembang has been well implemented, and enhancement for further implementation needs to be increased.

The success of this product assessment is achieved by the written works of the School Literacy Movement at SMP Negeri 7 Palembang and in the form of achievements obtained from students. The findings of the above research suggest that only students obtained the achievement data. This exercise in literacy illustrates achievements: Students win competitions for wall magazines, read poetry, speech winners, call for champions of prayer, and champions of debate. The capital that becomes a power can be used at SMP Negeri 7 Palembang as the basis for the growth of the School Literacy Movement. Shows the positive effects and the impact of introducing the School Literacy Movement so far at SMP Negeri 7 Palembang.

This is endorsed in the outcomes of the above study and debate by several previous studies, namely: Research by [13] shows that the School Literacy Movement program includes 90.01 percent achievement in the group A. This School Literacy Movement demonstrates that, in line with the plans and goals, the introduction of these students is carried out. Thus, in this School Literacy Movement scheme, fair distribution must be carried out by the government and schools that can strengthen and sustain the program of the School Literacy Movement. At SMP Negeri 7 Palembang, this School Literacy Movement offers an appraisal which is still being strengthened and will continue.

[14] found that Gelis Batuk was involved in the development of literacy schools. Gelis Batuk is an initiative to improve the reading skills of students through the Schools to Read and Write Works Literacy Movement, with the award of the best work published by the school in the form of a series of books. Gelis Cough, as follows, is performed in steps: Enhancement of school libraries, creation of literacy teams, socialization of school residents, GLS introduction, periodic reviews, and collection of the best work. The nature of this research equation carried out at this moment by researchers is about GLS. The difference is that the analysis by Gelis Batuk focuses heavily on school efforts to create literacy schools, while reviewing current GLS in schools in this report.

[15] The implementation of a school literacy program at the level of public junior high schools in Palembang City to enhance the standard of primary education. The findings of this research show that a. in several programs Group of readings, b. Motivation for nights, c. The library mini8 SNPs (National Education Standards) have been established to enforce the GLS policy and meet the stages of the school literacy movement, including: 1. The period of habituation, 2. The stage of development, and 3 learning phases. The variables that help the school literacy movement and impede them include: 1. Supporting considerations, namely: infrastructure and services, b. Content for reading, c. There is an allocation of time and money to support the reading skills of students and support from parents; 2. Inhibiting forces, namely: a. Lack of communication between students, workers in education and the GLS Team, b. Lack of interest from students in reading, and c. Lack of content for reading. The GLS content is the identity of this analysis. The distinction can be based on his study, in which Harahap et al. Researching the creation of initiatives for literacy. Researchers, on the other hand, are currently focused on researchers focusing on evaluating GLSS (School Literacy Movement). Strategies or measures to develop a strong culture of literacy in schools, namely: Creation of a physical environment that is literacy-friendly, creating a social and affective environment as a capital of literate communication and interaction, and creating a school as a literate learning environment.

[16] Introduction of the SMP Negeri 5 Prabumulih Principal Managerial Competencies in Support of the School Literacy Movement (GLs) Program. This study is a type of qualitative analysis with techniques for data collection, such as observation, recording, and interviews. SMP Negeri 5 Prabumulih has established literacy compliance initiatives by doing various ways, including the initiative to visit the library once a week, collecting books in the library, reading corners, making huts, wall magazines, choosing ambassadors for reading, and putting up literacy posters and getting in a mobile library from the Prabumulih City Library. The principal strongly stressed the School Literacy Movement (GLS) program through a teacher council meeting with students because he noticed that students at SMP Negeri 5 Prabumulih were beginning to worry about reading and writing.

The history of this study stems from circumstances that suggest that Indonesian students' literacy skills are still poor and must be strengthened. In the Indonesian National Assessment Program (INAP) or Indonesian Student Competency Assessment (AKSI), Puspendik Kemendikbud assessed the reading, math, and science skills of fourth-grade elementary school students based on results in 2016. In the bad category, the results were 46.83 percent, 47.11 percent in the moderate category, and just 6.06 percent in the strong category, specifically for reading. This issue stresses that a special policy must be introduced by the government so that the reading skills of students increase by following up on school initiatives that are accommodated in the literacy movement. This analysis is a qualitative, descriptive study of data collection methods such as observation, recording and interviews. At SMP Negeri 1 Indralaya, this study was performed. The results of this study show the role of the principal in the literacy program's progress A) socializing the policy of the School Literacy Movement through meetings; b) establishing an SK for the School Literacy Team; c) offering reading corners in classrooms and libraries; d) always reminding students of programs; e) allocating funds for book procurement; f) conducting competitions; g) requiring students to read books every day for 15 minutes before beginning class hours.

[17] Assessment at SD Muhammadiyah Wirobrajan 3, Yogyakarta City of the Introduction of the School Literacy Movement (GLS). This research aims to analyze the school literacy movement program at SD Muhammadiyah Wirobrajan 3 Yogyakarta, which includes: (1) context: GLS priorities and according to student needs; (2) input: student activities and infrastructure; (3) process: factors that encourage and inhibit; (4) product: interest and activity in reading by students. This research is an evaluative study using a qualitative descriptive approach and using the CIPP model. The principal, teachers, and students were the subjects of this research. The aim of this study is to introduce GLS at SD Muhammadiyah Wirobrajan. 3 The techniques used to gather data were observation, interviews, and recording. The data analysis used is qualitative, consisting of data reduction, presentation of data, and drawing conclusions. The results showed: (1) the outcomes of the context, the aims of the GLS are enforced according to the needs of the students; (2) the outcomes of the feedback, some of the student activities, i.e. extracurricular activities, star classes, teaching and learning activities, and the facilities are very complete and in good condition; (3) the outcomes of the process, including students, teachers, staff, parents, and the Ministry of Education and Culture as supporting factors. The inhibiting factor for human capital in schools is not optimal; (4) After the existence of GLS, the shift in students is that the incentive of learners to read has increased, the existence of student journalism, the character of the student is getting better by introducing 5SS (smile, greeting, greeting, polite, and polite).

[19] The introduction at SMP Negeri 9 Palembang of the School Literacy Campaign. School Literacy is the capacity to reach, understand and use something intelligently through different practices, including reading, watching, listening, writing and speaking, in the sense of the School Literacy Movement (GLS). Through comprehensive efforts to make school members become literate learners throughout life.

The aims of this analysis are: 1) to find out how at SMP N 9 Palembang the school literacy movement is being implemented? 2) to find out what factors help and impede the introduction at SMP N 9 Palembang of the school literacy movement? This form of analysis is qualitative using the observation process, Interviews from data sources and documentation. Teachers from SMP N 9 Palembang, principals from SMP N 9 Palembang and students from SMP N 9 Palembang were interviewed. When the author collects data, data analysis starts by arranging, solving, synthesizing, identifying trends, sorting out important data and not by referring to contributions to attempts to respond to the school literacy movement's study focus. The results of the study are: 1) the implementation of the movement of school literacy in the stage of habit, namely 15 minutes of reading non-lesson books and reading the Koran in the field, namely Tuesday, Wednesday and Thursday, for those who can not read or want to obey the recitations they are not in the field, they study in musallah and class. By reviewing books that have been read, the development process is to improve skills. 2) supporting factors for SMP N 9 Palembang literacy activities: complete facilities, such as the amount of writings (slogans) that inspire students to like literacy, the absence of complete books, the interest of high students in reading, while the factors The obstacle to SMP N 9 Palembang literacy activities is linked to the timing of school literacy activities.

[20] City and District of Tangerang Review of the School Literacy Movement Program in Primary Schools. The purpose of this study is to obtain empirical data on the introduction of the school literacy movement program (SLM) in the city and district of Tangerang, Banten Indonesia in elementary schools. This chapter addresses the degree to which the SLM program has been applied and the challenges to its implementation at primary school level that have been faced. SD Negeri Jurumudi 2, SD Negeri Gempol Sari, SD Negeri Sudimara Timur 5, SD Negeri Ciakar, and SD S Mutiara Hati Tangerang are qualitative descriptive studies of this form of study. The principal, teachers and students were the subjects of the study. Interviews, evaluation and recording were the analysis methods used. The results showed that the introduction of the SLM program

at primary schools in the city of Tangerang and the Regency was still at the stage of accommodation. Therefore, by systematic and sustainable socialization and assistance to achieve the goals of the SLM program, the implementation of the SLM program in primary schools needs to be strengthened.

[21] School Literacy Program Management at SMKN 1 Al-Mubarkaya Wish Jaya. Indonesia's level of student literacy is very low, based on PISA research in 2012, it ranks second in the rankings of 64 out of 65 countries, so we need a program that can promote student reading interest, namely To accomplish these objectives, a successful school literacy program needs to be handled so that the aims of the school literacy program can be accomplished. The aim of this research is to identify the stages of the management of the school literacy movement, to define the obstacles to school literacy initiatives, to define the coach's approach to the management of the school literacy movement. This analysis used a descriptive method and a qualitative approach was used to evaluate it. The principal, literacy coaches and students were the subjects in this report.

This technique uses observation, interviews, and documentation to gather research data. Based on the findings of this report, it indicates that the phases of the management of the school literacy program are first: (1) designing a school literacy campaign that includes: analyzing the needs of the school literacy program, defining the priorities of the program for the school literacy movement, deciding the individual in charge, the source of funds for the school literacy program, the assessment method for the school literacy program. (2) Includes: daily literacy, weekly literacy, monthly literacy, and annual literacy in the implementation of the school literacy movement program. (3) The coordination of the school literacy movement program, including the creation and cooperation of a school literacy team. (4) monitoring and assessment using the model CIPP. Second, the challenges to the school literacy program include: the lack of student commitment to adopt programs for school literacy. Third, the strategy of the coach in the management of school literacy programs is to create a curriculum for school literacy and approach the OSIS to socialize school literacy. It can therefore be inferred that the leadership of the school literacy movement program has been successful and that Aceh has been able to win and become a representative in the Lampung FLS2N competition.

[22] Introduction of the School Literacy Campaign as Character Education Formers (GLS). This study attempts to explain the parallels between two changes in the structure of the short stories which are different by the writers but the content of the stories are almost the same. The data sources are Al-Dhimas' short story "Sampuraga" and Syamsuddin Udin's short story "Malin Kundang" Nafron Hajim. This study is a qualitative study using qualitative descriptive approaches and techniques for content review. Comparative analysis is conducted by means of: reading and in-depth comprehension, contrast recognition and comparable points interpretation. The consequence of comparing the similar points of the two short stories lies in a child's moral and ethical principles, since these two short stories are both disobedient children, and it is seen that at the beginning and end of the story, the sequence of events that construct the plot of the two short stories have similarities. There are parallels to the theme of the two short stories, namely, the story of a child who disobeyed his mother. This is a comparison of the two short stories since they have a link with the same plot.

[23] Education Curriculum Literacy Growth. A different outlook on education is needed for the growth of society in the 21st century. It is not possible to predict the rapid growth of technology and information by blocking their use in education. A lot of information and knowledge is easily communicated via the technology media, whose growth is difficult to contain. For educators to prepare superior tools and become winners in worldwide competition, the creation of society must be a challenge in itself. In order to empower students with skills that are required to be able to live life in the 21st century, the improvement and implementation of the 2013 curriculum at primary and secondary education levels is being carried out. Human resources (HR) with capabilities in the field of attitude, expertise and skills are holistically required in this age. Indonesian human capital will become capable of competing with other nations in the estimation of demographic projections and global economic growth, needing 113 million eligible human resources in 2030, compared to only 55 million at present. This situation is therefore a particular challenge for teachers to prepare superior human capital through the advancement of literacy.

Conclusions

It is concluded on the basis of the findings and discussion that the implementation of the assessment, the supporting and inhibiting factors of the implementation of the GLS assessment in the improvement of student discipline at SMP Negeri 7 Palembang are 1. Context Evaluation: infrastructure exists, GLS activities are still lacking in the success of residents of this school; 2. Input Evaluation: sufficient human capital, minimal allocation of funding for GLS programs, always dependent on government funds; 3. Method evaluation: this preparation role is carried out in classrooms, through supplying instruction, subject teachers, student council coaches, ROHIS coaches, homeroom teachers, and TLS, through official meetings and collaborative outreach

to school representatives, parents and the community, The role of this briefing involves a range of school activities with an environment of literacy that covers the phases of habit, growth and learning. In this briefing, the role involves a range of school activities with a literacy environment that covers the phases of habit, growth and learning. 4. Product Evaluation: literacy milestones, advantages, and the influence of the GLS are accomplished by school participants. Students who become champions of poetry reading, carnival champions, champions of adhana, and others. At the sub-district, regional and district levels, this positive effect has resulted in achievements. This GLS has the capacity to critically use data.

References

- Aji, Ibnu Setyawan (2018). *Contoh Program Gerakan Literasi di Sekolah*. Diakses pada tanggal 20 September 2020, dari website : <https://gurudigital.id/contoh-program-gerakan-literasi-di-sekolah/>
- Ananda, Banurea. 2017. *Manajemen Sarana dan Prasarana pendidikan*. Medan : CV. Widya Puspita.
- Arikunto, S. & Jabar, C.S.A. (2014). *Evaluasi Program Pendidikan*. Jakarta: Bumi Aksara
- Asmanda, Ica (2020). *Pelaksanaan Gerakan Literasi Sekolah Di SMP N 9 Palembang*. Diploma Thesis, UIN RADEN FATAH PALEMBANG. Diakses:<http://repository.radenfatah.ac.id/view/creators/ASMANDA=3AICA=3A=3A.html>
- Baston, Helen & Jennifer Hall. (2012). *Antenatal volume 2*. Jakarta : EGC.
- Chaerudin, Ali. (2019). *Manajemen Pendidikan dan Pelatihan SDM*. CV Jejak, Anggota IKAPI.
- Efendi, Albert Pohan. (2020). *Literasi Goes To School Gerakan Literasi Nasional*. Jawa: Timur Qiara Media
- Febrian, dkk. (2018). *Implementasi Gerakan Literasi Sekolah (GLS) Sebagai Pembentuk Pendidikan Berkarakter*. Universitas PGRI Palembang. Diakses <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/1840/1865>
- Islamia, Yuni Zistia. (2020). *Pengelolaan Program Literasi Sekolah Di SMK Negeri 1 Al-Mubarkeya Ingin Jaya*. Universitas Islam Negeri Ar-Raniry Banda Aceh. Diakses <https://repository.ar-raniry.ac.id/id/eprint/13949/1/Yuni%20Zistia%20Islamia%2C%20160206085%2C%20FTK%2C%20MPI%2C%20082368729565.pdf>
- Kartini, Dewi dan Yuhana, Yuhana. (2019). *Peran Kepala Sekolah Dalam Mensukseskan Program Literasi*. Program Pascasarjana Universitas PGRI Palembang. Diakses <https://jurnal.univpgri-palembang.ac.id/index.php/JMKSP/article/view/2902/2734>
- Kurniawati, Y. (2016). *Upaya Mewujudkan Sekolah Melek Literasi*. Simposium Guru dan Tenaga Kependidikan. Diakses http://simposium.gtk.kemdikbud.go.id/karya/files/tendik_1/YatiKurniawati,M.Pd._18112016140442.pdf. Diakses <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/3927/3653>
- Kusmana, Suherli. (2017). *Pengembangan Literasi Dalam Kurikulum Pendidikan Dasar Dan Menengah*. Universitas Majalengka. Diakses <http://jurnal.unma.ac.id/index.php/dl/article/view/520/486>
- Laksono, Retnaningdya, dkk. (2016). *Manual Pendukung Pelaksanaan Gerakan Literasi Sekolah Untuk Jenjang SMP*. Jakarta : Kementerian Pendidikan
- Mahendrartha, Azizul. (2020). *Penerapan Kompetensi Manajerial Kepala Sekolah Dalam Mendukung Program Gerakan Literasi Sekolah (Gls) Di Smp Negeri 5 Prabumulih*. Program Pascasarjana Universitas PGRI Palembang
- Maryani, Ika dan Maryam, Siti. (2017). *Evaluasi Pelaksanaan Gerakan Literasi Sekolah (Gls) Di Sd Muhammadiyah Wirobrajan 3 Kota Yogyakarta*. Diakses Universitas Ahmad Dahlan. <http://seminar.uad.ac.id/index.php/snbkuad/article/view/64/68>
- Magdalena, Ina. (2019). *Evaluasi Program Gerakan Literasi Sekolah Di Sekolah Dasar Wilayah Kota Dan Kabupaten Tangerang*. Universitas Muhammadiyah Tangerang. Diakses <https://journal.unpas.ac.id/index.php/pendas/article/view/1768>
- Ridha, Makbar. (2020). *Desain Pembelajaran Untuk Menjadi Pendidik Profesional*. Vwais Inspirasi Indonesia
- Stufflebeam, DL, ed. (1993). *Evaluation Models. Viewpoints on Educational and Human Services Evaluation, 2nd*. New York: Kluwer Academic Publisher.
- Sukarna. (2011). *Dasar-dasar Manajemen*. Bandung: Mandar Maju
- Vanbela, Viktor Tanda, dan Nurhattati Fuadi Arita Marini. 2018. *Evaluasi Program Gerakan Literasi Sekolah di SD N Rorotan 05 Kota Jakarta Utara*. Indonesia Journal of Primary Education. Vol 2, No 2, Hal 1 – 13, ISSN 2597 – 4866
- Widoyoko, Eko. (2009). *Evaluasi Program Pembelajaran*. Yogyakarta: Pustaka Pelajar.