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Implementation of learning reading and writing activities for 5th class students

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ABSTRACT

The school literacy movement is a social movement that combines various components. The government has launched that schools carry out reading and writing learning activities as a "School Literacy Movement" This study aims to determine the implementation of reading and writing learning activities for grade V students of SD Negeri 37 Kediri City. Study this use study qualitative descriptive. In the survey, qualitative data was collected character qualitative, which describes the research setting, the situation, and the informant/respondent. Both in terms of saying or writing words into complete sentences for fifth-grade students at SD Negeri 37 Kendari City, from the results of observations in the Even Semester of the 2021/2022 Academic Year, it is known that the score The average daily test is only 65. Therefore, it is concluded that the reading ability in students' literacy learning activities is still relatively low or can be said to be below the Minimum Completeness Criteria (KKM) set at SD Negeri 37 Kendari City, which is 70.



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Introduction

In the world of education, learning is the most important part. According to (Pane & Dasopang, 2017), learning is the process of interaction between students and teachers, with learning materials, delivery methods, learning strategies, and learning resources in a learning environment. Success in the learning and learning process can be known by looking at the level of success of students in achieving educational goals. In the implementation of learning is inseparable from the curriculum. The 2013 Curriculum Indonesian language material describes that language is the driving force of science. In other words, language is a place to convey various knowledge. All students need language skills as a learning tool for multiple topics. It was said that a student's academic success is highly dependent on language skills. Each subject primarily aims to communicate information to students, which is presented in the form of language. Some of the information in specific indicators must become competent for students in a certain period to achieve learning objectives.

Learning is a process that involves a series of actions of teachers and students based on the interrelationships that occur in different educational situations to speak Indonesian for a specific purpose (Djalal, 2017). Learning is a process of effort made by an individual to learn new Indonesian of behavior change which is generally the result of individual self-experience (Parnawi, 2019). Learning activities can take place in schools to create a system of conditions and environments that can communicate Indonesian learning objectives. In learning there are several learning objectives Indonesian (Aji, 2016). The 2013 Curriculum for

Indonesian Language Subjects has been revised, one of which is student literacy development. It seems that all primary and secondary education teachers must pay special attention to the development of literacy in students. In order to succeed in learning goals or objectives, students are required to read and write well. It is expected that students can find out some information related to reading activities from various sources. Both in the form of text-reading stories. So that teachers can evaluate how well students achieve learning objectives.

This success is expressed in the mastery of a large amount of student knowledge (Utami et al., 2019). When a teacher motivates students how much students understand in communicating activities with the reading texts they are studying, students can explain and describe when he speaks correctly, the consequences, and how much reading and writing activities. Likewise, when teachers are required to demonstrate proficiency in conveying various written information from reading results, students must have reading and writing skills that are in accordance with linguistic rules. This requirement applies to all subjects, not just Indonesian. In this regard, Indonesian issues play two critical roles in the curriculum: 1) improve language skills & 2) develop literacy skills. It is implemented in 2 ways, namely: (a) through learning, students' listening, speaking, reading and writing skills can be improved; (b) Improving oral and written fluency (4 aspects of listening, speaking, reading/speaking and writing skills). These four Indonesian language skills, which students must have while studying, are helpful when learning the language and also need to understand various kinds of information on other subject matter. Donald in (Wenny, 2023) states that reading is a complex series of responses, including reading Indonesian cognitive responses, attitudes and manipulatives. Reading can be divided into several sub-skills which include: sensory, perception, sequence, experience, thinking, learning, association, effective, and constructive.

Elementary school is a vehicle for obtaining initial knowledge for students (Afandi, 2013). Students are the inheritors of the nation's creative culture. Curriculum is the process of creating opportunities for students to increase their potential in rational thinking & academic abilities, giving meaning to what they see, hear, read and assimilate in cultural heritage based on meanings determined by cultural prisms (S. Bahri, 2017). Students according to their maturity, psychological and physical maturity. Therefore, school literacy needs to be done. The school literacy movement is a social movement that combines various components. In its implementation, having a definite time period that is programmed, evaluation is carried out so that the influence of the existence of School Literacy can be known and developed on an ongoing basis. The school community hopes to carry out and jointly carry out the activities of the Literacy movement, or this reading and writing movement, as an important part of life.

The government has proclaimed that schools carry out reading and writing learning activities as the " School Literacy Movement " through Permendikbud Number 21 Character Education 2015 (Kemendikbud, 2015). Writing is an activity of pouring thoughts, ideas, and opinions into a text (Permendikbud, 2015). Writing activities require students' ability to practice critical thinking skills. The ability to write according to Harting (in (Tarigan, 2008)) classifies the purpose of writing, one of which is problem solving. Essential Literacy Movement (GLS) is the ability to intelligently access, understand, and use objects through reading and writing cultural and school activities to turn schools into literacy training groups. According to (Mudolifah, 2019) explains that narrative is a story based on a sequence of events or events that occur chronologically and systematically. Writing is a communication activity that seeks to express ideas in writing to other parties; Composing activities pay attention to the form of text such as the sender of the message or the content of the text, streamed or channeled to be used as a writing medium, and the reader is the recipient of the message in the (Hatmo, 2021) that the concept of writing consists of receiving thoughts, feelings or ideas in the form of essays and write letters. According to (Sudarsana, 2014) states that writing can be understood as an activity to express ideas or ideas by using written language as a transmission medium.

The Director General of Primary and Secondary Education (Permendikbud, 2015) that the implementation of literacy activities is a series of learning activities to read various sources of teaching materials that are carried out for 15 minutes before learning time is carried out in class to create or foster interest in reading so that children can master competencies better literacy. Literacy education in elementary schools for the development of children's general cognitive and mental abilities in a series of language acquisition actions. Students acquire and learn a language by understanding the rules or patterns of speech and actively seek to improve language skills according to their environment. In the era of intense global competition, quality education is critical. The interaction and influence factors that make the world of quality education are very natural. One of the government's efforts to create quality education is to use or promote a literacy culture (reading & writing). The government recognizes this through Permendikbud No. 23 of 2015. The importance of reading the guide 15 minutes before class opens & strengthening students' character.

Furthermore, in 2013 the Ministry of Education & Culture, through the school literacy movement, helped students foster a culture of reading & writing in the school environment. According to (Alwasilah, 2022)

suggests that teaching literacy produces humans who are functionally literate, educated, intelligent, and explains appreciation of literature. This is needed to create a generation that can think critically in communication. Learning related to reading and writing activities, both in terms of saying or writing words into complete sentences for fifth-grade students of SD Negeri 37 Kendari City, from the results of observations in the Even Semester of the 2021/2022 Academic Year, is known that the average daily test score is only reached 65. Therefore, it was concluded that the reading ability in students' literacy learning activities was still relatively low or could be said to be below the Minimum Completeness Criteria (KKM) set at SD Negeri 37 Kendari City, which was 70.

The cause of the low results of students' daily tests on reading and writing activities in learning is influenced by the teacher's ways, methods, and approaches. It is known that teachers have only used the assignment method with less attention to guiding students in reading and writing activities in connection with learning to understand literacy. Therefore, to solve this problem, it is necessary to find an alternative effective learning model to motivate students to learn. An alternative that can encourage students to learn to read and write is to apply literacy learning in reading and writing activities. Literacy learning that allows reading and writing activities for fifth-grade students of SD Negeri 37 Kendari City has developed.

According to (Santoso, 2004), learning is a translation according to instructional. The process of reward stimulation on protege in order to learn. Learning out of sync use pedagogy which is a translation according to teaching. The process of learning literacy is a process that a person does when faced with a problem. This literacy process begins with understanding a problem by reading and writing what the problem is; when someone is faced with a problem, then by learning literacy or reading and writing, students can capture sensory processes, signs, and symbols in reading activities. He also experiences the perceptual process by reading, writing, and understanding what is written in written literacy. However, he uses the memory process to understand new terms in his work or even remembers and studies the material when facing the same problem in the past (Maulana, 2007).

Research conducted by (Samad et al., 2018) states that reading planning and writing learning consist of writing indicators; improve and organize materials, media, and learning resources; learning activity planning scenarios; managing class plans; and planning of evaluation procedures, types, and instruments; reading and writing learning process at SD Negeri Kota Ternate teachers do not perform reading and writing steps, steps before reading and writing, reading and writing process, and after reading and writing; Evaluation of reading and writing learning shows reading and writing learning planning by 67%, carrying out reading and writing learning 60%, and learning evaluation 64.5%. Further research conducted by (Mitasari & Utami, 2017) stated that literacy activities at SDN Gumpang 1 play a role in motivating students to like reading and writing activities, obstacles to the school in increasing the interest in reading and writing of upper grade students through literacy activities, namely discipline, student habituation, interests, and methods applied by teachers, and the school's efforts to increase the interest in reading and writing of upper grade students through literacy activities are the school Always provide socialization about literacy activities, introduce the importance of fostering interest and hold competitions as a forum for students to actively participate. Implementing literacy learning through reading and writing activities for fifth-grade elementary school students is still tricky. Thus, the design of implementing literacy learning can develop students' reading and writing activities in elementary school. Therefore, the researcher was interested in conducting research entitled "Implementation of Literacy Learning in Reading and Writing Activities for Fifth Grade Students of SD Negeri 37 Kendari City".

Method

Study this use study qualitative descriptive. In study qualitative data which collected character qualitative which describe the research setting, both the situation and the informant/respondent. In general, it is in the form of a narration through an oral intermediary such as speech or text explanation respondent, document personal, or notes field (Suharsaputra, 2012). According to (R. B. H. Bahri & Khofifah, 2022) said that a qualitative approach is research that produces descriptive data in the form of words both in writing and orally from respondent and behavior which observed. Descriptive qualitative research in this study is intended to the writer can know and describe what is happening in the field with more clear as well as detailed so that could collected as much maybe data related to the Implementation of Literacy Learning Activities of Reading and Writing for Class V Elementary School 37 Kendari City. Study this held in SDN 37 Kendari, Jln. MT. Haryono No. 17 Kendari. Reason researcher choose school as a place of research because the school is a school that have long implemented literacy programs and until now activity literacy is still going and done with good. The subjects in this study were one class teacher and students at the SDN 37 Kendari. In selecting the subject, the researcher used purposive technique sampling. Object in study this is activity Literacy on Eye Lesson Indonesian at SDN 37 Kendari. The instrument used by researchers when collecting data on teachers

and students, namely with interview guidelines, assistive devices (Handphone and paper). Validation data for ensure that data which collected that true and valid, it is necessary to test various sources data with technique triangulation. Technique triangulation consist from three part, that is triangulation source, triangulation technique and triangulation time. In Thing this for get data which valid researcher use method triangulation technique, which is done by checking the data to the same source with technique which different. Technique which researcher Use that is technique Interview and documentation.

Results and Discussions

The research findings presented here are the results of research in field with use technique excavation data which set through documentation and interview. In study this data served in the form of a description accompanied by the information that has been solved in the order of the existing problems. Here is a description results Interview which researcher do with teacher and student SDN 37 Kendari.

Application of Literacy in Indonesian Language Subjects at SDN 37 Kendari

Stages Habituation

Skills Read

Through an interview with a teacher at SDN 37 Kendari who teach class V on date March 20 2021, the teacher stated, if k if from school o'clock morning before study already scheduled literacy During 15 minutes, however depending on the class teacher in question. The same goes for Indonesian language teachers students are invited to learn literacy by reading, and do a search or write down information via google if, students do not understand the problem or are confused from the book they are learning.

Students are expected to be happy with reading he alone at the beginning of learning. and school very clearly provide great support, which previously students had to library to make it easier to complete the contents of reading in student books. In the school library there is already literacy in the form of books, books class I until class VI Indonesian complete in this case, it means that the school has support literacy already provided rack or mini library for at school, and teachers have taken advantage of the corner, if school already oblige literacy mandatory teacher prepare book for children on corner read in class.

Then the researcher conducted interviews with students They say that when the morning school schedule to whole student for literate (read). The time provided by the school in morning literacy that is for 15 minutes starting from 06.30-06.45 WIB. At time which provided this, student can read book anything, including short story books, novels, folk tales, books subjects and so on. There are no restrictions and no coercion for students regarding what books or reading materials they want to read, so that students are free want to choose which book which want him read.

Books which used student u n tuk literacy already provided by the school. Book it's in the cupboards which there is on every corner class (library mini), reading corner and there is also a hanging shelf provided to put book. Book which there is in school this enough varied and inspire students' enthusiasm in reading. This is because ingredient the reading in the form of non-book learns. Next, one of the students added that every class there should be a corner read which corner reading it was made alone by student with accompaniment by teacher guardian class. There is a corner read works for pouring students' knowledge to a reading so that students stay remember and add decoration at the corner of the classroom, the writing can also provide motivation, so that students are competitive create reading corner which creative.

Skills Write

On Step habituation, Skills write not yet applied. Thing this because focus Step habituation only samIndonesian just read and the teacher tries to instill a sense of love students in reading activities. For that, the teacher does not require student summarize their readings.

Skills Listening

Skills implanted on stage habituation this only on context read just, so that teacher not yet give ingredient literacy which nature in the form of visual nor audio visual. Thing the because listening is activity which need concentration tall one and can conducted when already there on level which tall.

Skills Speak

Talking is an activity that is not easy to do conducted. Not all person capable speak and to argue for what he knows. Therefore, on habituation stage, students not yet samIndonesian on this level. Results The interview above shows that implementation literacy which exists in SDN 37 Kendari already in accordance with procedures set by the government, namely students carry out literacy for 15 minutes. Permendikbud no 23 of 2015 obliges para student for read book minimum 15 minute before to do activity study teach in school every day. This Permendikbud also states that the books to be read are: non-study book. The essence of this policy is

that reading activities need get used to as routine daily. To do Thing simple but routine more effective shape habit which sustainable (Faithful and Dewayani 2019: 5) Allocate 15 minutes for reading as stated in Permendikbud Number 23 Year 2015 about Growth Budi Character, no need also interpreted as duration ideal for read. Fifteen minutes is the minimum time to read. With this paradigm, schools are free to increase the duration of reading student. The teacher in the first lesson, for example, can increase the duration read student with "eat" allocation teaching hours.

Response and Support school to existence program literacy enough good Thing this showed with existence provision books, shelves and mini libraries as well as a team to manage literacy. Will but in provision book specifically on eye lesson Indonesian still not enough because school more many provide book lesson, no book non lesson. While which us know alone that there is activity literacy this student required read book non lesson and for eye lesson Indonesian naturally book non lesson which available related with Islamic nuances. That way the school can add a number of books non lesson for eye lesson Indonesian so that student reading coverage is wider and students get more outlook and knowledge new from which he reads.

The literacy program is a program that has been around for a long time implemented at SDN 37 Kendari City, because this program is a program which applied school so everything follow play a role in the activity. This is in line with the results of research conducted by Scientist (2017) about implementation policy movement literacy school and reading interest elementary school students, which state that with existence teacher companion student feel he is more supervised and tends to be forced because the teacher keeps supervise, they. Though they still not yet have impulse from the heart, like it or not, he has to keep doing it literacy. Interest read book which owned student still low, Thing it can be seen from the presence of students who do not read books at literacy. Based on existing data, students do not read books and make commotion when no there is assistance. With so the existence of mentoring by the teacher aims to familiarize students read book. Therefore, it is necessary to provide assistance by the teacher. In this literacy activity in the Indonesian language subject, students more often read by independent compared in groups. In Thing this should teacher more vary form merging in study good by independent nor by group so that student not saturated. In Thing this should teacher more vary form merging in study good by independent nor by group so that student not saturated.

Stage Development

Skills Read

Through interviews with Class V Teachers (Class 1 to Class VI) said, among other things: Books that students read clear relate with eye lesson which will studied. Reading materials used for literacy not always from books, but once interspersed with internet and also display videos. Even now right during this pandemic, you can learn through the internet via the internet classroom the book also which shaped pdf for study. It's clearly supported because it's in the 2013 curriculum, right? which must active student they must can think Be critical by reading first. Before reading a book, I love first part where that should they read, what should they do. After reading usually given time to ask if there is no yes or no Papa, at least one two three people must ask. Sometimes I which ask come back to they so that existence discussion after literacy. For liveliness class diverse, some people with reasons certain, lazy to library mini, Sir Internet I know there is now, usually so, active not mostly.

Books that are often used and read during activities literacy that is book eye lesson. Besides book lesson, moment learning in class they have also read reading material from the internet, pay attention to the videos shown by the teacher and read the story book of the prophet. Ingredient which used moment literacy activities in the form of pdf files and via the internet. the book that usually be read related with eye lesson which will studied later. The book is also provided by the school and amount book enough with amount student. Student can just bring book from house. Book it can be a non-lesson book.

Furthermore, after the literacy activities are finished, they do not require to ask questions to the teacher. Though no Required, of course just there is student which ask. Lots or whether or not question depends from Theory read moment activity literacy. Suppose already no there is which ask, so teacher return give question to student for test.

Skills Write

Through the results of interviews conducted by researchers with the teacher, said that after reading activities In the Indonesian language subject, students are required to summarize book which be read just now. Thing this aim so that student seriously carry out literacy activities and students will try take important points on reading which he reads.

Summary results when learning in class will teacher check directly and during learning online the summary results are collected when the teacher asks so that student must really prepare.

Skills Listening

Besides read and writing, literacy also conducted by listening. This can be seen by students, as teachers show a appearance which in inside there is picture and voice so that student can catch contents appearance the. It is called with activities listen. Type literacy activities here there are also see pictures possible there is incident which recently this linked with lessons, yes, there have been or videos are also available, sir this how Sir the prayer speed Sir usually there is videos which tarawih fast, usually student which critical. If our zakat goes to the cellphone application, there is a calculation the same or a PC so it's good for the kids to see. If you read without there is reference from the teacher sometimes wrong need led. Stages second read while summarize which just now.

Skills Speak

Through results Interview teacher, said that after the literacy activities were completed, student can give question on what which not yet he understanding on ingredient reading just now. Question this nature no mandatory, it's free to anyone who wants to ask. if the student is not present who asks, then the teacher will ask the students regarding the content of the reading. This question is still easy, students only requested answer with what which he know just. Convey says that after activity literacy whole student allowed for ask and after that the teacher gives feedback to students so that all students active and a discussion ensued.

The teacher gives special time to students to read books or other literacy materials, which the teacher it directs directly to the part that really must be read by students. After student complete literacy, teacher ordered students to write from the readings and provide opportunities student for ask about literacy which already conducted earlier. Sometimes a number of just student which ask and sometimes a lot, according to how students understand the material which is read. When there are no or few students who ask then teacher will give question return to student so that knowing is students really understand read or they are just confused. After literacy activities, of course there are discussion Among teacher and student.

Based on the results of sharing and discussion by the Mobilizing Team literacy Core Prime Script (Inprasa) about method effective for motivate students to be more diligent in reading books, especially book non text (book besides book lesson). Team mover literacy . Every teacher is obliged to ask students, moment enter class and before start lesson, book what which been read both at school and at home. According to him, the steps simple this very effective for make child moved want to read a book. By always asking which books have been read, para students will prepare by reading mean it

The above is in accordance with the opinion of Antoro (2017: 35) which states: said that during 15 minutes of reading, the book read by students are books non lesson (in the form of a book reference or book enrichment). This is done so that students are not only fixated on book lesson just, because no all problem which there is could obtained through book lesson. With read book non lesson student will rich with knowledge knowledge and have extensive knowledge. For that we need literacy time which given to student.

The literacy program is a program that has been around for a long time implemented at SDN 37 Kendari, because this program is a the program implemented by the school, all of them play a role in implementing the program, namely from the principal, teachers and students. In implementation should teacher join accompany the implementation of these activities, but from the interview data.

Stage Learning

1) Skills Read. On stages this student in ask for read book non lesson as in generally at school. Goal i.e. agar students get a lot of knowledge and insight will learning and more lessons wider again; 2) Skills Write. Students are asked to write down the contents of their reading as in Step learning; 3) Skills Listening; Students listen to the literacy that the teacher gives, it can be in the form of: appearance audio, suppose listen person Recite, listen to explanations from audio-visual displays, conversations or explanation by direct which given by the teacher; 4) Skills Speak. On Step this, student requested teacher to tell review and think critical in understand the reading. Thing this This is done so that the teacher knows how students understand the content the reading. However, at SDN 37 Kendari there are still not yet reach at speaking skills.

Discussions

Program literacy is something program which planned by government, in 2015 Ministry of Education and Culture launched a movement big, that is literacy movement school. This movement is an implementation from Permendikbud number 23 of 2015 concerning the growth of character. In its application, of course, the government does not do it alone, it will but program the applied through schools which there is in Indonesia. The program is required by the government to be implemented in every school. In its application there are procedures that have been set by government will but every school also adapt with physical condition and student needs. 37 Kendari state elementary school is wrong one school which implementing literacy programs. Literacy began to be applied in 2019 after exit letter circular from Service Education and Culture The contents

of the letter are an appeal to every school in Indonesia Kendari City to immediately implement the School Literacy Movement program (GLS). The existence of this GLS so that in the future our students will be better and having competence in reading skills proves that there is which not yet appropriate in maintenance and management education. Low understanding to reading show that process education not yet develop competence and interest participant educate to knowledge. GLS is effort thorough which involve all inhabitant schools (teachers, students, parents/guardians) and the community, as learning organization so that school residents are able to make learning along life can fulfill his role in Era Technology Information. This research is in line with research conducted by (Mitasari & Utami, 2017) stated that literacy activities at SDN Gumpang 1 play a role in motivating students to like reading and writing activities, obstacles to the school in increasing the interest in reading and writing of upper grade students through literacy activities, namely discipline, habituation of students, interests, and methods applied by teachers, and efforts by the school to increase the interest in reading and writing of upper grade students through literacy activities. The school always provides socialization about literacy activities, introduces the importance of fostering interest and holds competitions as a forum for students to actively participate. Based on exposure in on, could draw conclusion that there is four aspect which Skills which sharpened by teacher. The application is the same, the only difference lies in the point where which emphasized. On Step learning this, student.

Conclusions

Based on the learning results and discussion about the Application of Literacy in Islamic Religious Education Subjects at SDN 37 Kendari, it can be concluded that in carrying out the literacy stages at SDN 37 Kendari the implementation has not been implemented thoroughly, namely the habituation stage, development stage, learning stage, only to the habituation stage. Second, namely at the stage of reading and writing. Furthermore, the implementation of literacy at SDN 37 Kendari has not been in accordance with the provisions in the GLN and GLNB manuals. This is because books are often used in literacy when viewed Indonesian subjects are textbooks, even though the appropriate books should be non-study books. Factor supporter application literacy on eye lesson Indonesian that is ability teacher in utilise technology and media learning so that students can have 4 aspects of literacy skills. Whereas factor the blocker that is lack of accompaniment, lack of non-study book and flavor lazy on student self.

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