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The Influence of School Literacy Movement (GLS) and School Library Facilities on the Reading Interest of Fifth Grade Students at SD Negeri Sukarami, Palembang City

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A B S T R A C T

This study investigates the influence of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) and school library facilities on the reading interest of fifth-grade students in public elementary schools in Sukarami District, Palembang City. Employing a quantitative approach with a survey method, data were collected from 347 students selected through proportional random sampling out of a population of 2,658 students. The research design involved multiple linear regression analysis complemented by t-tests and F-tests to examine both partial and simultaneous effects. Findings demonstrate that GLS significantly enhances students' reading interest by fostering consistent reading habits and cultivating a literacy-friendly environment. School library facilities, including the availability of relevant collections, comfortable spaces, and active literacy services, were also found to exert a positive effect, although their influence was less dominant compared to GLS. Simultaneously, both factors interact to strengthen literacy culture in schools. These results highlight the necessity of integrating structured literacy programs with the development of supportive library infrastructures to achieve sustainable improvements in elementary students' reading engagement.

1. Introduction

Reading interest is the main foundation in the learning process and knowledge development of students. The low reading interest among elementary school students in Indonesia, especially in today's digital era, has become a serious challenge in the world of education. To address this issue, the government, through the Ministry of Education, Culture, Research, and Technology, has launched the School Literacy Movement (GLS) as one of its strategic policies. This program is outlined in Ministry of Education and Culture Regulation No. 23 of 2015 on the Cultivation of Character, which mandates a 15-minute reading habit before the start of daily learning activities (Afghani et al., 2022). GLS not only targets students but

also emphasizes the involvement of teachers and school principals as literacy role models. In its implementation, GLS is carried out through three stages: habit formation, development, and learning, aimed at fostering habits, maintaining reading interest, and enhancing students' literacy skills in a sustainable manner (Arum Nisma Wulanjani & Candradewi Wahyu Anggraeni, 2019).

In addition to GLS, the existence of school libraries also plays an important role in supporting literacy culture (Hakim et al., 2023). A comfortable library with a rich collection and easy access can be an effective means of independent learning for students. However, in reality, many elementary schools in Indonesia, including those in Palembang City, face limitations in library management (Fadilah, 2024). Common challenges include a limited selection of reading materials, unattractive library spaces, and a lack of library-based literacy programs that can foster students' interest in reading (Eryanti et al., 2021).

Previous studies have shown that GLS significantly contributes to increasing students' interest in reading (Dwi Rambat Isparianto et al., 2024; Putriani & Wahyuni, 2019; Syawaluddin & Haedah, 2018). On the other hand, adequate library facilities have been proven to increase the frequency of visits and reading duration of students (Jamal et al., 2023). However, most studies have examined these two factors separately, failing to provide a comprehensive understanding of the simultaneous influence of GLS and library facilities on elementary school students' reading interest. This situation creates a research gap that needs to be addressed through more comprehensive empirical studies (Adawiyah & Gunansyah, 2018).

Based on this, this study offers novelty by simultaneously testing the influence of GLS and library facilities on the reading interest of elementary school students. The focus of the study is on fifth-grade students at SD Negeri Kecamatan Sukarami, Palembang City, so that it is expected to contribute theoretically to the relationship between these two strategic factors and produce practical recommendations for strengthening literacy programs in elementary schools.

2. Methodology

Design, Approach, and Location

The study used a quantitative approach with an explanatory cross-sectional survey design to examine the effect of the School Literacy Movement (GLS) (X1) and School Library Facilities (X2) on Students' Interest in Reading (Y). Location: Public elementary schools in Sukarami District, Palembang City (Darwin et al., 2020).

Population, Sample, and Sampling Technique

- Population: all fifth-grade students at public elementary schools in Sukarami District during the academic year of the study.

- Sampling technique: multistage—(1) cluster sampling at the school level; (2) proportional stratified random sampling per school/class; (3) simple random sampling of respondents.
- Final sample size (valid for analysis): n = 371 students (according to the number of cases in the residual normality test).
- Inclusion criteria: active fifth-grade students, obtained parental/guardian consent, and willing to complete the questionnaire.
- Exclusion: incomplete questionnaires (>10% blank items) or unusual response patterns (straight-lining).

Research Variables and Operationalization

- X1 (GLS): students' perceptions of the implementation of the 15-minute habit, teacher modeling, literacy development/learning activities, managerial support, and school community involvement.
- X2 (Library Facilities): adequacy & relevance of the collection, comfort & layout, access & services, ICT/automation support, and literacy promotion programs.
- Y (Reading Interest): enjoyment, frequency/duration, focus & persistence, reading preferences, and initiative to seek reading materials.
- Measurement: Likert scale 1–5; variable scores are formed as TOTALX1, TOTALX2, TOTALY (sum/average of indicators).

Research Instruments

- GLS Questionnaire (X1): 12 items.
- Library Facilities Questionnaire (X2): 12 items.
- Reading Interest Questionnaire (Y): 8 items.
  Items are structured according to the indicators above, language is simplified for fifth-grade students, and have undergone expert review (Indonesian language/library teacher).

Data Collection Procedures

Data collection was conducted through questionnaires and brief interviews with students and accompanying teachers. The types of data collected included students' perceptions of the implementation of the School Literacy Movement (GLS), the quality and availability of library facilities, and students' level of interest in reading, which was measured through reading frequency, types of reading materials chosen, and personal motivation for reading. The questionnaires were administered in writing and filled out directly by fifth-grade students under the supervision of researchers and classroom teachers, while brief interviews were used to deepen understanding of the factors that influence reading interest. This data was then processed using quantitative analysis with the help of statistical software, so that it could provide an empirical picture of the relationship between the variables of GLS, library facilities, and students' reading interest. In addition, the data collection process was also carried out by

- Obtain permission from the school administration/principal, obtain informed consent from parents/guardians, and obtain student assent.
- Socialization of the questionnaire completion mechanism.
- Questionnaire administration (offline supervised by teachers/researchers, ±25–30 minutes).
- Data cleaning: checking completeness, handling missing data (≤5%: person-mean substitution; >5%: excluded), detecting outliers (|z|>3) and straight-lining.
- Coding and entry into the analysis software.

Instrument quality testing (as per results)

1. Validity testing (item–total Pearson, two-tailed, α=0.05)
    - All X1 (GLS) items are valid with $p < 0.001$.
    - All Y items (Reading Interest) are valid with $p < 0.001$.
    - (Note on consistency of results: all p-values < 0.05 indicate significant item–total correlations, indicating that the construct is well measured.)
2. Reliability Test (Cronbach's alpha)
    - X1 (GLS): $\alpha = 0.757$ (12 items).
    - X2 (Library Facilities): $\alpha = 0.808$ (12 items).
    - Y (Reading Interest): $\alpha = 0.739$ (8 items).
      All $\geq 0.70 \rightarrow$, internal reliability is good.

Prerequisite Tests for Analysis (as per results)

- Normality (Kolmogorov–Smirnov on non-standardized model residuals): $p > 0.05 \rightarrow$ data/residuals are normally distributed (example output: Asymp. Sig. 0.200; Monte Carlo 0.158).
- Linearity (ANOVA of Linearity): the relationship between TOTALY–TOTALX1 and TOTALY–TOTALX2 is linear (linear components are significant with $p < 0.05$; Deviation from Linearity $p > 0.05$—example for X1: p_deviation = 0.247).

Data Analysis Techniques

- Descriptive statistics: mean, SD, min–max, and category distribution for X1, X2, Y.
- Multiple Linear Regression (Enter method) to test the effect of X1 and X2 on Y:
  $Y = \beta 0 + \beta 1X1 + \beta 2X2 + \varepsilon$
  t-test for the partial effects of β_1 (GLS) and β_2 (Library Facilities).
  F-test for the simultaneous effect of the model.
  Reporting of B, SE, Beta, t, Sig., R^2/R^2-adj, and 95% CI.
  Diagnostics: multicollinearity (VIF < 10; Tolerance > 0.10), homoscedasticity (plot/Breusch–Pagan test if necessary).
- Model specification according to results (example of SPSS output):

- $\hat{Y} = 8.694 + 0.460X1 - 0.018X2$
  with **β_1 positive and significant** ($p \approx 0.001$) and **β_2 negative and not significant** ($p \approx 0.511$).

Software

The analysis was conducted using IBM SPSS Statistics (latest version available at the school/researcher), with $\alpha = 0.05$ (two-tailed). The robust standard error (HC3) can be used as a test of robustness if heteroscedasticity is detected (Widodo, 2019).

3. Results and Discussion

This study aims to determine the effect of the School Literacy Movement (GLS) and school library facilities on the reading interest of fifth-grade students at SD Negeri Kecamatan Sukarami Kota Palembang. At the time of the study, public elementary schools in Sukarami District, Palembang, showed quite diverse but relatively similar characteristics in terms of facilities and learning environments. In general, school buildings consisted of permanent classrooms with adequate basic facilities, although some schools still faced limitations in terms of reading rooms and special literacy areas. The average number of students in each class ranged from 25 to 35, with heterogeneous socioeconomic backgrounds. The curriculum used was based on the Merdeka Curriculum, which had begun to be implemented gradually, so that learning emphasized the strengthening of literacy and numeracy.

Each school has implemented the School Literacy Movement (GLS) program in accordance with government directives, but variations in implementation depend on the policies and creativity of teachers. School libraries are generally available, but not all have collections that match children's interests and attractive layouts. Some schools have utilized reading corners in classrooms, while others still rely on the central library. Overall, the learning environment is quite conducive, with the support of teachers and principals who are committed to improving literacy culture, although challenges related to facilities and infrastructure still need to be optimized. Data analysis was conducted using multiple linear regression, t-test, and F-test, preceded by prerequisite tests, namely normality and linearity tests.

Validity Test

Validity testing was conducted to determine the validity of the questions in the questionnaire. Based on the results of Pearson's correlation test and the established validity criteria (p-value < 0.05), all items in the GLS questionnaire (X1) were deemed valid because the significance value (p-value) of X1 , and the correlation between the questionnaire items and the total score was < 0.001 (which is far below 0.05). This indicates that the questions are statistically significantly correlated with the total GLS scores, and therefore, the instrument is considered to measure the GLS concept effectively.

Based on the results of Pearson's correlation test and the established validity criteria (p-value < 0.05), all items in the Reading Interest Questionnaire (Y) were declared valid. Since the significance value (p-value) for all correlations between the questionnaire items and the total score is < 0.001 (which is far below 0.05), except for the correlation between Y4 and TOTALY, which has a p-value < 0.001, and the correlation between Y8 and TOTALY, which has a p-value < 0.001. This indicates that the questions are statistically significantly correlated with the total Reading Interest score, and therefore, the instrument is considered to measure the concept of reading interest well.

Reliability Test

Reliability testing was conducted to evaluate the consistency and internal stability of the research instrument, namely the questionnaire used to measure the variables in the study, which can be seen in Table 1 below.

Table 1. GLS (X1)

Reliability Statistics

Cronbach's Alpha	Number of Items
.75	1

GLS Variable (X1): Cronbach's Alpha value is 0.757 with 12 items. Meanwhile, the reliability test of library facilities can be seen in Table 2 below.

Table 2. Library Facilities (X2)

Reliability Statistics

Cronbach's Alpha	Number of Items
.808	1

Library Facility Variable (X2): Cronbach's Alpha value is 0.808 with 12 items. Meanwhile, the reliability test of reading interest can be seen in Table 2 below.

Table 3. Reading Interest (Y)

Reliability Statistics

Cronbach's Alpha	Number of Items
.73	8

Reading Interest Variable (Y): Cronbach's Alpha value is 0.739 with 8 items. It can be concluded that all variables in this study show Cronbach's Alpha values greater than 0.70. This indicates that the instruments used to measure the variables GLS (X1), Library Facilities (X2), and Reading Interest (Y) have good internal reliability.

Normality and Linearity Tests

The results of the normality test using the Kolmogorov-Smirnov method show that the significance values for each variable are above 0.05. This indicates that the data is normally distributed. Meanwhile, the results of the linearity test between each independent variable (GLS and library facilities) and the dependent variable (students' reading interest) show a linear relationship with a significance value of < 0.05, as can be seen in Table 4 below.

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			3
Normal Parameters[a,b]	Mean		.000000
	Std. Deviation		1.85590520
Most Extreme Differences	Absolute		.04
	Positive		.041
	Negative		-.028
Test Statistic			.041
Asymp. Sig. (2-tailed)[c]			**.200**[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		**.158**
	99% Confidence Interval	Lower Bound	.149
		Upper Bound	**.167**

Based on the SPSS output table: The significance value of Asymp. Sig. (2-tailed) is 0.200. And the significance value of Monte Carlo Sig. (2-tailed) is 0.158. Since the significance values (p-values) for both Asymp. Sig. and Monte Carlo Sig. (2-tailed) are greater than 0.05 (0.200 > 0.05 and 0.158 > 0.05), the null hypothesis (H0) is accepted. Therefore, it can be concluded that the residual data in this regression model is normally distributed. This satisfies one of the important assumptions in regression analysis, and the regression analysis results are valid. The linearity test can be seen in Table 5 below.

Table 5. Linearity Test

ANOVA Table							
			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
TOTALY *TOTALX1	**Between Groups**	**(Combined)**	988.991	19	52.05	15,217	**.000**
		Linearity	914.212	1	914,212	267,269	**.000**
		Deviation from Linearity	74.779	18	4,154	1.215	**.247**
	Within Groups		1,125.370	371	3,031		
	Total		2,114.361	409			

Based on the ANOVA output table: The Sig. value (p-value) for "Linearity" is 0.000. And the Sig. value (p-value) for "Deviation from Linearity" is 0.247. Interpretation:

1) The Sig. value for "Linearity" (0.000) indicates that there is a significant linear component in the relationship between TOTALY and TOTALX1.
2) The most important value for the linearity test is the Sig. value for "Deviation from Linearity." Since the value (0.247) is greater than 0.05, the hypothesis that the relationship between TOTALY and TOTAL X1 is linear is accepted.

Multiple Linear Regression Test

Multiple linear regression analysis was used to test the relationship between one dependent variable (TOTALY, i.e., Reading Interest) and two or more independent variables (TOTALX1, i.e., GLS, and TOTALX2, i.e., Library Facilities). The purpose of this analysis is to determine whether the independent variables significantly predict the dependent variable and to understand the direction and strength of the relationship as shown in Table 6 below.

Table 6. Hypothesis of Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	8.694	1.511		5.755	.001
	TOTALX1	.460	.028	.659	16,258	.001
	TOTALX2	-.018	.027	-.027	-.659	.511

a. Dependent Variable: TOTALY

The regression model generated from this analysis is:

$$\mathbf{Y = a + b1.X1 + b2.X2 + ... + bn.Xn}$$

Based on the SPSS output, the specific regression model is:

$$\mathbf{Y = 8.694 + 0.460 * TOTALX1 - 0.018 * TOTALX2}$$

Interpretation:

1) The constant value a indicates a value of 8.694, meaning that if there is no change in the independent variables (X1 and X2 = 0), then the dependent variable (Y) is 8.694.
2) The regression coefficient value for the GLS variable (X1) is 0.460, which is positive.
3) The regression coefficient value for the Library Facilities variable (X2) is -0.18, which is negative.

In addition, to reinforce the above data, the interview results can be seen in Table 7 below.

Table 7. Interview Results

	Question	Dominant Student/Teacher Responses	Interpretation of Results
1	Do you participate in the 15-minute reading activity before class begins?	The majority of students answered *yes*, although there are some classes that do not do this regularly.	GLS is already in place, but consistency still needs to be improved.
2	How often do teachers set an example in reading activities in class?	Some teachers regularly read with students, but others only supervise.	The role of teachers is quite visible, but it is still not uniform in all schools.
3	Does the school have a reading corner or literacy corner in the classroom?	Almost all classrooms have a reading corner, but the book collection is limited.	Reading corners exist, but the variety of reading materials is not optimal.
4	How complete and interesting do you think the school library's book collection is?	Students consider the collection to be limited and not suited to children's interests.	There is a need for a more varied and interesting collection.
5	How comfortable is the library space for reading?	Some students find it quite comfortable, but others complain that the room is cramped.	The physical facilities of the library do not fully support comfortable reading.
6	How often do you visit the school library in a week?	On average, students visit 1–2 times per week.	The frequency of visits is still low; a strategy is needed to encourage students to visit the library more often.
7	What type of reading material do you choose most often (stories, comics, nonfiction, etc.)?	Students tend to choose picture books, fairy tales, and educational comics.	Students' reading interests lean toward light and visual reading materials.
8	Do you read books outside of class hours, such as during breaks or at home?	Some students read during breaks, but few read at home.	The habit of reading has not been consistently formed outside of school.
9	Do teachers or parents encourage you to read at home?	Teachers provide encouragement, but parental support still varies.	External support from families still needs to be strengthened.
10	Do you think GLS activities and the school library make you more interested in reading?	The majority of students admit that they are more interested in reading because of GLS and the library.	The GLS program has proven to have a positive impact, but it needs to be integrated with the strengthening of library facilities.

Discussion

The results of this study indicate that GLS has a significant effect on students' reading interest. This is consistent with previous studies by Yulia et al.(2020) which stated that the consistent implementation of the GLS program can significantly increase students' reading interest. Programs such as reading for 15 minutes before class, reading corners in the classroom, and other literacy activities have proven effective in fostering positive reading habits among elementary school students. Both GLS and school library facilities also have a significant influence on students'

reading interest, both partially and simultaneously (Putriani & Wahyuni, 2019). These findings reinforce previous research findings that literacy habits in schools through GLS can increase students' awareness and interest in reading (Eryanti et al., 2021; Kianto et al., 2019; Yulia et al., 2020). Activities such as reading for 15 minutes before class, classroom reading corners, and project-based literacy enhancement programs have proven to form positive reading routines.

These findings reinforce Piaget's constructivist theory, which emphasizes that knowledge is constructed by students through active interaction with the learning environment. In the context of GLS, reading activities are not merely a habit, but a means for students to construct knowledge and develop independent learning interests (Meri et al., 2023). The role of teachers as facilitators in GLS activities is also a supporting factor in building a sustainable literacy culture in schools. This study also confirms that the influence of GLS on reading interest is more dominant than the influence of library facilities (Damaianti et al., 2020). This indicates that active teacher involvement and consistent literacy policies have a stronger leverage effect on student behavior change than the mere availability of physical facilities. These findings align with the report Prasetia (2024), which shows that literacy-based learning strategies significantly contribute to improving reading skills. Additionally, school library facilities have also been proven to have a significant influence on students' reading interest, although their contribution is lower compared to GLS.

This shows that the existence of adequate libraries, with diverse book collections, comfortable reading rooms, and active library services, can improve students' access to and motivation for reading. This study supports the findings of Syawaluddin & Haedah (2018) who concluded that the quality of library facilities is positively associated with increased frequency of visits and reading time among students. Therefore, the results of this study provide important input for schools and education policymakers to not only implement GLS formally, but also strengthen the quality of the program and optimize library facilities as centers of school literacy. In addition, the involvement of the entire school ecosystem, including teachers, librarians, principals, parents, and the literacy community, is needed to create an environment that supports the growth of students' interest in reading in a sustainable manner (Thurm et al., 2024). This suggests that GLS has the most dominant influence on students' reading interest, reinforcing previous research findings (Kartikasari & Nuryasana, 2022).

Library facilities are also significant, although their contribution is lower. These results indicate the importance of synergy between literacy programs and supporting facilities such as libraries. However, this study also shows that the influence of library facilities on reading interest tends to be weaker than GLS. This may be due to several factors, such as inadequate library management, a lack of collections that match students' interests, or limited innovation in library services. Habibillah et al. (2022) even highlight that many elementary school libraries do not have dedicated librarians, resulting in suboptimal management and services. Therefore, investment in library human resources is key to the successful utilization of these facilities.

Furthermore, in the digital era, school libraries need to transform into digital literacy centers. This refers to the views of Fatma Rabia et al. (2024) and Prasetia, (2024), who state that the optimization of libraries in the digital era must include the digitization of collections, the development of literacy applications, and the improvement of students' digital competencies. Thus, libraries are no longer just reading rooms, but also centers for technology-based knowledge exploration. It can be concluded that the routine and consistent implementation of GLS has brought about a number of positive changes in students, particularly in terms of their interest and enthusiasm for reading activities, including:

1. Changes Observed in Students After Implementing GLS

a. Increased Interest and Enthusiasm for Reading
Many students who were previously uninterested in reading began showing interest in opening books, asking questions about the story content, and even voluntarily borrowing books from the library.

b. The Emergence of Daily Reading Habits
Students have started forming the habit of bringing reading materials to school, even reading outside of class hours, such as during recess or while waiting to be picked up.

c. Expanded Vocabulary and Knowledge
Students who actively read demonstrate improvement in their use of vocabulary when speaking or writing.

d. Level of Participation in Literacy Activities Increases
When schools organize activities such as "Literacy Week," storytelling competitions, or "Book Swap Among Friends," student participation increases.

e. Development of a Sense of Responsibility Toward Books
Students learn to take good care of books and begin to recognize the importance of reading and preserving reading materials.

2. Increased Student Interest in Reading
Students' interest in reading increases, especially when literacy approaches are implemented in an enjoyable and non-coercive manner. This interest becomes stronger when:

a. The reading materials provided are appropriate for the students' age and interests (e.g., picture books, educational comics, fairy tales, or light non-fiction books).
b. Teachers and parents provide positive support
c. There is a supportive environment, such as a reading corner in the classroom or a comfortable reading area in the library.

The implementation of GLS has proven to have a positive impact on students' interest in reading. With an enjoyable approach that actively involves students, GLS can foster a culture of literacy in elementary schools. The interest in reading that grows from these activities not only helps students' academic development but also shapes lifelong learning habits.

4. Conclusion

Based on the research findings, it can be concluded that the School Literacy Movement (GLS) and library facilities have a positive and significant influence on the reading interest of fifth-grade students at SD Negeri Kecamatan Sukarami Kota Palembang. The implementation of GLS has proven to be more dominant in fostering reading habits, while library facilities support improvements in the quality and frequency of reading. Simultaneously, both complement each other in building a school literacy culture. Therefore, strengthening the SLM program supported by the optimization of library facilities is an important strategy in enhancing students' reading interest.

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