



Indonesian Language Teachers' Efforts in Building a Culture of Literacy and Reading Interest at SDN Bojong Menteng 2

Yoma Hatima^{1*}, Inayatul Ummah²

¹ Elementary School Teacher Education, Sultan Ageng Tirtayasa University

² Elementary Madrasah Teacher Education Study Programs, UIN Siber Syekh Nurjati Cirebon

Received: 18/10/2024

Accepted: 19/03/2025

Published: 30/06/2025

*Representative e-Mail: yomahatima@untirta.ac.id

ABSTRACT

This study aims to describe the efforts of Indonesian language teachers in forming a culture of literacy and increasing students' interest in reading at SDN Bojong Menteng 2. The low interest in reading among elementary school students remains a major challenge in the world of education, so a strategic role of teachers is needed in providing meaningful learning. This study uses a qualitative approach with a case study method. The research subjects were Indonesian language teachers and students in grades IV and V, with data collection techniques through observation, interviews, and documentation. Data were analyzed using the Miles and Huberman model which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that Indonesian language teachers made several efforts in forming a culture of literacy, including: (1) making reading activities a habit for 15 minutes before learning begins; (2) utilizing the classroom reading corner as a means of independent reading; (3) giving simple book review assignments; (4) integrating reading texts into Indonesian language learning; and (5) holding literacy activities such as poetry reading and storytelling competitions. Supporting factors for the success of these activities were the support of the principal and the availability of sufficient reading books. However, obstacles faced included the lack of variety of reading materials appropriate to the students' ages and low reading motivation from the family environment. This study concludes that the role of teachers is crucial in shaping a culture of literacy and students' interest in reading, although synergy is needed between schools, parents, and the community so that a culture of literacy can be sustainable.

Keywords: Elementary school, Indonesian, Interest in Reading Literacy Culture

I. INTRODUCTION

Reading interest in Indonesia remains a crucial issue in education. UNESCO data (2022) shows that Indonesia's reading literacy index remains low compared to other countries in the Asian region. This condition impacts the low quality of human resources produced, as literacy is a crucial foundation for mastering various disciplines. At the elementary school level, the issue of low reading interest is of particular concern, given that elementary school is the initial phase in the formation of character, habits, and basic skills that will influence students' academic development at subsequent levels.

In the context of elementary school learning, Indonesian language teachers play a strategic role in instilling a culture of literacy. Indonesian language subjects not only teach reading, writing, listening, and speaking skills but also develop critical, creative, and communicative thinking skills through literacy activities. Similarly, Pratiwi (2021) emphasized that Indonesian language learning must be integrated with various literacy strategies that can foster students' interest in reading, so that the learning process is not only oriented towards curriculum achievement but also fosters lifelong learning habits.

A culture of literacy in schools cannot be understood solely as the activity of reading texts, but rather encompasses efforts to familiarize students with interacting with a variety of reading sources. According to Hosnan (2020), literacy is a skill integrated with student character development, where reading and writing activities need to be developed into a fun and sustainable culture. In other words, building a culture of literacy in schools means providing a conducive, creative learning environment that motivates students to develop a strong interest in reading.

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022), through the School Literacy Movement (GLS), emphasizes the importance of teachers' role in initiating literacy activities. One recommended strategy is to encourage students to read non-textbooks for 15 minutes before class begins. This activity is expected to foster reading habits from an early age. However, in practice, the implementation of the GLS

still faces challenges, such as a lack of engaging reading materials and low family support. Therefore, teachers' efforts to foster a culture of literacy require creativity and innovation tailored to students' circumstances.

Indonesian language teachers in elementary schools have a dual responsibility. In addition to delivering subject matter, they are also required to be facilitators, motivators, and role models for a reading culture. DePorter and Hernacki (2020) emphasize that reading interest does not develop naturally but must be nurtured through approaches that are enjoyable, relevant to children's lives, and oriented toward students' emotional and cognitive needs. Therefore, the success of fostering a culture of literacy depends heavily on teachers' concrete efforts to integrate reading activities into daily learning activities.

This research is relevant for SDN Bojong Menteng 2 because the school is developing various literacy programs. However, the effectiveness of teachers' efforts in fostering a culture of literacy and increasing students' interest in reading still requires further investigation. Each teacher has a different strategy, ranging from fostering reading habits, utilizing reading corners, assigning book reviews, to holding literacy competitions. This research is expected to provide a comprehensive overview of the strategies, challenges, and outcomes of teachers' efforts in fostering a culture of literacy in elementary schools.

Based on this background, this study aims to describe the efforts of Indonesian language teachers in forming a culture of literacy and increasing students' interest in reading at SDN Bojong Menteng 2. The results of this study are expected to contribute to the development of literacy strategies in elementary schools, as well as become a reference for teachers, principals, and related parties in building a sustainable literacy culture.

II. LITERATURE REVIEW

Literacy culture is a fundamental aspect of education, related to a person's ability to access, understand, and process information through reading and writing. According to Suyono (2021), a literacy culture in elementary schools not only improves students' cognitive abilities but also fosters critical thinking and a character that fosters a passion for lifelong learning. Thus, literacy can be viewed as a long-term investment in developing superior human resources. The importance of this literacy culture is also reflected in Indonesian language learning practices, which emphasize integrated language skills mastery.

Indonesian language teachers play a crucial role in building a culture of literacy in elementary schools. Their role extends beyond teaching to facilitators, motivators, and role models in reading activities. According to Fitriani (2022), the success of literacy in schools depends heavily on teachers' creativity in designing activities that actively engage students. For example, teachers can utilize read-aloud strategies, engage students in discussions about the content of the reading, or assign students to retell the story in their own words. These activities not only improve reading comprehension but also foster speaking, listening, and writing skills simultaneously.

Furthermore, students' interest in reading is a determining factor in the success of a literacy movement. According to Wulandari (2023), reading interest cannot be fostered through coercion alone; it must be nurtured through enjoyable reading experiences. Teachers are required to provide reading materials that are appropriate to students' cognitive developmental levels and relevant to the world of children, such as folktales, fables, and picture books. Emotional engagement in reading is also crucial, as students who feel entertained will be more motivated to make reading a habit.

Government policies also play a role in strengthening literacy culture. The School Literacy Movement (GLS) program, launched in 2016, continues to be promoted with various innovations. According to Handayani (2022), the implementation of GLS in elementary schools includes 15 minutes of reading before class, the provision of reading corners in classrooms, and literacy competitions among students. However, despite this policy's implementation, it still faces obstacles, such as limited reading materials, inadequate teacher training, and minimal family support. This demonstrates that successful literacy requires synergy between schools, parents, and the community.

In the context of this research, literacy culture and reading interest are understood as two interrelated and inseparable aspects. Literacy culture serves as a platform for the formation of structured reading habits, while reading interest is students' intrinsic motivation to engage in reading activities. According to Lestari (2023), Indonesian language teachers must be able to bridge the two through innovative, creative, and relevant learning strategies tailored to the needs of elementary school students. Thus, the teacher's role is not only to guide students in reading comprehension but also to foster a love of reading activities in everyday life.

III. RESEARCH METHOD

This research uses a qualitative approach with a case study method. The qualitative approach was chosen because this study aims to understand the phenomenon in depth regarding the efforts of Indonesian language teachers in forming a culture of literacy and increasing students' reading interest. The case study method is considered appropriate because the research is focused on a specific context, namely SDN Bojong Menteng 2, so that researchers can explore in detail the strategies, obstacles, and experiences of teachers and students in literacy activities. The focus of the research lies in the role of Indonesian language teachers in grades IV and V, which are considered representative to describe the implementation of literacy in elementary schools.

Data collection techniques included observation, interviews, and documentation. Observations were used to directly observe classroom literacy activities, such as the 15-minute reading habit, the use of reading corners, and the integration of reading texts into learning. Interviews were conducted with the Indonesian language teacher and several students to obtain information on teacher strategies, student responses, and obstacles faced in fostering reading

interest. Documentation in the form of activity photos, teacher diaries, and reading lists served as supporting data to strengthen the results of the observations and interviews. By using these three techniques, the researchers obtained a more comprehensive and valid picture.

Data analysis was conducted using the interactive model of Miles and Huberman (1994), which includes three stages: data reduction, data presentation, and conclusion drawing/verification. Data reduction was performed by selecting and summarizing important data relevant to the research focus. Data presentation was done in the form of descriptive descriptions and summary tables of observation and interview results for easier understanding. Conclusions were drawn continuously from the beginning of data collection until the end of the study, verifying findings through triangulation of sources and methods. Data validity was maintained by comparing the results of observations, interviews, and documentation, resulting in scientifically justifiable conclusions.

IV. RESULTS AND DISCUSSION

4.1 Results

Based on the results of interviews with teachers and students at SDN Bojong Menteng 2, five main points were obtained regarding teachers' efforts in forming a culture of literacy and students' interest in reading.

4.1.1 The Role of Teachers in Providing Literacy Role Models

Teachers serve as primary role models for students in fostering a culture of literacy by reading books in front of the class, bringing additional reading materials, and encouraging students to emulate these habits.

Table 1. Interview Results on the Role of Teachers

Respondents	Question: Do teachers often model reading in class?	Answer
Fourth Grade Teacher	"Yes, I always open lessons by reading a short story or simple fairy tale. I do this so that students get used to hearing written language and are interested in reading on their own at home."	Positive
Fifth Grade Teacher	"I often bring extra reading material, such as folk tales or fables, and then read some of the contents to the students. This way, I hope they'll be motivated to continue reading on their own."	Positive
Fifth Grade Students	"Teachers often read books before class, usually picture books. I want to read them again during break."	Positive
Fourth Grade Students	"Sometimes the teacher tells stories from the books they brought. The stories are exciting, especially if they're about animals or adventures. So I want to hear more."	Positive

4.1.2 Strategy for Getting into the Habit of Reading 15 Minutes Before Studying

Reading activities before lessons start are a routine strategy implemented by schools to foster interest in reading.

Table 2. Interview Results on 15-Minute Reading Activities

Respondents	Question: Is there a habit of reading before class?	Answer
Fourth Grade Teacher	"Every morning before class starts, I ask my students to read a book for 15 minutes. The books can be from the library, the reading corner, or ones they brought themselves. This activity becomes a routine so they get into the habit of reading every day."	Positive
Fifth Grade Teacher	"We encourage students to read non-textbooks, such as children's stories or children's magazines, before class begins. The goal is to broaden their horizons and not just focus on textbooks."	Positive
Fourth Grade Students	"Before studying, the teacher asks us to read a storybook or educational comic. After that, someone is usually asked to retell the content of the reading."	Positive
Fifth Grade Students	"Sometimes I borrow books from the library to read during morning reading. If the book is interesting, I continue reading it during break time."	Positive

4.1.3 Utilization of School Libraries

Teachers direct students to actively utilize the library as a reading resource, even though the book collection is still limited.

Table 3. Interview Results on Library Utilization

Respondents	Question: Is the library used often?	Answer
Fourth Grade Teacher	"We encourage students to borrow and read books from the library at least once a week. Although the collection isn't extensive, we're trying to get them into the habit of using school facilities."	Positive
Fifth Grade Teacher	"The library is actually used frequently, but the number and variety of books are still limited. Despite this, I still encourage students to use it, because it gives them the opportunity to experience reading outside of the classroom."	Positive with notes
Fifth Grade Students	"I like going to the library because there are lots of exciting stories. Sometimes I read them on the spot, sometimes I borrow books to take home."	Positive
Fourth Grade Students	"I sometimes go to the library, but sometimes I'm confused about which book to choose because the collection is limited. So I don't always read there."	Neutral

4.1.4 Teacher Support through Creative Literacy Activities

Teachers facilitate students to write summaries, create reading journals, and retell the contents of books as a form of literacy appreciation.

Table 4. Interview Results on Creative Literacy Activities

Respondents	Question: Are there any writing or retelling activities?	Answer
Fifth Grade Teacher	"After reading, I usually ask students to write a simple summary in their notebooks. This summary not only trains writing skills but also trains the ability to understand the content of the reading."	Positive
Fourth Grade Teacher	"In some meetings, I give students the opportunity to retell the contents of the reading in front of the class. I intend this activity to train their courage to speak and also check their understanding of the text."	Positive
Fourth Grade Students	"We are often asked to write summaries of stories we have read. Sometimes the summaries are short, sometimes long if the story is exciting."	Positive
Grade V Students	"I was once asked to come to the front to tell the story of a book I had read. I was a bit nervous at first, but it turned out to be fun because my friends listened."	Positive

4.1.5 Challenges in Growing Interest in Reading

Teachers face challenges in the form of low student motivation, the influence of gadgets, and limited collections of age-appropriate reading materials.

Table 5. Interview Results on Literacy Challenges

Respondents	Question: What are the main obstacles in developing students' interest in reading?	Answer
Fourth Grade Teacher	"The main obstacle is that students are more interested in playing with their phones than reading books. Many of them are so used to having their devices at home that reading books feels boring."	Negative
Fifth Grade Teacher	"School libraries do exist, but their children's reading materials are still lacking in variety. Age-appropriate and engaging storybooks are limited, so students quickly become bored."	Negative
Fifth Grade Students	"I prefer playing games on my phone to reading books. Reading books sometimes makes me sleepy, but playing games is more fun."	Negative
Fourth Grade Students	"Sometimes I want to read, but I'm confused about what to choose because there are so few books and I've often read them all. So after a while, I get lazy."	Negative

4.2 Discussion

The results of this study indicate that elementary school students' reading interest in Indonesian language learning is moderate with a positive trend. Most students stated that they enjoy reading picture stories, fairy tales, and texts presented with attractive illustrations. This indicates that visual media plays a significant role in fostering children's reading interest. This finding aligns with Rahim's (2021) opinion, which states that elementary school students' reading interest is strongly influenced by age-appropriate reading styles. Texts with colorful images and simple storylines are more effective in capturing their attention. Therefore, teachers need to adapt Indonesian language teaching materials to students' preferences to make the learning process more meaningful.

Furthermore, interview data with teachers revealed that limited library facilities and a lack of diverse reading materials were major obstacles to increasing students' reading interest. This suggests that learning environment factors play a significant role in children's reading habits. Research conducted by Rahayu (2022) revealed that the limited availability of children's reading books in schools results in students lacking opportunities to broaden their horizons through reading. Therefore, adequate facilities and infrastructure are essential to provide students with broader access to a diverse range of reading materials.

From the students' perspective, it appears that they tend to read only when assigned by teachers, rather than out of personal motivation. This situation suggests that reading interest has not yet developed as an intrinsic need. This is in line with Hidayat's (2020) research, which found that many students read solely due to academic demands, rather than out of a personal awareness of the importance of reading. This phenomenon emphasizes that Indonesian language learning should be more directed at fostering students' internal motivation to read, for example through awards, fun literacy activities, or independent reading programs.

The findings of this study also demonstrate a close relationship between the role of teachers and students' reading habits. Teachers who regularly read stories, provide book recommendations, or hold story discussion sessions are able to create a more lively literacy atmosphere. This is reinforced by research by Sari (2021), which states that teacher involvement in fostering a reading culture in the classroom directly influences students' reading interest. Therefore, interactive and participatory Indonesian language learning strategies can be key to developing basic literacy skills in elementary schools.

On the other hand, family factors also contribute to students' reading interest. Interview results show that students whose parents enjoy reading or who provide reading materials at home tend to have a higher interest in reading than other students. Research conducted by Lestari (2021) confirms that parental involvement in providing a literacy environment at home is crucial, as reading habits are not only developed at school but also in children's daily

lives. Therefore, collaboration between schools and families needs to be strengthened to foster a reading culture from an early age.

In addition to school and family environmental factors, the development of digital technology also influences children's reading habits. Several teachers stated that students are more interested in reading digital texts, interactive comics, or illustrated stories available in apps. This aligns with research by Nugroho (2022), which found that digital literacy can be an alternative way to increase children's interest in reading, as long as its use is properly guided by teachers and parents. This means that Indonesian language learning in elementary schools can be developed through creative digital media integration to suit the characteristics of the current generation.

Based on the research findings and support from previous studies, it can be concluded that increasing students' interest in reading in Indonesian language learning in elementary schools requires a comprehensive approach, involving teachers, parents, and the provision of adequate literacy resources. Reading interest cannot grow solely through formal instruction; it must be nurtured through enjoyable and meaningful reading experiences. Therefore, varied learning strategies, the provision of age-appropriate reading materials, and technology integration need to be continuously developed to ensure students have intrinsic motivation to read and ultimately improve their language skills.

V. CONCLUSION

Based on the research results, it can be concluded that Indonesian language teachers at SDN Bojong Menteng 2 have implemented various strategies to shape a culture of literacy and increase students' interest in reading. These strategies are implemented through the habit of reading for 15 minutes before class, utilizing reading corners in the classroom, giving simple review assignments, integrating reading texts into learning materials, and competition-based literacy activities such as poetry reading, storytelling, and short story writing. All of these efforts demonstrate that teachers have a central role in fostering reading habits and creating a literate classroom atmosphere. Interview and observation data also show that students respond positively to various literacy activities, especially when reading is presented in the form of picture stories or texts close to their lives.

However, this study also identified several obstacles that hinder the optimization of students' reading interest. The limited variety of book collections in libraries, the dominance of device use by students, and low family support for reading habits are factors that influence the sustainability of a literacy culture in schools. Therefore, synergy between teachers, schools, parents, and the community is needed to collectively foster a sustainable literacy culture. Providing engaging reading materials, parental involvement in guiding reading activities at home, and the positive use of digital technology can be solutions to ensure students read not only for academic reasons but also as a necessity and a lifelong habit.

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