

Research Article

Implementation of the School Literacy Movement (GLS) for Students of Junior High School (SMP) Al-Azhar 3 Bandar Lampung

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School literacy in the context of the School Literacy Movement (GLS) is the ability to access, understand, and use things intelligently through various activities including reading, viewing, listening, writing, and speaking. This research aims to find out and describe how the School Literacy Movement (GLS) is implemented among students and the obstacles they face. In this research, the researcher chose SMP Al-Azhar 3 Bandar Lampung as the place for carrying out the research. This research is descriptive qualitative research, with data collection techniques in the form of observation, interviews, and documentation, and the researcher uses data analysis in the form of source triangulation. Based on the results of this research, it was found that the implementation of the school literacy movement (GLS) at SMP Al-Azhar 3 Bandar Lampung has fulfilled three stages of the school literacy movement (GLS), namely habituation, development, and learning based on the school literacy movement guidelines in junior high school, which was determined by the Directorate General of Primary and Secondary Education, Ministry of Education and Culture in 2016. Activities at the familiarization stage include opening class (Tadarus Al-Qur'an), daily reading journals, class library media, moving book media, literacy-themed poster media, creating a text-rich environment, alumni donating books to the library, and activities for selecting reading books. The development stage includes opening class (tadarus Al-Qur'an), vocabulary game activities, BBQ activities (Bina Baca Qur'an), tasmir' activities, activities responding to reading results, and independent reading hours. The learning stage includes opening class (Tadarus Al-Qur'an), vocabulary games, activities responding to reading results, and reading challenge activities. The obstacles faced in implementing the School Literacy Movement (GLS) at SMP Al-Azhar 3 Bandar Lampung include general obstacles and specific obstacles. The general obstacles consist of a lack of literacy-themed collections and inadequate library facilities. This results in a lack of interest in reading in the library, while special obstacles appear in moving book activities. This is due to the lack of supervision carried out by library staff, whose number is still minimal.

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1. Introduction

Currently, the Ministry of Education and Culture (Kemendikbud) continues to make efforts to increase interest in reading among the public, especially students. As explained according to Law of the Republic of Indonesia No. 43 of 2007 regarding observations that need to be made and fostered regarding the culture of reading through the development and utilization of libraries as a source of information and learning resources for the community. Based on Q.S. Al-Alaq verses 1-5 regarding the command to read as a letter in the Al-Qur'an which was first revealed as follows.

Based on Al-Misbah's interpretation, there are several values of islamic education contained in the verse above, including the educational values of aqidah, shari'ah, and morals. The value of aqidah education is found in verses 1-3 with an interpretation of the value of aqidah education which teaches humanity to read in the name of Allah SWT, the Most Creator and Gracious. The value of sharia education (gairu mahdah worship) is contained in the second verse regarding the creation of humans which comes from 'alaq (a clot of blood) with the meaning of being dependent on others. The explicit value of moral education is found in verses 1-2 regarding sincere, social and optimistic behavior, while what is implied is in verses 3-5 that the value of the Prophet Muhammad SAW's faith and morals is to be a good role model. Apart from that, there is the value of intellectual education contained in verses 1-5 that reading does not have to be written only, but it is also important to read the natural world

and the surrounding environment in facing life when in society.[1]

From the verse above, Allah SWT gives orders about reading, observing and researching what has been ordered, therefore it is very important to cultivate the habit of reading in oneself so that the character of a good reader and learner is formed. According to Paul Hazard, it is very important to develop insight into new things that can enable someone to love books and be able to develop a literacy spirit towards themselves which can then be applied throughout society.[2] Literacy itself, in the Big Indonesian Dictionary, is an activity that is closely related to the written tradition, but literacy is not only about reading and writing but is broadly about politics, technology, being sensitive to the surrounding environment, and being able to think critically. Kirsch & Jungeblut in their book *Literacy : Profile of America's Young Adult* also explains that literacy is the ability possessed by a person to use information that will benefit society and be able to develop the knowledge they have.[3]

Efforts made to increase literacy can be done through the family and school environment by involving parents and teachers in reading activities which are expected to

increase the love of reading and inspire children. This shows that literacy is very close to educational activities, not only that, literacy is now developing into multiliteracy in the world of education which cannot be separated from arts-based pedagogic concepts, multiple ways of knowing, and multiple intelligences which can increase the effectiveness of the learning environment for students.[3] Based on the Ministry of Education and Culture, through Ministerial Regulation number 23 of 2013, issuing and explaining the school literacy movement in cultivating noble character attitudes towards children through language, the practice that can be carried out is by requiring every student to read books about local stories or folk tales before learning started. Instilling noble character in children in their golden age is very appropriate, one of which is through the school literacy movement.[4]

School Literacy Movement (GLS) according to Minister of Education and Culture Regulation No.23 of 2015 is an activity that can encourage all children in Indonesia to have an interest in reading books themselves which is highly hoped that over time it will become a culture in national life.[5]

Not only that, the School Literacy Movement (GLS) is an ability that is possessed in the form of the ability to understand, access and also use things intelligently which can be implemented through activities such as writing, reading, speaking, listening and seeing. The implementation of the School Literacy Movement (GLS) can be carried out comprehensively and sustainably so that schools are able to become learning organizations for literate students and teachers and of course involve the public so that they can run well.

The development of the School Literacy Movement (GLS) is based on nine priority agendas (Nawacita) numbers 5 to 9 which relate to the duties and functions of the Ministry of Education, Culture, Research and Technology (Kemendikbud-Ristek), namely improving the quality of life of the Indonesian people, increasing productivity people and competitiveness in international markets so that they can be more advanced and develop together with other Asian nations, carry out a revolution in national character, strengthen diversity and strengthen Indonesia's social recovery.[3] The literacy movement is not only related to reading and writing but also a person's ability to communicate in society, apart from that, practical activities that include knowledge, language and culture are also necessary in literacy.[4]

Even though the School Literacy Movement is broad, it is still very closely related to reading and writing activities as explained in the QS. Al- Ankabut verses 48 and 49. Based on al-Muyassar's interpretation of the two verses above, it is a real miracle (wahai Rasul) that you were not able to read any book and write letter with your own hand

before the Qur'an was revealed to you and even the Qur'an are verses that are clear and real in their guidance to the truth which have been memorized by the scholars and no one denies our verses and rejects them except the unjust and rebellious people who know them but turn away from them. And based on the Qur'anic verse above, the literacy movement cannot be separated from reading and writing activities to make students and school members more literate. In supporting and making school literacy activities a success, there needs to be a role for the school library in supporting these activities. School libraries can be used to carry out the School Literacy Movement (GLS) program to build and develop literacy in students.[4] Apart from that, the school library is also able to support information and act as a forum for students or teachers to implement literacy activities at school.[4]

Based on the Guide to the School Literacy Movement in Junior High Schools in 2016, it states that there are several stages in implementing the School Literacy Movement (GLS) in Junior High Schools, namely the habituation stage by developing interest in reading in students through 15 minute activities [6], the development stage which is carried out by increasing literacy skills through activities responding to enrichment books, and the learning stage by increasing literacy skills in all subjects by using enrichment books and reading strategies in all subjects.[7]

The School Literacy Movement (GLS) is also implemented by SMP Al-Azhar 3 Bandar Lampung. The School Literacy Movement (GLS) is a collaboration between school management and libraries or libraries as the pioneer of the School Literacy Movement (GLS) in the school. For example, the Al-Azhar 3 Bandar Lampung middle school library in Bandar Lampung has implemented the School Literacy Movement (GLS) guidelines for students. From the results of pre-research interviews with librarians at the Al-Azhar 3 middle school library in Bandar Lampung, the School Literacy Movement (GLS) program was carried out with various comprehensive activities such as 15 minute reading activities by selecting the required reading material before learning begins, independent reading hours, with the availability of reading posts in every corner of the classroom for students to respond to the results of reading in class orally and in writing. Apart from that, other activities such as each class have been given a schedule by the library for visiting times. The School Literacy Movement (GLS) which is implemented at Al-Azhar 3 middle School Bandar Lampung has advantages and disadvantages in its activities such as the literacy activity of reading the Al-Qur'an every morning carried out by students and teachers, a special schedule for tahfidz activities which are adapted to subject schedule with a special ustadz with only 1-2 hours, and mandatory activities to develop Qur'an reading for students who are still not very fluent in reading the Qur'an.

The literacy activities that have been implemented aim to familiarize students with honing or developing reading and writing skills in general and religious knowledge. However, the School Literacy Movement (GLS) program at SMP Al-Azhar 3 Bandar Lampung is not yet comprehensively based on the School Literacy Movement (GLS) guidelines from the Ministry of Education, Culture and Research and Technology. Apart from that, based on researchers' observations, involvement and communication between teachers, students and library staff is not yet visible and well established. 9 for this reason, it is important to carry out research to find out the extent to which the School Literacy Movement (GLS) is implemented among students. Based on the above background, it encouraged researchers to conduct research with the title **"Implementation of the School Literacy Movement (GLS) in Al-Azhar 3 Bandar Lampung Junior High School (SMP) Students"**.

2. Methods

In this research, the researcher chose Al-Azhar 3 Middle School Bandar Lampung as the place to carry out the research. This research is descriptive qualitative research, with data collection techniques in the form of observation, interviews and documentation, and the researcher uses data analysis in the form of source triangulation. Source triangulation is testing data obtained from various sources of informants whose data will be taken. By using this source triangulation technique, the researcher attempts to compare data from interviews that have been obtained from each source or research informant which is used as a form of comparison in searching for and exploring the truth of the information obtained. It can

be said that source triangulation is a form of cross checking data by comparing facts from one source with another source. Apart from interviews and observations, researchers can use participant observation, written document, archives, historical documents, official records, personal notes or writings, and pictures or photos.

3. Results and Discussion

3.1. School Literacy Movement (GLS) Program at SMP Al-Azhar 3 Bandar Lampung

The School Literacy Movement (GLS) at SMP Al-Azhar 3 Bandar Lampung consist of several programs that have been implemented, including:

1. Opening class (Tadarus Al-Qur'an), for the target of khatam Qur'an every year. Tadarus Al-Qur'an is carried out before KBM (Teaching and Learning Activities) begins.
2. Vocabulary games are carried out before KBM (Teaching and Learning Activities) especially in Indonesian language lessons.
3. The class library or class reading corner is available in every class starting from class VII-IX.
4. *Moving books*, which are located on every terrace and on every floor of the school, have two (2) moving books on each floor.
5. Providing literacy themed posters, both in the library, in the classroom, outside the classroom and in the school.
6. Every alumni is required to give or donate at least one (1) book to the library.
7. BBQ (Bina Baca Qur'an).
8. Tasmi' (Tahfidz graduation activities).
9. Activities to respond to reading results, carried out by teachers, especially Indonesian language teachers, with a journal of responses to reading results.

Reading challenge during the language mont event or Independence Day 17 August, in this activity it is determined which students read the most, then two (2) versions are held, namely compiling what books the

students have read, and telling what the books they read are about, then A portfolio of student work will be created. At the end of the activity students will be given rewards or prizes.

1. Activities to choose reading books.
2. Independent reading hour activity.
3. Daily reading journal.
4. Creates a text rich environment.

3.2. School Literacy Movement (GLS) Activities Implemented at Al-Azhar 3 Middle School Bandar Lampung Include :

Opening Class activity by doing tadarus Al-Qur'an. Tadarus Al-Qur'an is an activity to study the Al-Qur'an and study the reading and content of the Al-Qur'an. Tadarus Al-Qur'an is carried out every day before the start of KBM (Teaching and Learning Activities) to achieve the target of reciting the Qur'an every 68 years for students at SMP Al-Azhar 3 Bandar Lampung. Al-Azhar 3 Middle School Bandar Lampung has implemented this Al-Qur'an tadarus from 2011 until now in 2023. Thus, Al-Qur'an tadarus is a stage of the School Literacy Movement (GLS) in habituation, development and learning.

Daily reading journal activity which is an activity for teacher assessment of students' reading results or summaries of students' reading in student books. The daily reading journal functions to determine the extent to which students can comprehend and comprehend the meaning of the reading they choose. This daily reading journal activity has been implemented for four (4) years, starting from 2019. Thus, the daily reading journal activity is a stage of the School Literacy Movement (GLS) in habituation.

Activities to create a text-rich environment are activities carried out to create and increase students' reading interest and literacy skills to understand text and image in the school environment. Creating a text-rich environment is intended to make the school environment for students and the school community. This activity of creating a text-rich environment has been implemented for six (6) years, starting from 2017. Thus, the activity

of creating a text-rich environment is a stage of the School Literacy Movement (GLS) in habituation.

Vocabulary game activities are activities where students are given one (1) word which students then develop into several syllables. The vocabulary game is carried out before the start of KBM (Teaching and Learning Activities) especially in Indonesian language lessons. This vocabulary game is intended to train students' abilities to develop the words given by the teacher and broaden students' insight. This vocabulary game has been implemented for three (3) years, starting from 2020. Thus, the vocabulary game is a stage of the School Literacy Movement (GLS) in development and learning.

Providing a class library or class reading corner is a medium for utilizing the corner of the room in the classroom which is used as a place to place reading collection materials for students in each class. With this class library, it functions to instill a love of reading in students starting in class, and makes it easier for students to pick up and read books without having to leave the classroom. This class library or class reading corner

provides a collection of story books or fairy tales. The class library or class reading corner is available in every classroom from class VII to class IX. The provision of the class library has been implemented for three (3) years, starting from 2020. Thus, the class library or class reading corner is a stage of the School Literacy Movement (GLS) in habituation.



Figure 1: Class Library/Class Reading Corner. (Source : Research).

Moving book media is the provision of media in the form of shelves containing reading books such as story books or fairy tales. Two (2) moving book shelves are available on each terrace outside the classroom and on each school floor. Moving books are provided by the library to make it easier for students to be able to flexibly choose reading books while doing activities during break times. This moving book has been implemented starting from 2021, so it has been implemented for about 2 years at Al-Azhar 3 Middle School in Bandar Lampung. Thus, the moving book is a stage of the School Literacy Movement (GLS) in habituation.

Providing literacy themed posters are posters that encourage school residents to love reading. Literacy themed posters were provided by the school and reproduced by the infrastructure team, student affairs team and public relations team. These literacy themed posters are not only in written form but also have pictures. By having literacy themed posters in the classroom, outside the classroom, in the library and in the school environment, it creates an environment for text creation and increases the enthusiasm for reading among the school community, especially students. Apart from literacy



Figure 2: Moving Book Media. (Source : Research)



Figure 3: Students Who Are Reading Books Through Moving Book Media. (Source : Research).

themed posters, Al-Azhar 3 Middle School Bandar Lampung also provides a school wall which contains information about school activities, student notes, student work, and a schedule for students who will carry out a BBQ (Bina Baca Qur'an). The provision of literacy themed posters has been implemented for three (3) years, namely from 2020. Thus, literacy- themed posters are a stage of the School Literacy Movement (GLS) in habituation.

Literacy-themed posters in the Al-Azhar 3 Middle School Library in Bandar Lampung consist of posters about reading motivation and general knowledge motivation. Literacy themed posters with these topics described based on the image below.

Posters about reading motivation in the library are made or provided in an attractive form because that way, if students visit the library, they can be motivated and increase students' interest in reading.



Figure 4: Literacy Themed Posters in the Library (About Reading Motivation). (Source : Research)

Posters about motivation for general knowledge in this library are provided in an attractive manner by not only presenting them in written form, but also displaying the figure who created the motivation so that students can easily know the name and face of the figure who gave the motivational sentence.



Figure 5: Literacy Themed Posters in the Library (About General Knowledge Motivation). (Source : Research).

Literacy-themed posters in Al-Azhar 3 Middle School classes in Bandar Lampung consist of posters about cleanliness, earthliness, prayers and Asmaul Husna, human

respiratory organs, and the proclamation and independence day. Literacy themed posters with these topics described based on the image below.

Posters about cleanliness in the classroom are made or provided in an attractive form with pictures and plots so that students can easily understand the need to maintain classroom cleanliness by throwing rubbish in its place.



Figure 6: Literacy Themed Poster in the Classroom (About Hygiene). (Source : Research).

Posters about earth in this class are provided in an attractive form to motivate students to reduce global warming and continue to green the earth.



Figure 7: Literacy Themed Poster in the Classroom (About Earth). (Source : Research).

Posters about prayers and Asmaul Husna in this class are provided to help and make it easier for students to remember prayers, especially prayers after dhuha prayers, and to help students remember Asmaul Husna.



Figure 8: Literacy Themed Poster in the Classroom (About Prayer and Asmaul Husna). (Source : Research).

Posters about human respiratory organs in this class are provided in an attractive form with clear explanations of each organ to help students in the learning process in class.

Posters about the proclamation and independence day in this class are provided in attractive forms such as wall-mounted media containing the names and figures of the nation’s heroes and the text of the proclamation which is provided to help students’ learning process.

Literacy-themed posters outside the classroom and in the school environment at Al-Azhar 3 Middle School Bandar Lampung consist of posters about information on school activities on the wall, commemoration of environmental day, motivation for children to learn, school regulations, information on students’ extracurricular activities, asmaul husna and earth motivational sentences, motivation for teachers for students, maintaining cleanliness and health, and culture in schools.

Posters about information about school activities on the wall are made in an attractive way to provide information about the activities that will be carried out, the schedule of BBQ activities (Further Reading the Qur’an), and motivational sentences of a general and Islamic nature.



Figure 9: Literacy Themed Poster in the Classroom (About Human Respiratory Organs).
(Source : Research).



Figure 10: Literacy Themed Poster in the Classroom (About the Proclamation and Independence Day). (Source : Research).

Posters regarding environmental day commemorations are provided by schools to provide information and as a reminder to school residents regarding the dates and commemorations of major environmental days, both national and international.

Posters about motivating children to learn are provided by schools as encouragement for students, so when new students come to school they are greeted with motivational sentences to carry out learning activities with enthusiasm.



Figure 11: Posters With The Theme Of Literacy Outside The Classroom and School Environment (About Information on School Activities in Mading) (Source : Research).

NO.	TANGGAL	PERINGATAN HARI BESAR
1.	10 JANUARI	HARI LINGKUNGAN HIDUP INDONESIA
2.	2 FEBRUARI	HARI LAHAH BASAH SEDUNIA
3.	21 FEBRUARI	HARI SAMPAH
4.	20 MARET	HARI KEHUTANAN DUNIA
5.	22 MARET	HARI AIR INTERNASIONAL
6.	22 APRIL	HARI BUMI
7.	5 JUNI	HARI LINGKUNGAN HIDUP SEDUNIA
8.	21 NOVEMBER	HARI POHON
9.	15 DESEMBER	HARI CINTA PUSPA & SATWA NASIONAL
10.	29 DESEMBER	HARI KEANEKARAGAMAN HAYATI

Figure 12: Posters With The Theme Of Literacy Outside The Classroom and School Environment (About Environmental Day Commemoration). (Source : Research).



Figure 13: Posters With The Theme Of Literacy Outside The Classroom and School Environment (About Children’s Motivation for Learning) (Source : Research).

This poster about school regulations was created as a policy from the school to encourage students to be orderly and follow the rules at school and not to violate them in order to become students with good character.



Figure 14: Posters With The Theme Of Literacy Outside The Classroom and School Environment (About School Regulations) (Source : Research).

Posters about student extracurricular activities are provided by the school to display what extracurricular activities are available at Al-Azhar 3 Middle School Bandar Lampung and to provide information about existing extracurricular activities as well as awards to extracurricular activities that have won championships.

Posters about Asmaul Husna and earthly motivational sentences are made in an interesting way and are the work of students, not only in ordinary writing but also in Arabic writing and their meanings. This poster is provided not only as a motivational sentence and the names of Allah that need to be remembered, but also as part of appreciation for students' work.

Posters about teacher motivation for students are provided to provide learning, direction, and train students to be able to carry out activities, especially on this poster, namely democratic activities.

Posters about maintaining cleanliness and health are provided by schools to remind students and school residents to maintain cleanliness and hygiene, whether by washing hands to remove germs, or maintaining health by complying with health protocols to avoid viruses that can enter the body.

Posters about school culture are provided to create students and school residents who have good character, starting from attitudes, behavior and clothing at school



Figure 15: Posters With The Theme Of Literacy Outside The Classroom and School Environment (About Information on Student Extracurricular Activities) (Source : Research).



Figure 16: Posters With The Theme Of Literacy Outside The Classroom and School Environment (About Asmaul Husna and Earthly Motivational Sentences) (Source : Research).

Alumni of SMP Al-Azhar 3 Bandar Lampung are required to donate books to the library. The book donation is given to the library at the graduation of class IX students, the books given are story books or fairy tales, students donate at least one (1) reading book. The library held this program not only to increase the library's reading collection, but also to develop a spirit of literacy in students, and train students to perform almsgiving. Because apart from getting book donations from students, the library also continues to add and update its collection through book purchases. The book donation activity that



Figure 17: Posters With The Theme Of Literacy Outside The Classroom and School Environment (About Teacher Motivation for Students) (Source : Research).



Figure 18: Posters With The Theme Of Literacy Outside The Classroom and School Environment (About Maintaining Cleanliness and Health) (Source : Research).

alumni are required to carry out has been implemented for three (3) years, starting in 2020. Thus, the activity



Figure 19: Posters With The Theme Of Literacy Outside The Classroom and School Environment (About School Culture) (Source : Research).

of alumni being required to donate books to libraries is the School Literacy Movement (GLS) stage of habituation..

The BBQ (Qur’an Reading Development) activity is a mandatory activity carried out by students outside of KBM (Teaching and Learning Aktivites) to reduce Al-Qur’an literacy. The School held a BBQ (Qur’an Reading Development) so that students could read the Qur’an well, to achieve the target of comprehending the Qur’an, so that students did not experience difficulties when following Arabic language lessons in class, and to provide tahfidz content to students to be more fluent in reading the Koran. BBQ (Qur’an Reading Development) is held from Monday to Thursday, from 15.00-17.00 WIB at the prayer room on the fourth floor (4). The BBQ (Qur’an Reading Development) activity also collaborates with teachers and employees who have good knowledge of how to read the Qur’an. BBQ (Qur’an Reading Development) has been implemented since 2011 when it was still in the old school building, until now in 2023 it has been implemented

with a system that involves the students' parents as well. Thus, BBQ (Qur'an Reading Development) is a stage in the development of the School Literacy Movement (GLS).



Figure 20: BBQ Aktiviti (Qur'an Reading Development) (Source : Research).

The tasmii' activity is a tahfidz graduation activity by memorizing and reciting the Al-Qur'an market by listening to the recitation of the Al-Qur'an which is recited by students without any mistakes in front of the tasmii' examiners. The tasmii' activity was carried out to carry out a non-academic assessment of the results of students' reading of the Qur'an who had been trained through the BBQ (Qur'an Reading Development) activity. The tasmii' examiners were around 5-7 people who were also attended by the Foundation. Al-Azhar and parents of students taking exams. Tasmii' activities have been implemented for three (3) years, starting from 2020 and are carried out only once a year. Thus, tasmii' activities are a stage in the development of the School Literacy Movement (GLS).



Figure 21: 21 Tasmii' Activities (Source : Research).

The activity of responding to reading results is an activity carried out by teachers, especially Indonesian language teachers, by inviting students to take reading materials from the library such as story books or fairy tales, then in class students respond to the reading results as evidenced by a journal of responses to reading books. Responding to the reading results is carried out to carry out an academic assessment carried out by the teacher on students' reading abilities regarding the summary or conclusion of the reading results, the delivery of the students' reading results is carried out both orally and in writing, then the teacher carries out the assessment. The activity of responding to reading results has

been implemented for three (3) years, starting from 2020. Thus, the activity of responding to reading results is a stage of the School Literacy Movement (GLS) in development and learning.

Reading challenge activities are activities carried out as an effort to encourage oneself or others, in this case the scope of students at school, to carry out reading activities with a certain number of reading books and within a predetermined time period. The reading challenge is carried out during language month events or independence Day, by determining which students read the most, then two (2) versions are carried out, namely arranging what books the students have read, and telling what the books they have read are about. From this activity, a portfolio of students' work will be created and rewards or prizes will be given to students at the end of the activity. Reading challenge activities are a challenging way to invite and inspire students to like reading activities more. The new reading challenge will be implemented by SMP Al-Azhar 3 Bandar Lampung in 2022 and will be implemented in period two

(2) in 2023. Thus, the reading challenge activity is a stage of the School Literacy Movement (GLS) in learning.

The activity of choosing reading books is an activity for students to choose the reading books they need through the library, whether they are textbooks, reference books, or story books or fairy tales. Apart from that, students can also choose reading books through moving book media and the class library. The activity of choosing reading books is carried out as a form of fulfilling the information needs of the school community, especially students, and as a form of recreation for students by reading story books or fairy tales that they like. Thus, the activity of choosing reading books is a stage of the School Literacy Movement (GLS) in habituation.

Independent reading hours are reading activities that students do independently without having to be read to the contents of the book by the teacher. Independent reading is carried out to train and develop students' abilities to understand reading



Figure 22: Activities for Selecting and Borrowing Reading Books in the Library (Source : Research).

content independently. This independent reading activity can be carried out in class or through moving book media by taking a reading book, understanding the contents of the reading book, and returning the reading book, understanding the contents of the reading book, and returning the reading book independently as a sense of responsibility for the book read. The independent reading hour activity has been implemented starting from 2021. Thus, the independent reading hour activity is a stage of the School Literacy Movement (GLS) in development.

4. Conclusion

This research concludes that first, the implementation of the School Literacy Movement (GLS) at SMP Al-Azhar 3 Bandar Lampung has fulfilled three (3) stages of the School Literacy Movement (GLS), namely habituation, development and learning based on the School Literacy Movement (GLS) Guidelines in Junior High School established by the Directorate General of primary and Secondary Education, Ministry of Education and Culture in 2016. The stages of the School Literacy Movement (GLS) are implemented through programs carried out by schools, libraries and teachers which include opening classes (Tadarus Al-Qur'an), providing a class library or class reading corner, moving book media, providing literacy themed posters, alumni donating books to the library, activities for selecting reading books, vocabulary game activities, BBQ activities (Further Reading the Qur'an), tasmi' activities, response activities reading results, independent reading hour activities, and reading challenge activities. The implementation of the stages of the School Literacy Movement (GLS) is an integrated activity so that the three (3) stages of GLS can be realized according to the guidelines. Programs or activities that are mutually integrated include the

habituation stage, namely the daily reading journal, integrated with the development stage in activities responding to reading orally and in writing, and integrated with the learning stage in academic assessment. At the habituation stage, namely the arrangement of literacy facilities through moving books, integrated with the development stage

of independent reading hours for curricular/co-curricular activities. At the development stage, namely independent reading hours for curricular/co-curricular activities through BBQ (Qur'an Reading Development) activities integrated with the development stage for non academic assessments through tasmi' activities. At the habituation stage, namely the arrangement of literacy facilities through literacy-themed poster media, integrated with the habituation stage of creating a text-rich environment.

Second, the obstacles faced in implementing the School Literacy Movement (GLS) at SMP Al-Azhar 3 Bandar Lampung include general obstacles and specific obstacles. The general obstacles consist of a lack of literacy-themed collections and inadequate library facilities. This results in a lack of interest in reading library, while special obstacles appear in moving book activities. This is due to a lack of supervision carried out by library staff the number is still minimal.

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