

## Basic Literacy Program Based on Experiential Learning at Fathia Islamic Elementary School, Sukabumi City

Nia Yuniawati, Dyah Lyesmaya, Arsyi Rizqia Amalia

Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muhammadiyah Sukabumi  
Email: [yuniawatin1@gmail.com](mailto:yuniawatin1@gmail.com)

### Abstract

*Basic literacy skills become a strong foundation for mastering knowledge in the next grade. Basic literacy skills are part of language skills learning which is the basis for improving cultural competency in reading and writing. Experiential learning is a learning method through the formation of students' experiences. The significance of basic literacy being so important has apparently not been able to provide awareness for various parties involved in the world of education to immediately rush to improve mastery of basic literacy. This encouraged researchers to look at and analyze literacy activities in the elementary school environment, using qualitative research methods such as case studies and the main focus of this research was the experiential learning-based basic literacy program carried out at Fathia Islamic Elementary School, Sukabumi City, focused on the lower classes. The data sources for this research are interviews, observation and documentation. Based on the research results, it is divided into planning consisting of adequate human resources and training, supporting facility resources, allocated funding resources. The implementation part consists of habits that prioritize a combination of general and religious learning such as 15-minute reading and murojaah. The development section for each teacher creates media, modules and teaching materials based on creativity related to literacy. The obstacle factors are that not all stakeholders are able to collaborate well in the literacy movement and funding is not yet optimal.*

**Keywords:** Basic Literacy, Experiential Learning.

### Abstrak

Kemampuan literasi dasar menjadi pondasi yang kuat dalam penguasaan ilmu pada kelas berikutnya. Kemampuan literasi dasar merupakan bagian suatu pembelajaran keterampilan berbahasa yang menjadi dasar untuk meningkatkan kompetensi budaya membaca dan menulis. Experiential learning merupakan metode pembelajaran melalui pembentukan pengalaman peserta didik. Signifikansi literasi dasar yang begitu penting ternyata belum mampu memberikan kesadaran bagi berbagai pihak yang berkecimpung dalam dunia pendidikan untuk segera berkeinginan meningkatkan penguasaan literasi dasar. Hal tersebut mendorong peneliti untuk melihat dan menganalisis kegiatan literasi di lingkungan Sekolah Dasar, dengan menggunakan metode penelitian kualitatif jenis studi kasus dan fokus utama penelitian ini adalah program literasi dasar berbasis experiential learning yang dilakukan di SD Islam Fathia Kota Sukabumi terfokus pada kelas rendah. Sumber data penelitian ini adalah wawancara, observasi, dan dokumentasi. Berdasarkan hasil penelitian dibagi menjadi perencanaan yang terdiri dari sumber daya manusia yang memadai dan sudah melakukan pelatihan, sumber daya fasilitas yang menunjang, sumberdaya pendanaan yang teralokasi. Bagian pelaksanaan terdiri dari pembiasaan yang mengedepankan gabungan pembelajaran umum dan agama seperti membaca 15 menit dan murojaah. Bagian pengembangan setiap guru membuat media, modul dan bahan ajar berdasarkan kreativitas berkaitan dengan literasi. Faktor hambatan yang memang belum semua stakeholder mampu berkolaborasi dengan baik dalam gerakan literasi dan pendanaan yang belum maksimal.

**Kata Kunci:** Literasi Dasar, Experiential Learning.

### INTRODUCTION

Basic literacy skills are a very strong foundation and need to be instilled in students. If students do not have basic literacy skills, then students will experience difficulties in the learning process. Literacy is a person's language ability in speaking, listening, reading and writing to communicate with other people (Srihartati & Nisa, 2023).

Basic literacy skills need to be instilled in students from an early age. If basic literacy skills have been mastered, it will make it easier for students to participate in the learning process. The basic literacy skills referred to are reading and writing. Students must be able to recognize letters, arrange words into sentences to be able to read writing. On the other hand, when it comes to writing, students have to write symbols or letters to form a word (Safitri et al., 2022). If these two

basic skills have been mastered well, it will be easy for students to progress to the advanced reading and writing stages. On the other hand, if these two basic literacy skills are not strong, then at the advanced reading and writing stages students will experience difficulties (Bungsu & Dafit, 2021).

Basic literacy skills become a strong foundation for mastering knowledge in the next grade. Basic literacy skills are part of language skills learning which is the basis for improving cultural competence in reading and writing. If the teacher teaches students to write then indirectly the students will also read the writing they write.

Deep Ruhena (Juliana et al., 2023) defines basic literacy skills as the ability to read books aloud and interactively, improve comprehension in reading and provide opportunities for students to write, introduce letters, recognize the names of the alphabet, improve phonological skills. Mastery of literacy in various aspects is the core of students' progress. Failure to master basic reading and writing will cause students to experience obstacles in the learning process. The factors that cause students to experience obstacles in basic literacy skills are as explained by Permana Dalam (Teguh, 2017) namely as follows:

First, students' reading and writing abilities are still low, which causes many students to experience difficulties in reading, such as not being able to read and write sentences correctly. Students who have difficulty pronouncing the sound of a letter in a sentence. Second, students are not fluent in reading, have difficulty recognizing letters of the alphabet, spelling and understanding the content of the reading.

This is because there are factors that influence it, such as environmental factors and students' lack of motivation to read, causing students to have difficulty reading. Third, students' lack of interest in learning and lack of parental guidance causes students to experience difficulties such as difficulty recognizing letters, not being able to read, put words together, read words and spell. Fourth, lack of parental attention. Mentoring and supervision are very important in influencing students' interest and motivation. Apart from that, the school environment also influences students' interest in

learning to read and write. Fifth, the method used by the teacher is not interesting so that students are bored and don't know enough letters and can't read syllables and there are also students who when reading omit several words.

From several inhibiting factors above, it can be seen that students' reading and writing abilities are still low. Several PISA (Program For International Student Assessment) research results state that students' reading ability in Indonesia is still low in 2018, Indonesia is ranked 72nd out of 78 countries in the world. When compared with the previous year, namely in 2015, Indonesia's position was even better, because students' reading ability in Indonesia was ranked 69th out of 76 countries. (Akbar, 2017).

Basic literacy skills also continue to be developed with the help of various learning strategies, one of which is carried out at Fathia Islamic Elementary School, Sukabumi City. This school has implemented basic literacy activities considering that learning activities in mini-style schools are not always carried out in the classroom, but once every two to three weeks students' study in the open using existing facilities, but based on interviews conducted with the deputy principal for curriculum, it was stated that basic literacy skills, especially in lower grades, are still categorized as underdeveloped or low. This problem is caused by students' lack of interest in reading.

The low literacy ability to read and write in elementary schools has caused the Ministry of Education and Culture through Ministerial Regulation Number 23 of 2013 to issue a literacy movement in schools to foster students' interest in reading. (Erfan et al., 2021).

This literacy movement involves all school officials, students and parents so that students learn to read and minimize students' low interest in reading. However, this literacy movement did not go well with the finding that some students could not recognize letters, recognize words and could not spell. This results in low reading and writing abilities in elementary schools. Apart from that, teachers' teaching methods are still conventional.

Reading ability is low and due to lack of parental attention, students are lazy to read.

Reading and writing activities are more common for children at school, so children have difficulty recognizing letters and words, have difficulty spelling, and have difficulty arranging words into sentences.(Fetra Bonita Sari, Risda Amini, 2020). The right solution to overcome low literacy skills is to carry out literacy movements in schools based on interesting learning strategies, one of which is basic literacy activities based on experiential learning.

The experiential learning method is a learning method through the formation of students' experiences. The experiential learning method provides opportunities for students to achieve success by giving students the freedom to determine what experiences they will focus on, what skills they want to improve, and from there, how they create a concept from the experiences they have experienced.(Retno Sulistyowati, 2017)

Based on the explanation above, Fathia Islamic Elementary School, Sukabumi City has implemented a basic literacy program based on experiential learning and has a schedule for each class that is included in the school curriculum, but the implementation is not optimal in its implementation, therefore the author is interested in conducting case study research related to basic literacy program based on experiential learning for learning in lower grades with the research title "Basic Literacy Program Based on Experiential Learning at Fathia Islamic Elementary School, Sukabumi City".

## **METHOD**

This research applies a case study type qualitative research design, namely research whose focus relies on general principles that are the basis for the manifestation of a phenomenon in human life, or also patterns that are analyzed from socio-cultural indications through the culture of the community in order to obtain a representation of the ongoing examples.

According to John W. Creswell in(Suryana, 2018)Qualitative research is: "Qualitative research methods are methods for describing, understanding and developing meaning by several individuals or groups whose source is social or humanitarian problems. Qualitative research efforts in the process involve efforts such as asking questions and

procedures, collecting data from specific participants, themes from specific to general which are analyzed inductively and interpreting the meaning of the data.

## **RESULTS AND DISCUSSION**

### **1. Planning for a basic literacy program based on experiential learning at Fathia Islamic Elementary School, Sukabumi City.**

In planning the implementation of the experiential learning-based literacy movement program to improve initial writing and reading skills at Fathia Islamic Elementary School, Sukabumi City, it refers to Minister of Education and Culture Regulation No. 23 of 2015 which was then developed independently by the school, because this school applies a sliced curriculum, namely the national curriculum, the natural school curriculum. and plus, programs. As stated in Minister of Education and Culture Regulation No. 23 of 2015 in(IFR Sari, 2018)The GLS program strengthens the movement to develop good character as outlined in the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Development of Good Character. One of the activities in this movement is "15 minutes of reading non-learning books before study time starts".

Therefore, the school made various breakthroughs to support the School Literacy Movement (GLS) program by creating literacy programs that were able to improve students' abilities, one of which was to improve initial reading and writing in the lower classes, so an experiential learning-based literacy program was created for students. in low class. As explained by(Hayati, 2020) One of the effective literacy education in environmental schools is one that is integrated into learning and is based on experiential learning. Experiential learning or experimental learning was born from Kolb's theory. Experimental learning involves active and purposeful processes contextualized in live or simulated 'real worlds' activities where students have the opportunity to construct and organize their own personal and professional learning.

In addition to the above planning, Fathia Islamic Elementary School carries out planning for human resources, facility resources, and funding resources as well as inter-organizational relationships as follows:

**a. Human Resources**

In human resource planning, Fathia Islamic Elementary School carries out training/training related to the implementation of the school literacy movement. As explained by (Febriani, 2017) As an effort to support the literacy movement, experts are needed who are ready to implement these activities. To form adequate human resources, this can be done first by providing and ensuring that these human resources have the skills by seeking literacy training.

**b. Facility Resources**

Based on observations made, the Fathia Islamic Elementary School in Sukabumi City has library facilities, a computer laboratory, a reading corner and a work wall. Apart from that, a literate environment was developed to support the implementation of this GLS program. Such as using stairs plastered with stickers with positive sentences, installing school walls with learning posters, wall magazines, and attaching students' work to the work walls. Apart from that, documentation studies show that students produce works in the form of drawings, clippings and illustrated stories. Apart from that, this school also utilizes the surrounding natural surrounding gajebo facilities as a place to read and study so that students are more enthusiastic about participating in learning activities.

In line with the explanation from (Rochman, 2020) Schools are places of education that are very important and effective in learning activities in transforming knowledge from teachers to students. Effective learning at school is not only obtained in the classroom but can be obtained elsewhere as additional information to increase knowledge and new references, namely in the school library, reading corner, and other facilities that support literacy activities.

**c. Funding Resources**

Funding resources for the implementation of the school literacy movement program at Fathia Islamic Elementary School, Sukabumi City come from RAPBS, DKT, and independent funds paid by parents and teachers do not receive additional honorarium from these activities because they are included in the learning section during effective teaching hours. .

**d. Inter-Organizational Relations**

The ongoing relationships are with the City Education Department, school committees, student guardian associations, and Foundation Leaders. The collaboration that exists between SD Fathia Islam and its relations is divided into two areas, namely national and religious. In the national sector, the development of the school literacy movement is based on official guidelines from the Minister of Education and Culture. Meanwhile, in the religious sector, development is carried out by foundations in accordance with the school's Islamic curriculum.

**2. Implementation of a basic literacy program based on experiential learning at Fathia Islamic Elementary School, Sukabumi City.**

**a. Habituation**

At the habituation stage, educators direct students to carry out literacy activities every day. These activities can be carried out at the beginning of learning, in the middle of learning, or at the end of learning. Educators give students the freedom to choose reading books that interest them. However, because Fathia Islamic Elementary School is a religion-based school, religious learning, namely tahsin, tahfidz and memorizing the Koran, is emphasized more.

Learning activities after praying and murojaah are continued by reading books for 15 minutes. The books read are various types of books but are more directed towards books based on knowledge and science. Educators prioritize religion-based learning. With these activities, students become familiar with literacy activities. By getting used to reading, it is hoped that it will be a gateway to new knowledge, in line with the



opinion of (CP Sari, 2018) Reading is an activity that cannot be separated from the learning process. Reading is considered an important activity because by reading a person will gain insight that is useful for increasing their intelligence, so that they are ready to face future challenges.

Supported by an explanation from (Putra: 2018) it is revealed that reading can open up a person's horizons of thought. Reading is a means of obtaining a variety of information which is currently presented in reading materials such as magazines, newspapers, knowledge books, and so on. Thus, reading is important for everyone, including elementary school students.

They are very enthusiastic in choosing reading books and reading them. Apart from reading, students also have notebooks to record important information that they read every day, guided by the teacher. The school literacy movement program is effective in directing students into the habit of reading every day. At the beginning of the lesson, start with reading for 15 minutes.

#### **b. Development**

Educators are given the freedom to carry out developments in implementing the school literacy movement. Apart from telling stories in front of the class, educators provide assistance to students in reading aloud and listening as well as taking notes aloud what the educator says. Students read books independently every day as part of the habituation stage to the next stage, namely development.

At this stage of developing the experiential learning-based literacy movement program, students do various things, such as telling stories and stories in front of the class, reading aloud, writing, memorizing dialogue texts, reading independently, and reading together and discussing. Students are enthusiastic about using the reading corner and school library.

#### **c. Learning**

This learning stage is the third level of the implementation stage of basic literacy movements based on experimental learning. At the lower elementary level learning stage,

the emphasis is on students' skills in recognizing letters, writing, reading, understanding sentences and their context, interpreting and responding to reading. Students spell letters in learning. Therefore, to support this learning, educators provide lined and checkered writing books with the aim of making it easier for students to practice chasing the letters they write. This aims to train and overcome initial reading and writing problems.

In line with the opinion of (Muammar, 2020) The types of difficulties in learning to read at the beginning of students in their research are: students have not been able to analyze letters, students have not been able to recognize letters or words globally, students have not understood the relationship between letters and sounds in words. Apart from that, Okti Liliani in her research explained that students were less able to answer questions correctly when the teacher repeated the questions or simplified the questions given, the students were able to answer the questions even though the answers they gave were not optimal.

The ability to explain the meaning of difficult words in reading is very low and cannot be mastered. The ability to retell reading content is classified as sufficient. The teacher's efforts to overcome students' difficulties in learning to read are by carrying out various exercises and assignments, group discussions, searching for material from the internet and providing interesting pictures according to the reading which has been given information on each picture so that students can easily understand the reading and can understand the meaning of the reading. the.

Learning can be developed with various methods and strategies, such as the use of media to help deliver learning material. This media can be used as a channel to provide a deeper and more memorable literacy experience. For example, educators use video media to convey material. When delivering material on the story of the Prophet Muhammad, educators use video

media and are followed by student interaction, namely singing.

The learning strategies used by educators to improve students' literacy skills vary, especially experiential learning methods. Observation results show that educators use problem solving and exploration to convey weather material. Educators read the problems and questions aloud, then students listen and write. In solving this problem, students are given the freedom to look for sources that can be used to solve the problem.

Supported by opinions from (Purwati et al., 2019) As an aspect of language skills, reading is a skill that must be mastered by everyone in addition to the other three language skills. This is because reading is a means to learn about other worlds that are desired so that humans can expand knowledge, and explore written messages. Reading is a process that is usually developed using techniques that suit the purpose of reading.

Reading aloud is the activity of reading by voicing the text you read with appropriate speech and intonation so that listeners and readers can capture the information conveyed by the author, whether in the form of the author's thoughts, feelings, attitudes or experiences.

Implementation of the basic literacy movement program based on experiential learning reaches the learning stage where students use literacy in every lesson. This is proven by the use of supportive learning strategies by educators, mentoring for students, student work results, and exploration carried out by students. Apart from that, the creation of student work such as clippings and illustrated stories is also proof that literacy activities lead to the creation of works related to learning material.

Reinforced by explanation from (Lyesmaya et al., 2020) who explained that:

*The best way to teach children in elementary school is to confront them with real-life events. This step aims to stimulate*

*students to capture and describe the moral values presented by the teacher. Teacher gives the student a behavioral example of virtue and value.*

The meaning of the above statement is The best way to teach children in elementary school is to confront them with real life events.

This step aims to stimulate students to capture and describe the moral values conveyed by the teacher. provide students with examples of benevolent behavior and meaningful values.

### **3. Supporting factors and obstacles to a basic literacy program based on experiential learning at Fathia Islamic Elementary School, Sukabumi City.**

#### **a. Evaluation**

This evaluation can be carried out in the form of formative or summative evaluation. Formative evaluation is an evaluation carried out in the middle of program implementation as a benchmark and feedback, while summative evaluation is an evaluation carried out at the end of the program to find out how far the program can be implemented. In implementing the basic literacy movement based on experiential learning at Fathia Islamic Elementary School, Sukabumi City, it uses more formative evaluation.

This evaluation is carried out by educators while the learning process is in progress, the aim is to monitor each student's progress and provide feedback to students periodically. Summative evaluation is carried out at the end of the semester with the aim of making decisions on the next steps. In line with the opinion of (Suarga, 2019) Evaluation is a very important and much needed subsystem in every education system, because evaluation can reflect how far the development or progress of educational results is. With evaluation, progress and decline in the quality of education can be identified, and with evaluation, we can identify weak points and easily find solutions to change for the better in the future.

Without evaluation, we cannot know how successful students are, and without

evaluation there will be no changes for the better. Therefore, in general, evaluation is a systemic process to determine the level of success of a program. Education and teaching evaluation is an activity process to obtain data information regarding the teaching and learning outcomes experienced by students and process or interpret them into values in the form of qualitative or quantitative data in accordance with certain standards. The results are needed to make various decisions in the field of education and teaching.

#### **b. Inhibiting and Supporting Factors**

Inhibiting and supporting factors in the implementation of the basic literacy movement of a program, of course there will be factors that are supporting or inhibiting. The following are supporting and inhibiting factors in implementing the basic Literacy Movement program at Fathia Islamic Elementary School, Sukabumi City

##### **1) Supporting factors**

There are adequate facilities and infrastructure, such as a library, reading corner, computer laboratory, projector in every class, a literate environment (work wall, achievement board, posters, positive sentences in the school area, and display of student achievement awards/trophies) that can be used as support for improving the GLS program.

Allocation of adequate funds for literacy activities. Collaboration with several organizations such as the Education Department, regional mobile libraries, student guardian associations, and school committees to increase literacy activities. There is a book charity from the school committee and student guardians' association. The use of media as a source of literacy continues to be developed. The existence of a student guardian association group as a bridge between the school and the family.

In line with the opinion of (Yuliana & Hirwanto, 2022) Students' literacy abilities are closely related to the demands of

reading skills which lead to the ability to understand information analytically, critically and reflectively and supporting factors such as adequate human resources and infrastructure. To support the success of education, one of them is students who have broad insight and knowledge. To gain broad insight through the literacy movement, the supporting factor of infrastructure is one of the things that must be taken into account because it will support the success of the program.

##### **2) Obstacle factor**

Differences in the abilities and initiatives of each human resource in developing supporting programs for the GLS program. The condition of students who get bored quickly and whose attention is easily shifted means that educators must provide encouragement for learning motivation. Implementation of literacy activity support programs that still need to be improved.

Guidelines for the school literacy movement (GLS) and derivative literacy programs must be separate so that it is easier for teachers to guide them. There is no regular monitoring from the party who has the policy. Parental support in assisting with literacy programs, especially at home, is still lacking. Reading habits have not become a priority for students. Here, many students still play while carrying out school literacy activities.

Libraries are not running well because there is no special staff to manage the library. Meanwhile, the library is a supporting factor in the school literacy movement, namely as a place to provide reading materials in the form of story books, fairy tale books, poetry collections, rhyme books, and other reading books. According to the decision of the Minister of Education and Culture Number 0103/01/1981 dated March 1 1981 in (Febriani, 2017) It is stated that the school library functions as a center for teaching and learning activities to achieve goals, a simple research center to develop students' creativity and imagination, a reading center

to increase knowledge and as a place for recreation by reading books that are entertaining.

In line with the opinion of (Nurmayuli & Zuhra, 2023) Improving the quality of human resources is continuously carried out through education inside and outside school. To achieve this goal, quality facilities and infrastructure are also needed. One strategic means of increasing human resources is the library.

## CONCLUSION

Based on the findings and discussion in the implementation of Qualitative Research, case study design in Basic Literacy Program Based on Experiential Learning at Fathia Islamic Elementary School, Sukabumi City, the following conclusions can be drawn:

1. Planning a basic literacy program based on experiential learning to improve initial reading and writing skills at Fathia Islamic Elementary School, Sukabumi City.

In planning the implementation of the experiential learning-based literacy movement program to improve initial writing and reading skills at Fathia Islamic Elementary School, Sukabumi City, it refers to Minister of Education and Culture Regulation No. 23 of 2015 which was then developed independently by the school, because this school applies a sliced curriculum, namely the national curriculum, the natural school curriculum. and plus, programs. SD Islam Fathia carries out planning for human resources, facility resources, and funding resources as well as inter-organizational relationships as follows:

- a. **Human Resources:** In human resource planning, Fathia Islamic Elementary School carries out training/training related to the implementation of the school literacy movement.
- b. **Facility Resources:** Fathia Islamic Elementary School, Sukabumi City has library facilities, computer laboratory, reading corner, gazebo and work wall. Apart from that, a literate environment was developed to support the implementation of this GLS program. Such as using stairs

plastered with stickers with positive sentences, installing school walls with learning posters, wall magazines, and attaching students' work to the work walls.

- c. **Funding Resources:** Funding resources for implementing the school literacy movement program at Fathia Islamic Elementary School, Sukabumi City come from RAPBS, DKT, and independent funds paid by the students' parents. However, there is no special honorarium for teachers for implementing the program because it is included in effective teaching hours.
2. **Implementation of a basic literacy program based on experiential learning at Fathia Islamic Elementary School, Sukabumi City.**
    - a. **Getting used to:** At the habituation stage, educators' direct students to carry out literacy activities every day. These activities can be carried out at the beginning of learning, in the middle of learning, or at the end of learning. Educators give students the freedom to choose reading books that interest them. However, because Fathia Islamic Elementary School is a religion-based school, religious learning, namely tahsin, tahfidz and memorizing the Koran, is emphasized more. As well as reading activities before learning for 15 minutes.
    - b. **Development:** Experimental learning-based literacy movement program: students do various things, such as telling stories and stories in front of the class, recognizing numbers and letters, having a literacy journal, reading aloud, writing, memorizing dialogue texts, reading independently, and reading together and discussing. Students are enthusiastic about using the reading corner and school library. Apart from that, there is a literacy gazebo which is comfortable for activities that are one with nature.
    - c. **Learning:** At the lower elementary level learning stage, the emphasis is on students' skills in recognizing letters, writing, reading, understanding sentences and their context, interpreting and responding to reading. Students spell letters in learning. Therefore, to support this learning, educators provide



lined and checkered writing books with the aim of making it easier for students to practice chasing the letters they write. This aims to train and overcome initial reading and writing problems.

### 3. Supporting factors and obstacles to a basic literacy program based on experiential learning at Fathia Islamic Elementary School, Sukabumi City.

- a. **Evaluation:** This evaluation can be carried out in the form of formative or summative evaluation. Formative evaluation is an evaluation carried out in the middle of program implementation as a benchmark and feedback, while summative evaluation is an evaluation carried out at the end of the program to find out how far the program can be implemented. In implementing the basic literacy movement based on experimental learning at Fathia Islamic Elementary School, Sukabumi City, it uses more formative evaluation.
- b. **Supporting factors** among others (1) The existence of adequate facilities and infrastructure, such as a library, reading corner, computer laboratory, projector in every class, a literate environment (work wall, achievement board, posters, positive sentences in the school area, and display of participants' awards/trophies. students) which can be used to support the improvement of the GLS program. (2) Allocation of adequate funds for literacy activities. (3) Collaboration with several organizations such as the Education Department, regional mobile libraries, student guardian associations, and school committees to increase literacy activities. (4) There is a book charity from the school committee and student guardians' association. (5) The use of media as a literacy source continues to be developed. (6) The existence of a student guardian association group as a connecting bridge between the school and the family.
- c. **Obstacle factor** among others, (1) Differences in the abilities and initiatives of each human resource, (2) The condition of students who get bored quickly and whose attention is easily shifted, (3) Guidelines for

the school literacy movement (GLS) and derivative programs from literacy have not been separated, (4) There is no regular monitoring from the parties who have policy, (5) Parental support in assisting with literacy programs, especially at home, is still lacking, (6) reading habits have not become a priority for students. Here many students still play when carrying out school literacy activities, (7) The library does not yet have experts and specialized staff in their fields.

### SUGGESTION

Based on the findings and discussion in the implementation of Qualitative Research, case study design in Basic Literacy Program Based on Experiential Learning at Fathia Islamic Elementary School, Sukabumi City, the author presents recommendations that are expected to contribute to thinking as follows:

1. Teachers should look for more references regarding strategies in developing basic literacy programs to make them more innovative and creative.
2. Schools should better facilitate teachers' needs in running the program, divide the portion of funding according to needs, and look for experts for the library.
3. Future researchers should prepare what will be needed with careful planning so that the research will be as expected, read more references, and try to establish good research relationships.

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