



STUDENT PERCEPTIONS OF THE CHILD-FRIENDLY SCHOOL CONCEPT AND SCHOOL LITERACY MOVEMENT AFFECT STUDENTS' LEARNING MOTIVATION

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ABSTRACT

This study aims to determine the influence of students' perceptions of the concept of child-friendly schools and the school literacy movement on the learning motivation of high-grade students in elementary schools. The research method used is a survey with data collection using questionnaires, while data analysis uses descriptive statistics and inferential statistics with multiple linear regression analysis as a hypothesis test. Grade V students in four public elementary schools in Cimanggis sub-district, Depok City were selected as research samples through the use of simple cluster random sampling techniques. The results showed that all regression models tested partially had calculated values of $t_{hitung} > t_{tabel}$ and significance values (Sig.) $< (\alpha = 0.05)$ which means that there is a significant influence on students' perceptions of child-friendly schools on student learning motivation and students' perceptions of school literacy movements on student learning motivation, and the regression models tested simultaneously have $F_{hitung} > F_{tabel}$ values and significance values (Sig.) $< (\alpha = 0.05)$ which This means that there is a significant influence on students' perceptions of child-friendly schools and the school literacy movement simultaneously on student learning motivation. Based on these results, the conclusions of this study are: first, students' perceptions of child-friendly schools have a significant effect on the learning motivation of grade V elementary school students; second, students' perceptions of the school literacy movement have a significant effect on the learning motivation of grade V elementary school students; third, students' perceptions of child-friendly schools and the school literacy movement simultaneously have a significant effect on the learning motivation of Grade V elementary school students.

Kata Kunci

Sekolah Ramah Anak,
Gerakan Literasi Sekolah,
Motivasi Belajar Siswa.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh persepsi siswa tentang konsep sekolah ramah anak dan gerakan literasi sekolah terhadap motivasi belajar siswa kelas tinggi di sekolah dasar. Metode penelitian yang digunakan adalah survei dengan pengumpulan data menggunakan kuesioner, sementara analisis data menggunakan statistik deskriptif dan statistik inferensial dengan analisis regresi linear berganda sebagai uji hipotesis. Siswa kelas V pada empat Sekolah Dasar Negeri di wilayah kecamatan Cimaggis, Kota Depok dipilih sebagai sampel penelitian melalui penggunaan teknik *simple cluster random sampling*. Hasil penelitian menunjukkan bahwa semua model regresi yang diuji secara parsial memiliki nilai $t_{hitung} > t_{tabel}$ dan nilai signifikansi (Sig.) $< (\alpha = 0,05)$ yang berarti terdapat pengaruh signifikan persepsi siswa tentang gerakan literasi sekolah terhadap motivasi belajar siswa dan persepsi siswa tentang gerakan literasi sekolah terhadap motivasi belajar siswa, serta model regresi yang diuji secara simultan memiliki nilai $F_{hitung} > F_{tabel}$ dan nilai signifikansi (Sig.) $< (\alpha = 0,05)$ yang berarti terdapat pengaruh signifikan persepsi siswa tentang sekolah ramah anak dan gerakan literasi sekolah secara bersamaan terhadap motivasi belajar siswa. Berdasarkan hasil tersebut, kesimpulan dari penelitian ini yaitu: pertama, persepsi siswa tentang sekolah ramah anak berpengaruh secara signifikan terhadap motivasi belajar siswa Kelas V sekolah dasar; kedua, persepsi siswa tentang gerakan literasi sekolah berpengaruh secara signifikan terhadap motivasi belajar siswa Kelas V sekolah dasar; ketiga, persepsi siswa tentang sekolah ramah anak dan gerakan literasi sekolah secara bersamaan berpengaruh signifikan terhadap motivasi belajar siswa Kelas V sekolah dasar.

INTRODUCTION

Learning motivation is important for students. This is because motivation has an important role in the learning process because it can provide stimulus, enthusiasm, and a sense of joy in students (Wahyuni et al., 2018). In addition, students' enthusiasm in learning plays an important role in acquiring their knowledge, which is an important key to their success in the future and supports the improvement of education quality (Elshareif & Mohamed, 2021). Learning motivation can be explained as internal and external drives that trigger desire, enthusiasm, and enthusiasm in learning activities to achieve certain goals (Afifah & Kunaenih, 2023).

It is important for schools to consider students' learning motivations when carrying out the learning process. Students who are strongly motivated tend to have a great deal of energy to be active in learning. Bakar (2014) revealed that student learning motivation is reflected in the choice of learning tasks, dedication of time and energy, perseverance in completing tasks, and the ability to overcome learning obstacles. Thus, student learning motivation reflects the way students deal with learning activities, so the higher the motivation, the greater the success in learning. Wardani et al. (2020) stated that learning motivation has several important aspects, namely: (1) as an encouragement to act; (2) as a determinant of the direction of action towards

the goal to be achieved; and (3) as an action selector who directs actions that must be taken consistently to achieve these goals.

However, the importance of learning motivation for students to have has not been fully achieved. Based on observations in various elementary schools in Cimanggis District, there are several challenges related to the motivation to learn of high-grade students. One of them is the low motivation of students who are influenced by the lack of effective classroom management and the use of monotonous learning methods, thus dampening students' enthusiasm for learning. Puspitarini & Hanif (2019) also revealed the same thing, that the use of monotonous learning strategies can reduce student motivation, while the absence of fresh and relevant learning materials or media can cause boredom and lack of enthusiasm. In addition, managing a classroom is not only about the physical arrangement of the classroom, but also creating a fun environment and uplifting students through the delivery of interesting learning materials (Khairunnisah et al., 2021).

In addition, from the results of observations, it is seen that lack of support from family, economic instability, the influence of gadgets and social media, as well as personal problems can be a serious distraction for students, reducing their concentration on the learning process. It should be noted that low learning motivation in elementary school students is often caused by feelings of insecurity in the school environment, due to bullying and inappropriate punishment, resulting in loss of interest in learning. Other problems such as difficulty reading and understanding texts can also cause frustration in students when faced with learning tasks. To overcome these challenges, greater efforts are needed in creating a safe and supportive school environment, as well as in developing inclusive learning methods and encouraging student motivation.

A number of studies have been conducted to explore learning motivation, literacy movements, and the concept of child-friendly schools. One of them is research by Wahyuni et al. (2018), which found the influence, both directly and indirectly, of the full day school program and the school literacy movement on learning motivation. also observed the impact of the Child Friendly School approach in increasing student learning motivation. In addition, Zulfikar et al. (2023) found that literacy movement programs have a significant influence on student learning motivation and activities in elementary schools. However, these studies have limitations such as ex post facto research types with path analysis and qualitative research with case studies. Therefore, survey research with regression analysis is needed to better understand the direct influence of the concept of child-friendly schools and the school literacy movement

on student learning motivation. This study also distinguishes itself from previous research with a more direct approach, namely by describing students' direct responses to child-friendly school policies and school literacy movements that have been implemented.

Child-friendly schools are an approach in education that aims to create a learning environment that fulfills the rights and provides protection to students while they are in school, aimed at emphasizing cleanliness, safety, friendliness, beauty, inclusivity, health, beauty, and comfort in the school environment, while reducing the possibility of discrimination (Afifah & Kunaenih, 2023; Prasetya et al., 2021). The purpose of the Child Friendly School Policy is to protect students' rights, develop their interests, talents, and potentials, and prepare them for inclusive values and cooperation that support the progress of the nation (Kholiq, 2018). Therefore, creating a supportive school environment for children is considered very important to safeguard their rights, provide comfort, and enable their potential to develop well, resulting in quality learning outcomes.

According to data from the PPA Symphony, in 2021 there were 594 reports of cases of violence against students in schools. These cases involved a total of 717 child victims, consisting of 334 male students and 383 female students (Afifah & Kunaenih, 2023). In addition, KPAI complaint data in 2022 highlights cases of sexual crimes against children, including physical and/or psychological violence, as well as cyber crimes, with a total of 2,133 cases (Sriyanti & Asbari, 2024).

In addition to the implementation of child-friendly school policies, increasing student motivation can also be achieved through the introduction of the School Literacy Movement. The School Literacy Movement is an effort from the government to improve students' literacy skills, which is considered a key element in the context of education (Widiastuti & Iriani, 2023). Literacy skills should be integrated into all aspects of learning in schools, including in curricula for all subjects. This program itself consists of three stages, namely the introduction stage, the developmental stage, and the literacy learning stage. The main goal of School Literacy Movement is to form a positive attitude in students through a culture of literacy instilled in schools, so that they become individuals who are always eager to learn throughout life (Arini et al., 2020). This program is expected to stimulate increased student motivation and enrich the dimensions of their intelligence, creativity, and critical thinking skills.

According to Nirmala (2022), the low level of literacy in elementary schools can be caused by a number of related factors, such as inadequate availability of reading materials and family economic conditions. Less varied teaching methods and lack of student involvement in

literacy activities can also be the cause of low literacy in elementary schools. Therefore, efforts to overcome the lack of interest in reading in the elementary school environment by implementing the school literacy movement (Salma & ., 2019). Efforts to improve literacy in elementary schools not only need to focus on aspects of formal education in schools, but also require support from families and communities to create an environment that supports the overall development of student literacy, which will then have an impact on student learning motivation (Marmoah & Poerwanti, Suharno, 2022).

This research is important because the results can contribute to deeper insights into the factors that influence student motivation in elementary school. In addition, this research provides a strong empirical foundation for education policy makers in designing and schools in implementing policies related to the concept of child-friendly schools and the school literacy movement. Based on the background of the problem, the formulation of the problem in this study is (1) is there an influence of students' perceptions of child-friendly schools on student learning motivation? (2) Is there any influence of students' perceptions of the school literacy movement on student learning motivation? (3) Is there any influence of students' perceptions of child-friendly schools and the school literacy movement simultaneously on student learning motivation? The aim is to analyze the influence of students' perceptions of child-friendly schools and school literacy movements with student learning motivation in elementary school high grades.

RESEARCH METHODS

This study used a quantitative approach with survey methods to collect data. The survey method is a quantitative approach used to obtain information about beliefs, opinions, characteristics, behavior through observation using interviews or questionnaires that are not in-depth, and the results of this study have a tendency to be generalized (Sugiyono, 2019). This study aims to explore the influence between variables. The variables studied consisted of 3 variables, namely: students' perceptions of child-friendly schools (X_1) and literacy movements (X_2) as independent variables, and learning motivation (Y) as dependent variables.

Participants

The population in this study is all students who are in high class of State Elementary School located in Cimanggis District, Depok City. The sampling technique uses simple cluster

random sampling, which is a sample selection technique from clusters selected in a random manner with a note that the clusters in the population must be homogeneous (Djaali, 2020). Based on this technique, the students as samples of this study were grade V students in four public elementary schools in Cimanggis District, Depok City, namely SDN Negeri Cisalak Pasar 3, SDN Curug 4, SDN Sukatani 1, and SDN Mekarasari 5.

Data Collection Techniques

Collection techniques using conservation, interviews, and non-tests using questionnaires. The questionnaires used include, student perception questionnaires about child-friendly schools, student perception questionnaires about school literacy movements, and student learning motivation questionnaires. The instrument was developed by researchers based on indicators of each variable. Before use, the questionnaire has gone through a validation process that includes construct validity. The construct validity in this study was carried out by experts (lecturers in the corresponding field), then field trials were carried out and then calculated statistically, and the results of all questionnaire items developed were valid and reliable, so that they could be used.

Data Analysis Techniques

Data analysis techniques use descriptive analysis and inferential analysis. Descriptive statistics are used to analyze data with the aim of providing detailed descriptions of the collected data, without making general conclusions or generalizing broadly, while inferential statistics are used to analyze sample data and the results are then applied or generalized to the population more broadly (Sugiyono, 2019). In inferential statistics, hypothesis testing is performed using multiple regression analysis. Before performing regression analysis, early data must be qualified with prerequisite tests which include normality test, homogeneity test, linearity test, heteroscedasticity test, multicollinearity test, and autocorrelation test.

RESULTS

The results and discussion of this study reflect relevant findings related to the relationship between students' perceptions of child-friendly schools and school literacy movements with the learning motivation of Class V students of public elementary schools in the Ciamanggis District, Depok City. Data collected from 120 student respondents, who came from several schools including SDN Cisalak Pasar 3 (30 respondents), SDN Curug 4 (30 respondents), SDN Sukatani 1 (30 respondents), and SDN Mekarasari 5 (30 respondents), involved survey methods that

produced the following findings. The results of data analysis can be categorized into two main aspects, namely descriptive statistics and inferential statistics.

Descriptive analysis is used to provide a comprehensive picture of the three variables in this study, without making conclusions or generalizations that are too deep. The results of the descriptive analysis in this study are presented in Table 1 below.

Table 1. Descriptive Statistical Analysis

Variable	N	Range	Min.	Max.	Mean	Std. Deviation	Variance
Child Friendly Schools	120	61	119	180	137.95	11.855	140.535
School Literacy Movement	120	48	88	136	112.31	10.344	106.988
Student Learning Motivation	120	60	72	132	109.06	9.947	98.946

Based on Table 1, this study explores three variables, namely students' perceptions of child-friendly schools, school literacy movements, and student learning motivation. The results showed that on the variable of students' perception of child-friendly schools, the average score reached 137,95 with a range between 119 to 180. A standard deviation of 11,86 indicates a relatively high degree of variation from the mean value. Meanwhile, the variable of student perception of the school literacy movement showed an average of 112,31 with a range of 88 to 138 and a standard deviation of 10,34, reflecting a lower level of variation compared to the child-friendly school variable. In the variable of student learning motivation, the average reached 109,06, with a range of 72 to 132 and a standard deviation of 9,95 with 120 respondents and showed valid observations in this analysis. By detailing the characteristics of each variable, the study provides a comprehensive picture of the distribution of data on students' perceptions of child-friendly schools, school literacy movements, and student learning motivation.

Before testing a hypothesis, the first step is to perform an assumption test or analysis prerequisite test. It involves several types of tests such as data normality test, homogeneity test, linearity test, heteroscedasticity test, multicollinearity test, and autocorrelation test. The purpose of this test is to ensure that the conditions required to perform a linear regression test are met. Results from the normality test can be found in Table 2 below.

Table 2. Normality Test Results Summary

Variable	Sig.	Criterion	Information
Student Learning Motivation towards Child Friendly Schools	0,200		Normal
Student Learning Motivation towards School Literacy Movement	0,200	Sig. > 0,05	Normal
Student Learning Motivation towards Child Friendly Schools and School Literacy Movement	0,200		Normal

Table 2 provides an overview of the results of normality testing for each regression model to be tested, data on student learning motivation with child-friendly schools, student learning motivation with school literacy movements, and student learning motivation with child-friendly schools along with school literacy movements showing significance values (Sig.) > 0,05 so that the data can be concluded to be normally distributed.

Furthermore, the homogeneity test to find out the data has a homogeneous variance through the *Levene Test* with the help of the SPSS program version 27 is presented in Table 3 below.

Table 3. Summary of Homogeneity Test Results

Variable	Sig.	Criterion	Information
Child Friendly Schools to Student Learning Motivation	0,053		Homogeneous
School Literacy Movement towards Student Learning Motivation	0,266	Sig. > 0,05	Homogeneous
Child Friendly Schools and School Literacy Movement towards Student Learning Motivation	0,150		Homogeneous

Table 3 shows the results of testing the homogeneity of each regression model to be tested, data on student learning motivation with child-friendly schools, student learning motivation with school literacy movements, as well as student learning motivation with child-friendly schools and school literacy movements showing significance values (Sig.) > 0,05 so that the data can be concluded to have homogeneous variances.

The next prerequisite is a linearity test to check the relationship between the independent variable and the dependent variable in the linear regression model is linear or not. The results can be seen in Table 4 below.

Table 4. Summary of Linearity Test Results

Variable	Sig.	Criterion	Information
Child Friendly Schools to Student Learning Motivation	0,889	Sig. > 0,05	Linear
School Literacy Movement towards Student Learning Motivation	0,259		

Table 4, provides an overview of the relationship between the regression model of child-friendly school variables with student learning motivation, and the variable of school literacy movement with student learning motivation shows a significance value (Sig.) of > 0,05 so that it can be concluded that both models are linear regression. Furthermore, the Heteroscedasticity test is presented in Table 5 below.

Table 5. Summary of Heteroscedasticity Test Results

Variable	Sig.	Criterion	Information
Child Friendly Schools	0,070	Sig.> 0,05	No heteroscedasticity occurs
School Literacy Movement	0,705		No heteroscedasticity occurs

Dependent variable: Student Learning Motivation

Table 5 shows the acquisition of significance values (Sig.) for child-friendly school variables and school literacy movements greater than ($\alpha = 0,05$), thus showing that the regression model in this study did not occur heteroscedasticity problems. Furthermore, the multicollinearity test with the help of the SPSS program version 27 is presented in Table 6 below.

Table 6. Summary of Multicollinearity Test Results

Variable	Tolerance	VIP
Child Friendly Schools	0,851	1,175
School Literacy Movement	0,851	1,175

Dependent variable: Student Learning Motivation

Table 6 provides an overview of the results of the multicollinearity test with the dependent variable of student learning motivation, it is known that the results of Tolerance on each independent variable are greater than 0,1 while the value of Variance Inflation Factor (VIF) is smaller than 10, so that the regression model in this study has no multicollinearity problem.

The final prerequisite is the Autocorrelation test. This is important in regression analysis because the presence of autocorrelation can lead to biased and inconsistent estimates in

regression models, thus interfering with accurate interpretation and proper decision making. A summary of the results of the autocorrelation test is presented in Table 7 below.

Table 7. Autocorrelation Test Results Summary

Variable	Durbin-Watson (d)	du	Criterion	Information
Child Friendly Schools and School Literacy Movement	0,1770	1,736	$du < d < 4-du$	No autocorrelation

Dependent variable: Student Learning Motivation

Based on Table 7, Durbin Watson (d) value of 1,770 is obtained. The value is compared to dl and du. dl is the Durbin-Watson statistics lower value, while du is the Durbin-Watson statistics upper value. The value dl = 1,668 and the value du = 1,736, K = 2 and N = 120. Thus, after being calculated and compared, a ratio of $du < d < 4-du$ ($1,736 < 1,770 < 2,264$) was obtained, so it can be concluded that there was no autocorrelation in this study.

After the prerequisite test of the analysis is met as a whole, the hypothesis test using Multiple Linear Regression is used and intended to determine the effect of student perceptions of child-friendly schools and literacy movements on the learning motivation of elementary school high grade students. The analysis used SPSS program version 27 with the results presented in Table 8 below.

Table 8. Summary of Hypothesis Test Results

Variable	b	F _{hitung}	t _{hitung}	R ²	Sig.
Child Friendly Schools	0,388		5,871		0,000
School Literacy Movement	0,259		3,419		0,000
Child Friendly Schools and School Literacy Movement		36,230		0,382	0,000

Dependent variable: Student Learning Motivation

F_{tabel} = 3,07

t_{tabel} = 1,98

The regression coefficient of the variables of student perception of child-friendly schools in Table 8 was 0,388 and students' perceptions of the school literacy movement was 0.259 with positive parameters. Based on the value of this coefficient, if there is an increase in the variable of student perception of child-friendly schools by one unit, it will cause an increase in student learning motivation by 0,388. Then the same thing will happen if there is an increase

in the variable of student perception of the school literacy movement by one unit will cause an increase in student learning motivation by 0,259.

Based on Table 8, it is known that all regression models tested partially have calculated values t_{table} and significance values (Sig.) $< (\alpha = 0,05)$, so it can be concluded that students' perceptions of child-friendly schools have a significant effect on student learning motivation, students' perceptions of school literacy movements have a significant effect on student learning motivation, and the regression models tested simultaneously have values $F_{\text{calculate}} > F_{\text{table}}$ and significance value (Sig.) $< (\alpha = 0,05)$, so it can be concluded that students' perceptions of child-friendly schools and school literacy movements simultaneously have a significant effect on student learning motivation.

In addition, the strength of the contribution given by the independent variable to the dependent variable is seen in the coefficient of determination. From Table 8, the *R Square value* of 0,382 is obtained. This shows that the variable of student perception of child-friendly schools and the school literacy movement has contributed (can explain) to the variable of student learning motivation by 38,2%. While the remaining 61,8% received contributions from other variables that were not controlled by researchers.

Discussion

Based on data analysis, research questions have been answered. First, research findings show that students' perceptions of the concept of child-friendly schools have a significant effect on student learning motivation. This result is supported by previous research that shows a positive influence of the concept on student learning motivation (Afifah & Kunaenih, 2023). According to him, creating a conducive and friendly learning environment for children makes students feel comfortable and safe in developing knowledge, which in turn increases learning motivation. This is also reinforced by the opinion of Sidik & Sobandi (2018), which affirms that a conducive learning atmosphere can improve the quality of student learning. The source of student motivation can come from a variety of factors, both internal and external. A child-friendly school is one of the external factors that can increase student learning motivation. This theory is in line with the views of Tanveer et al. (2012), which show that a clean, safe, and conducive learning environment, as well as teacher behavior and atmosphere in the classroom, can affect student learning motivation. In addition, as an external factor, the concept of child-friendly schools plays a role in influencing student learning motivation by prioritizing the principles of safe, clean, healthy, caring for the environment, and cultured education, in order

to provide protection and rights of children from all forms of adverse treatment, both in the context of formal, non-formal, and informal education (Yosada & Kurniati, 2019).

The second finding showed that students' perceptions of the school literacy movement had a significant effect on the learning motivation of elementary school high-grade students. This finding is in line with the results of a previous study conducted by Wiguna et al. (2022), which found that the application of literacy movements in schools has a positive effect on student learning motivation, especially in students with high reading difficulties. In the study, the benefits were felt by students who were involved in the program with a significant increase in learning motivation compared to those who did not follow the program. Other findings, as presented by Wahyuni et al. (2018), show that the school literacy movement program significantly affects learning motivation. In addition, research findings conducted by Ginanjar & Widayanti (2019) also support this, showing that literacy programs involving reading, writing, and speaking activities can improve students' speaking and writing skills.

The increase in student motivation after participating in the literacy movement program is caused by several factors, namely the literacy movement program provides fun and interactive activities that help increase student interest in learning and reading, and the literacy movement program helps students acquire new skills in reading, writing, and speaking, which in turn can help increase self-confidence and learning motivation (Zulfikar et al., 2023). In addition, student activity in learning activities is also a positive impact of the literacy movement program. In this program, students are familiarized to read and write by providing integrated literacy-based learning according to themes and subjects. This is also supported by the facilities and physical environment of the school that provides reading materials, thus increasing student participation in learning activities by being more active and involved in the learning process. Thus, the results of this study show that students' perceptions of the school literacy movement can provide significant benefits to their learning motivation.

The third finding showed that students' perceptions of friendly schools and the literacy movement simultaneously had a significant effect on student learning motivation. This is due to the role of child-friendly schools and the school literacy movement as two external factors that influence student learning motivation. Child-friendly schools and the school literacy movement are initiatives designed to support the learning process. Both programs contribute to creating a conducive learning environment. Through child-friendly schools, students can feel safe and comfortable while studying. While through the school literacy movement, students have the opportunity to increase interest in reading as well as develop skills such as reading,

writing, and speaking, which in turn can increase their confidence and motivation to learn. Therefore, when these two programs are applied simultaneously, they significantly affect the learning motivation of students in elementary school.

CONCLUSION

Based on the research findings, the conclusions of this study, namely: first, students' perceptions of child-friendly schools have a significant effect on student learning motivation in elementary schools; second, students' perceptions of the school literacy movement have a significant effect on students' learning motivation in elementary schools; Third, students' perceptions of child-friendly schools and the school literacy movement simultaneously have a significant effect on student learning motivation in elementary schools. These findings can be important implications for schools to be able to implement and improve the implementation of child-friendly school programs and school literacy movements to further increase student learning motivation, so as to enable a positive impact on student achievement.

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