

Increasing Students' Reading Interest Through the Sami Sabu Program at SD Negeri 1 Samudra Kulon

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ABSTRACT

The low interest in reading of students at the elementary school level is a serious challenge in efforts to improve the quality of education in Indonesia. This study aims to analyze the effectiveness of the Sami Sabu (One Week One Book) program in increasing students' interest in reading at SD Negeri 1 Samudra Kulon. Using a descriptive qualitative method with a case study approach, data was obtained through observation, interviews and documentation of 147 students and teachers involved in the program. The results showed a significant increase in reading interest indicators, such as the frequency of visits to the library, the number of books read, and student participation in literacy discussions. Supporting factors for the success of the program include active teacher involvement, freedom to choose books, a varied reading collection, and consistent student appreciation. Despite facing challenges such as limited book collections and parental involvement, the Sami Sabu program has proven effective in forming a participatory and enjoyable literacy culture. This program is recommended as an innovative model in supporting the School Literacy Movement at the elementary level.

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1. INTRODUCTION

Literacy is the ability to read and write. However, literacy growth involves more than just reading, namely speaking, listening, imagining, seeing and writing. Literacy also involves social, language and cognitive activities.¹The UNESCO Declaration also states that information literacy is related to the ability to identify, find, evaluate, effectively and organized the creation, use and exchange of information to solve various problems.² Literacy must become a culture. For this reason, literacy in schools is the hope of creating habits in all school residents through various literacy activities, such as listening, speaking, reading and writing.

This is in line with Wiedarti's opinion (2016:7) that literacy activities must be participatory and collaborative with the involvement of all school residents, including students, teachers, principals, education personnel, school supervisors, school committees, and parents/guardians of students.³ Reading interest is an

¹ Aqilla Fadia Haya and others, 'Pentingnya Penerapan Literasi Digital Dalam Meningkatkan Kreativitas Peserta Didik Di Sekolah Dasar', *TSAQOFAH*, 3.5 (2023), doi:10.58578/tsaqofah.v3i5.1491.

² M R Talan, M M J Liuban, and J S Nalenan, 'Potret Gerakan Literasi Sekolah Menengah Atas Pada Masa Pandemi Covid 19', *Jurnal Education and ...*, 10.2 (2022).

³ Ii Sujai and others, 'ANALISIS BUDAYA LITERASI DIGITAL PEMERINTAH DESA SADANANYA KECAMATAN SADANANYA KABUPATEN CIAMIS', *Dinamika : Jurnal Ilmiah Ilmu Administrasi Negara*, 9.2 (2022), doi:10.25157/dak.v9i2.8413.

important factor in improving the quality of basic education. Good reading skills not only contribute to students' academic achievement, but also shape critical thinking patterns, communication skills, and independent learning habits.⁴ The phenomenon of low student literacy in Indonesia is still a serious problem.

Based on the 2022 Programme for International Student Assessment (PISA) report, Indonesia is ranked lower in literacy skills compared to other countries. In addition, data from the National Library of the Republic of Indonesia (2023) shows that the reading interest index of the Indonesian people only reached 55.74 on a scale of 100, which indicates that literacy culture still needs to be improved. At the local level, observations in several elementary schools also show that many students are still less interested in reading books outside of required academic activities.

They tend to spend more time with gadgets than reading books.⁵ One form of School Literacy Movement to increase students' interest in reading in elementary schools is through the storytelling method. Research conducted by previous researchers⁶ explains that this activity increases students' interest in aspects of preferences, interests, attention, and involvement. The results of the study showed differences in improvement at each grade level, based on previous research that students' interest in reading varies. To overcome problems related to low student interest in reading, innovations are needed in learning that can attract students' attention in fostering reading habits from an early age.⁷

One of the innovations implemented at SD Negeri 1 Samudra Kulon is the Sami Sabu (One Week One Book) program. This program encourages students to read one book every week and share a summary of their reading in front of the class. Through this program, students are not only invited to read regularly but are also invited to understand the contents of the book and practice their speaking skills. With the Sami Sabu program, it is hoped that there will be a significant increase in students' interest in reading. Therefore, this study was conducted to determine the effectiveness of the Sami Sabu program in increasing student literacy at SD Negeri 1 Samudra Kulon and to analyze the supporting and inhibiting factors in the implementation of the program.

2. RESEARCH METHOD

The research method used in this study is a descriptive qualitative method. The purpose of qualitative research is to understand the conditions of a context by directing a detailed and in-depth description of the portrait of conditions in a natural context (natural setting), about what actually happens according to what is in the field of study.⁸ Qualitative research is research conducted with a certain setting that exists in real life (natural) with the intention of investigating and understanding the phenomenon: what happens, why does it happen, and how does it happen?⁹

The type of research in this study is using a case study, namely by exploring programs, processes, and activities of many people whose collection is carried out in depth.¹⁰ The case study in this study is to examine the Sami Sabu (One Week One Book) program and describe in depth the implementation of activities to increase students' reading interest in SD Negeri 1 Samudra Kulon and reveal supporting and inhibiting factors in its implementation. Data collection was carried out using observation, interviews and documentation. Observations were made by directly observing (observing) individual behavior and interactions in the research setting.

Interviews and documentation are conducted so that researchers obtain more data so that researchers can understand the social and cultural situation/condition through the language and expressions of the interviewees and can clarify things that are not known.¹¹ The researcher conducted observations to obtain the actual conditions in observing the reading interests of students of SD Negeri 1 Samudra Kulon, Gumelar District, Banyumas Regency, totaling 147 students.

The observations used were in the form of observation sheets consisting of several indicators for one month to determine the reading habits of each student and school community. Interviews were conducted with teachers and students involved in the "Sami Sabu" program. This interview activity was carried out for 20-30 minutes to find out the information provided. The documents collected were in the form of primary data, namely

⁴ Musfira Musfira and others, 'PENDAMPINGAN KARAKTER REMAJA MELALUI BUDAYA LITERASI SEKOLAH', *INKAMKU: Journal of Community Service*, 1.1 (2022), doi:10.47435/inkamku.v1i1.1171.

⁵ Husnul Fuadi and others, 'Analisis Faktor Penyebab Rendahnya Kemampuan Literasi Sains Peserta Didik', *Jurnal Ilmiah Profesi Pendidikan*, 5.2 (2020), doi:10.29303/jipp.v5i2.122.

⁶ Lailatul Qodriyah and Y. Suyitno, 'Improving Reading Interest With "Sapa Mentari" in Elementary School Students', 2023, doi:10.4108/eai.22-7-2023.2335637.

⁷ Annisa Pitria Indriani and others, 'Pembentukan Pojok Baca Sebagai Upaya Pengaplikasian Kegiatan Gerakan Literasi Sekolah Di SDN 6 Nagri Kaler', *Jurnal Abmas*, 22.1 (2022), doi:10.17509/abmas.v22i1.47589.

⁸ Muhammad Rijal Fadli, 'Memahami Desain Metode Penelitian Kualitatif', *HUMANIKA*, 21.1 (2021), doi:10.21831/hum.v21i1.38075.

⁹ Hani Subakti, Siska Oktaviani, and Khotim Anggraini, 'Implementasi Gerakan Literasi Sekolah Pada Masa Pandemi Covid-19 Dalam Meningkatkan Minat Baca Siswa Sekolah Dasar', *Jurnal Basicedu*, 5.4 (2021), doi:10.31004/basicedu.v5i4.1209.

¹⁰ Hasna Rafida, Samsudi Samsudi, and Mukh Doyin, 'Implementasi Gerakan Literasi Sekolah Dalam Mengembangkan Literasi Baca Tulis Siswa Sekolah Dasar', *Jurnal Basicedu*, 6.3 (2022), doi:10.31004/basicedu.v6i3.2884.

¹¹ mitha nafisatur, 'Metode Pengumpulan Data Penelitian', *METODE PENGUMPULAN DATA PENELITIAN*, 1.1 (2024).

observation sheets, interview results, and documentation. Data analysis through data reduction, data presentation, and drawing conclusions to provide interpretation and verification of the data obtained.

3. RESULTS AND DISCUSSIONS

3.1 Research Results

In order to support and make the government's program on the National Literacy Movement a success, the National Literacy Movement aims to build a culture of literacy as an implementation of the Regulation of the Minister of Education and Culture No. 23 of 2015 concerning the Development of Character.¹² SD Negeri 1 Samudra Kulon held an activity entitled Sami Sabu, which is short for One Week One Book. This program is a school innovation in order to increase students' interest in reading by requiring them to read one book a week.

This activity is designed to form consistent reading habits, improve text comprehension, and foster a culture of literacy among students. As we know, literacy education, especially for children, is an aspect that needs to be developed to form initial language and reading skills.¹³

The implementation of this program is carried out in the following stages:

- 1) Book selection, namely students are given the freedom to choose books according to their interests in the school library
- 2) Book reading, namely students read books that have been selected within one week
- 3) Reflection and presentation, namely every weekend, students tell the contents of the books they have read in small groups or in front of the class
- 4) Evaluation and reinforcement, namely the teacher provides feedback and motivation so that students continue to maintain reading habits.

The results of the observation showed that students were increasingly enthusiastic about participating in weekly reading activities. Most students showed active participation, such as enthusiastically telling the contents of the book and asking their friends about the stories they had read.

The results of interviews during the implementation of the Sami Sabu program showed an increase in students' interest in reading as seen from the following indicators:

- 1) Frequency of Visits to the Library

The data shows that the number of students visiting the library increased from an average of 10 students per day before the program was implemented to 25 students per day after the program had been running for 1 month.

- 2) Quantity of books read

Before this program was implemented, only around 20% of students read more than one book in a month. After the program was running, this number increased to 75% of students who were able to complete at least one book in a week.

- 3) Results of interviews with Teachers and Students

Students admitted that they were more motivated to read because of the reporting and presentation system in class. Teachers saw an increase in students' enthusiasm for reading activities and their ability to understand the contents of the books they read. In addition, the classroom atmosphere also became more lively with the presence of this weekly literacy activity. Students admitted that they were happy because they were allowed to choose books that they liked and felt challenged to finish their reading every week.

- 4) Results of the reading interest questionnaire analysis

To determine the impact of this program, researchers used a reading interest questionnaire before and after the program was implemented. The following are the results of the analysis:

Table 1.

Aspect	Before Program	After Program	Improvement
Students who read more than 1 book/week	20%	75%	55%
Students who like to visit the library	15%	73%	58%
Students who actively discuss book	18%	74%	56%

Table 1 above shows that the Sami Sabu program has succeeded in significantly increasing students' interest in reading. The increase in the number of visits to the library and the increase in the number of books read by students shows that the Sami Sabu program has succeeded in fostering reading habits. Based on the theory of learning motivation, student learning motivation is the psychological energy drive of students who take action to

¹² Margaretha F Narahawarin and Sri Winarsih, 'GERAKAN LITERASI SEKOLAH DI SD YPPK YOS SUDARSO KUPER SEBAGAI UPAYA MENYUKSESKAN PROGRAM GERAKAN LITERASI NASIONAL', *Musamus Journal of Language and Literature*, 1.2 (2019), doi:10.35724/mujolali.v1i2.1460.

¹³ Shomiyatun Shomiyatun, 'MENANAMKAN BUDAYA LITERASI PADA ANAK', *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah*, 1.2 (2018), doi:10.36768/abdau.v2i1.41.

master something new in the form of knowledge, skills, willingness, habits and attitudes¹⁴. In line with this theory, reading habits can increase if students are given a pleasant experience and are appreciated in the process.

In addition, this program is in line with the concept of Activity-Based Literacy which emphasizes the importance of active student involvement in reading, as stated by Guthrie & Wigfield (2000) that reading will be more effective if students are given the freedom to choose books and supported by reflection activities. The activities carried out provide an interesting and enjoyable nuance for students.¹⁵ The success of this program is supported by several things, including:

1) Commitment and support from school management

Strong leadership and full support from the Principal and school administrators are very important. Committed management ensures adequate resource allocation, both in terms of books, time, and supporting facilities, so that the program can run consistently and continuously.

2) Teacher involvement as facilitator

Teachers play a central role in the success of the program, by providing motivation, mentoring, and guidance to students. Teachers' skills in using innovative and interactive learning methods, such as book discussions, presentations, and creative assignments, increase students' interest and participation in reading activities

3) Availability of varied books.

The existence of a varied and quality book collection is one of the keys to success. By providing an interesting collection of books, appropriate for age and various genres, students have the opportunity to find topics that suit their interests, which ultimately increases their love of reading.

4) Active participation and student motivation

The success of the program is greatly influenced by the enthusiasm and active participation of students. Through reading activities that are chosen voluntarily and equipped with awards or appreciation, students become more motivated to read and explore reading materials independently.

5) Integration of the program with the school curriculum

Incorporating reading activities into daily activities and curricular lessons helps students understand the importance of literacy as part of the learning process. This integration makes the program not only an extra activity, but also supports students' overall academic development.

6) Involvement of parents and communities

Parents' support and involvement in monitoring reading activities at home and the participation of local communities (such as regional libraries and book publishers) also support the sustainability of the program. The synergy between schools and families creates an ecosystem that is conducive to the development of student literacy.

7) Use of innovative and creative learning methods

A non-monotonous learning approach, such as presenting stories through visual media, drama or interactive games, makes reading activities more enjoyable. This innovative method can increase students' interest in literacy and reduce boredom when reading.

8) Utilization of information technology

Technology integration, for example the use of digital reading applications or interactive learning media, can bridge students' needs for more modern and interesting reading. Technology also facilitates access to additional literacy information and supports distance learning when needed.

9) Create a conducive learning environment

A supportive classroom atmosphere, with a special area for reading and discussion, creates a calm and inspiring environment for students. Thus, students feel comfortable and encouraged to explore reading activities more intensively.

10) Report and presentation system.

With weekly reflection, students feel more responsible for their reading activities.

In addition to success, a program when it is going to be implemented also has challenges in its implementation, some of which are:

1) Lack of initial awareness from students.

Some students were initially less enthusiastic because they were not used to reading regularly.

2) Limited book availability.

Some students had difficulty finding books that suited their interests because the library collection was still limited.

¹⁴ M. Dzikrul Hakim Al-Ghozali and Diki Cahyo Ramadhan, 'EFEKTIVITAS PENGGUNAAN MODEL PEMBELAJARAN MAHARAH KALAM BERBASIS TEORI KONSTRUKTIVISME DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA', *DINAMIKA : Jurnal Kajian Pendidikan Dan Keislaman*, 6.1 (2021), doi:10.32764/dinamika.v6i1.1261.

¹⁵ Andri Yanto, Saleha Rodiah, and Elnovani Lusiana, 'Model Aktivitas Gerakan Literasi Berbasis Komunitas Di Sudut Baca Soreang', *Jurnal Kajian Informasi Dan Perpustakaan*, 4.1 (2016), p. 107, doi:10.24198/jkip.v4i1.11629.

3) Time constraints.

Some students found it difficult to manage reading time in the midst of school and extracurricular activities.

The results of this study provide implications that the strategy of increasing reading interest through challenge-based programs such as Sami Sabu can be an effective model to be applied in other schools. Some recommendations for improving this program in the future are

1) Increasing book variety.

Schools can collaborate with external parties such as regional libraries or publishers to enrich book collections. In addition, book procurement can also be done through BOS funds and parental donations.

2) Increasing parental participation.

Parents can be encouraged to support reading habits at home by guiding their children. It can also be done by holding family literacy seminars. Parental involvement greatly influences the consistency of students' reading interest.

3) Integration with subjects.

Teachers can link reading materials with subjects so that reading becomes more meaningful. For example, reading fable texts when learning Indonesian or picture books about the environment when learning science.

4) Differentiating reading according to Ability Level

The provision of books needs to pay attention to the diversity of students' reading abilities. Teachers can group books based on the level of difficulty (leveling book) so that each student can read according to their ability without feeling left behind or burdened.

5) Literacy training for teachers

Teachers need to receive regular training on literacy strategies, fun reading approaches, and reading interest evaluation techniques. This is important to support teachers' capacity in fostering students' reading habits in a sustainable manner.

6) Improving literacy facilities and spaces

Schools need to create comfortable, attractive and child-friendly reading spaces. Arranging an aesthetic and pleasant reading corner can increase students' interest in reading for a long time.

7) Continuous appreciation system

Giving consistent awards to students who show enthusiasm in reading can be a positive motivation. Forms of appreciation can be in the form of open praise, certificates, badges or even becoming "Class Reading Ambassadors".

8) Utilization of technology in literacy

Schools can utilize digital platforms or children's reading applications to increase the variety of literacy media. Digital books or audio books can be an interesting alternative for students who have different learning styles.

9) Structured program monitoring and evaluation

Schools need to have a clear monitoring system, such as weekly reading journals, teacher reflections, and student progress reporting. Program evaluations also need to be carried out periodically so that strategies can be adjusted to real needs in the field.

4. CONCLUSIONS

The Sami Sabu program has succeeded in increasing students' interest in reading at SD Negeri 1 Samudra Kulon, as indicated by an increase in the number of visits to the library, reading frequency, and student participation in literacy discussions.

The success of this program is supported by various supporting factors such as active teacher involvement, students' freedom to choose books, the provision of a varied reading collection, and the appreciation system implemented by the school. However, the implementation of this program also faces several challenges such as limited numbers and types of books, differences in students' reading abilities, and lack of parental involvement in supporting reading activities at home.

The Sami Sabu or One Week One Book program is a literacy innovation that not only increases students' interest in reading, but also strengthens the school's literacy culture as a whole. Therefore, this program can be used as an effective model for developing elementary school literacy, especially in supporting the School Literacy Movement (GLS).

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