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Influence of Early Childhood Programs Literacy Movement on Students' Interest and Reading Ability

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Abstract
The interest and initial reading ability of early childhood educators is still considered very low, especially in initial reading comprehension skills. This shows that the educational process in early childhood programs has not been effective in developing the competence and interest of educators in knowledge. Therefore, the school literacy movement is considered very important to be implemented in schools as a way and an effort to grow educators' interest and initial reading skills. The purpose of this study was to analyze the implementation of the school literacy program and its impact on educators' reading interests and ability. This study uses a quantitative descriptive approach with data collection tools in the form of questionnaires and initial reading ability tests given to early childhood educators as research respondents. The results showed that the implementation of the school literacy movement influenced the interest and initial reading ability of early childhood educators. The implications of this research are expected to be an evaluation in overcoming students' initial reading difficulties.

Keywords: *schools' literacy movement; reading interest; ability; early childhood*

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Introduction
In essence, most of the learning process is through initial reading. Transfer of educator knowledge is not possible only through the process of listening or transition from a early chilhood alone but must also be through initial reading. By liking initial reading, of course, educators will become a generation that is active in learning (Capodieci et al., 2020) at. Unfortunately, the initial reading interest of early childhood educators in Indonesia is still very low (Fauziah & Lestari, 2018). Literacy culture in Indonesia has not been considered an important thing, even though initial reading and other language skills such as writing and speaking will increase (Tohani et al., 2019). The low initial reading, numeracy, and science skills of early childhood educators in Indonesia have been widely revealed where the index of initial reading interest in Indonesia issued by Unesco in 2019 reached 0.001. That means, in every 1000 people there is only one person who has an interest in initial reading. Indonesian people on average read 0-1 new books every year (Hartati, 2017;Widayoko et al., 2018) . Educational practices implemented in schools have not shown the function of schools as learning organizations that seek to make all citizens skilled in initial reading to support them as lifelong learners (Prasetia et al., 2021).

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Indonesia is experiencing a literacy crisis, Indonesian people seem reluctant and don't care how important literacy culture is amid the swift currents of globalization. Whereas literacy plays an important role in the life of society with character (Numertayasa et al., 2020). The low interest in initial reading can also be seen in Indonesia's literacy ranking based on the PISA assessment, where the ranking of Indonesian educators is ranked 62 out of 70 countries in 2019. Although in 2016 they were in position 64. This means there is an increase, but this increase is not enough. significant when the implementation of the text-based 2013 curriculum has been implemented since 2013 ago (Dafit, 2017). The low literacy ability causes low interest in initial reading among early childhood educators. The low interest in initial reading resulted in the low cognitive and intellectual abilities of educators (Fettig et al., 2018). Educators tend to be more interested in using social media and games than initial reading books (Abidin, 2014;Dafit, 2017). One of the causes of educators' low interest in initial reading is the difficulty of educators in understanding initial reading and the lack of attention from the school in providing learning resources (Clark, 2010). This condition shows that the literacy ability of Indonesian educators is still relatively low and must be improved (Soleh et al, 2019; Hawa et al., 2019). This problem emphasizes that the government needs a special strategy so that initial educators' reading abilities can increase by integrating or following up school programs with activities in the family and community, which are accommodated in the literacy movement (Widayoko et al., 2018).

Literacy is inseparable from the world of education. Literacy is a means for educators to recognize, understand, and apply the knowledge they have acquired in school (Avgerinou, 2009). Literacy is also related to the lives of educators, both at home and in the surrounding environment (Bergbauer & Staden, 2018). The activities of the school literacy movement have the aim of developing a initial reading culture so that educators have a literate condition. In addition, with the implementation of the school literacy movement, educators' interest in initial reading can be increased by the learning process carried out by the early chilhood. The choice of learning model is also a determinant in growing educators' interest in initial reading. Multiliteracy learning can be carried out in tandem with the school literacy movement program (Capodieci et al., 2020). The school literacy movement was developed on nine priorities (nawacita) which are by the duties and functions of the Ministry of Education and Culture of the Republic of Indonesia, particularly the nawacita in question, namely increasing the value of life with the Indonesian people; increasing public creativity and efforts in the international market so that Indonesia can progress and develop with other Asian nations; carry out exchanges of behavior between nations; strengthen diversity and enhance Indonesia's social cooperation (Cullen et al., 2014).

The school literacy movement program in Indonesia has essentially been implemented since 2016. The implementation of this literacy program is strengthened in the Minister of Education and Culture Regulation No. 21 of 2015 concerning the movement of character building in schools. With the issuance of these regulations, the school literacy program must be implemented by educational units under the guidance of the Provincial and Regency or City Education Offices. With full authority, the Provincial and District/City Governments are very responsible for the success of the literacy movement for schools. The school literacy movement is the ability to process and understand information through various activities, including initial reading, viewing, listening, and writing or speaking (Kemendikbud, 2016). In this case, formal educational institutions including early childhood programs need to be responsible for improving the literacy culture (Delgadova, 2015). Because early childhood programs can be used as a place to improve literacy culture and is the initial foundation for higher education levels. Literacy culture can be achieved by getting used to initial reading books before starting lessons in early childhood programs (Edwards, 2014). The purpose of the school literacy movement is to develop a literacy culture in schools, increase the capacity of citizens and the school environment to be literate, make schools fun and child-friendly learning park so that school residents can manage knowledge, and maintain learning

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sustainability by presenting a variety of initial reading books and accommodating various initial reading strategies (Duran & Yalçintaş, 2015).

However, in reality, the literacy movement in Indonesia has not been implemented properly. Various contributing factors include school facilities and infrastructure that are not evenly distributed, budget and human resources as well as the readiness of the provincial and district/city governments (Fauziah & Lestari, 2018). Especially in the city of Medan, North Sumatra Province, the new school literacy movement can be implemented in 2018. This is because many early childhood programs in the city of Medan are not ready to implement the literacy movement program. Then in 2021, the literacy movement in Medan will produce as many as 25 pilot early childhood programs for the literacy movement. However, this number is considered to be not proportional in terms of 186 early childhood programs in the city of Medan. The activation of the 15-minute initial reading program in early childhood programs was also before it was effective, this was due to the lack of supporting facilities such as libraries and the availability of books in schools. Learning and literacy carried out in schools have not emphasized the higher order thinking skills (HOTS) aspects, namely high-level reasoning skills and strengthening character education (Simorangkir et al., 2021).

The school literacy movement program is an integrated movement between schools and all stakeholders in the education sector, starting from the central, provincial, district/city levels, to education units and parents of educators (Kemendikbud, 2016). In the sense that the school literacy movement is a participatory business or activity involving school members, namely educators, early chilhoods, school principals, education staff, school supervisors, school committees, parents of educators, academics, communities, and stakeholders (Guthrie et al., 2007). However, the implementation of literacy programs in schools has not fully involved all stakeholders (Bus et al., 1995) ; Pratt et al., 2022). The involvement of parents and the community is still not an important component in the success of the literacy movement by schools. In addition, the school literacy movement in the city of Medan has not been supported by proper planning and strategy by schools (Hartati, 2017). Many early chilhoods complain of a lack of motivation from the principal and the community to facilitate the implementation of the literacy movement, besides that early chilhoods also complain that the implementation time is not optimal (Mcgeown et al., 2016). The educators also complained about the effectiveness of the program implementation, the books provided were still less varied (Ortlieb et al., 2014).

The school literacy movement requires full awareness of the importance of activating a initial reading culture for educators as well as the availability of books and complete library facilities in schools. Because it is hoped that by initial reading and the availability of initial reading books and library facilities, educators can obtain more information and broader knowlede (Cullen et al., 2014). School libraries play a very important role in supporting teaching and learning activities. Therefore, the commitment and efforts of schools in improving the initial reading culture for educators need to be developed and maintained (Ortlieb et al., 2014).

The most important thing in literacy culture is the availability of initial reading books, library facilities, infrastructure, reading corner rooms, and others. So that educators' motivation and interest in initial reading at school increase and the results achieved are as expected (Yang et al., 2018;Wang et al., 2020). Therefore, the school literacy movement should be expected to have an impact on improving initial reading skills or on educators who are not yet fluent in initial reading (Guthrie, 2007). The literacy movement can motivate educators to keep trying hard in initial reading so that educators' reading skills increase and make school literacy culture and a hobby (Wibayanti et al., 2020). In line with the results of previous research Eryanti et al., (2021) The purpose of this study is to ascertain the impact of initial reading interest, reading resources, and the School Literacy Movement on initial reading comprehension abilities. This study employs a quantitative approach, multiple regression, and a descriptive methodology. 278 pupils made up the study's population. 74 educators were

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chosen at random to make up the sample. Instruments in the form of tests and questionnaires were utilized in the data collection process. The method of data analysis employed multiple regression. The findings indicated that there were three major influences on initial reading comprehension: (1) a substantial influence of the School Literacy Movement; (2) a significant influence of initial reading interest; and (3) a significant influence of initial reading material. Thus, it may be inferred that the School Literacy Movement has had a considerable impact on initial reading resources on reading comprehension while also maintaining interest. Because the school literacy movement program is an effort made to increase initial educators' reading interest and ability, it is necessary to conduct research related to the implementation of the school literacy movement and its impact on initial educators' reading interest and ability in early childhood programs.

The purpose of this study is of course to analyze the effect of implementing the school literacy movement and analyze its impact on the interest and ability to initial reading in the program for PAUD. Therefore, two things that need to be asked in this research are 1) whether there is an influence of the school literacy movement on educators' initial reading interest and ability and 2) How do schools implement the school literacy movement so that it has a positive impact on educators' interest and literacy enlightenment.

Methodology

This research is quantitative and qualitative research (mix methods) sequential explanatory type aimed at for describe by more detail and in-depth through the collection and analysis of quantitative data and followed by qualitative. A sequential explanatory design is applied with quantitative data collection and analysis in the first stage followed by qualitative data collection and analysis, with weight and priority on quantitative data (Creswell, 2015). Quantitative data collection was carried out in 25 public early childhood programs in the city of Medan-Indonesia with school accreditation status A, B and C. The first stage of data collection was to determine the research sample using the technique developed by Isaac and Michael for an error rate of 5% (Sugiyono, 2021). With a population of 4,321 early childhood, the sample of this study was determined by proportional random sampling of 322 early childhood programs.

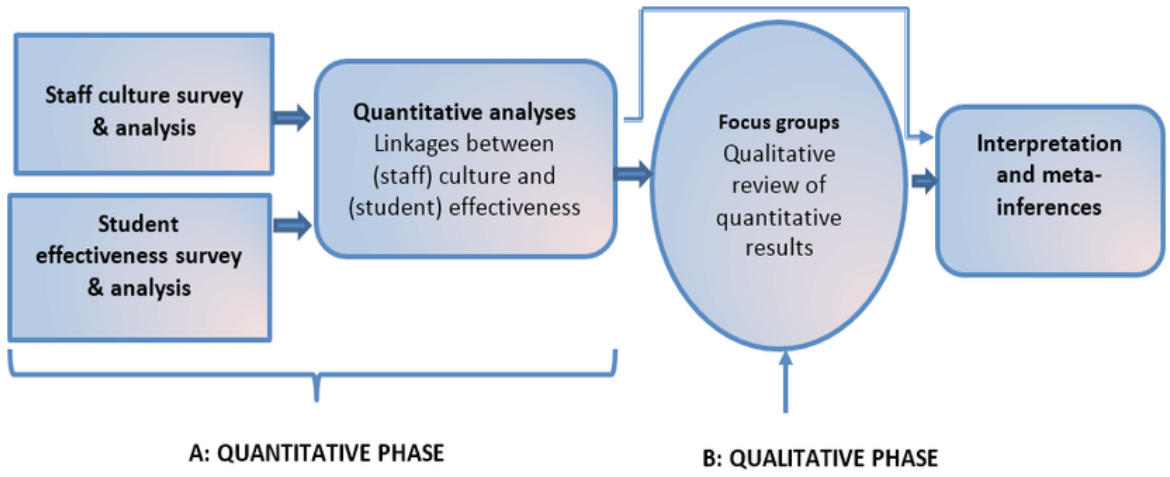

Figure 1. An Explanatory Sequential Mixed-Method Research Design

Data collection is done using an online method via google forms. This online data collection was carried out by researchers because the method was easier, cheaper and more practical. The description of the research respondents is presented in Table 1.

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Table 1. Overview of the population and research sample

School accreditation	Population (N)		Sample (N)		N
	Male	Female	Male	Female	
A	936	1.002	70	75	145
B	676	721	50	54	104
C	534	456	40	33	73
Amount	2,142	2.179	160	162	322

The next stage is the collection of qualitative data which is the second part of the collection and analysis of research data. In this section, the source of the research data is determined by purposive sampling, namely data that comes from early childhood with the criteria of having served 20 years.

The instrument used in quantitative data collection using a questionnaire which is designed in the form of a closed questionnaire. The design of quantitative data instruments aims to collect data on respondents' perceptions regarding the implementation of the literacy movement and its effect on educators' reading interest and ability. The Instrument use scale Likert with five choices (strongly agree = 5, agree = 4, quite agree = 3, disagree = 2, strongly disagree = 1). Test validity and reliability instrument study has done more previously outside the research sample. Validity instrument based on item analysis that is correlate score each item with score variable (result summation whole statement item score). On study this test validity used is Product Moment Correlation of Pearson and reliability using Alpha Cronbach with level 5% significance and declared reliable (for third instrument with mark reliability 0.873; 0.854 and 0.789). For the qualitative data collection section, it was carried out through open and in-depth interviews with research participants. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study or want to know things from respondents who are more in-depth and the number of respondents is small (Moleong, 2018; Sugiyono, 2008).

Data analysis is an activity after data from whole respondent or other data sources collected (Cresswell J & Poth C, 2018). Data analysis in this study consisted of two parts of analysis, namely quantitative data analysis and qualitative data analysis. Analysis and testing quantitative data is carried out using parametric analysis, that is testing requirements analysis on assumption such as normality, linearity, correlation and regression test using SPSS 21 application. For qualitative data analysis, the research is carried out with the stages of reducing data, presenting data, verifying or concluding. Activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated through the stages of data reduction, data display, and conclusion (Widayoko et al., 2018).

Result and Discussion

Quantitative Finding

Data trends in the implementation of the school literacy movement

Descriptive analysis related to the level of trend data on the implementation of the school literacy movement program is shown in Table 2.

Table 2. Trends in the implementation of the school literacy movement

Interval	Category	%
X 66.5	Very high	10,20
66.5 > X > 63	Tall	30,20
63 > X > 59.5	Currently	46.74
59 > X > 57	Low	12.86
X < 57	Very low	0

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Based on the data in Table 2, provides an overview of the trend in the implementation of the literacy movement in the medium category with an average data of 61.50. From the data analysis, it is known that 10.20% of educators perceive the implementation of the school literacy movement as very high; 30.20% perceived it as high; 46.74% Medium; and 12.86% low, and 0% as very low. The following are the results of the analysis of the questionnaire index values for the implementation of the literacy movement as shown in Table 3.

Table 3. the value of the questionnaire index for the implementation of the school literacy movement

No	Questionnaire Indicator	Index %	Category
1	Activity 15 minutes of reading every day (beginning, in the middle, or at the end of the lesson)	72.11	Very high
2	Visits and read books in the school library	66.32	Very high
3	Fill out a daily journal reading a book	67.27	high
4	The early childhood becomes a model in the 15-minute reading activity	68.36	Very high
5	A library with a large collection, a variety of non-study books	61.22	medium
6	There are reading corners, wall magazines, reading gardens	63.71	Medium
7	There is a collection of reading books in the classroom	56.45	Low
8	There are porters, slogans, and literacy campaigns in the school environment	64.21	high
9	Community involvement outside of school (regional library/mobile library)	58.65	Low
10	Involvement of parents and stakeholders	53.61	Low
Questionnaire index		63.19	Medium

Based on Table 3 above, the index value of 63.19% is in a moderate position. This means that respondents tend to perceive the implementation of the literacy movement program in the medium category. The highest questionnaire indicator is in the indicator "there are 15 minutes of reading activities carried out every day (at the beginning, middle or end of learning) which is 72.11%". The lowest questionnaire indicator is the indicator "involvement of parents and stakeholders" which is 53.61%.

The trend analysis of respondents' perception data on educators' reading interest is presented in Table 4.

Table 4 Tendency of educators' reading interest data

Interval	Category	%
X > 83.5	Very high	24.49
83.5> X > 80	Tall	58,78
80 > X > 75.5	Medium	10.37
75.5 > X > 70	Low	5.35
X < 70	Very low	1.01

Based on the results of the analysis in Table 4 above, illustrates that the tendency of educators' reading interest data is in the high category with an average data of 81.75. From the data analysis, it is known that 24.49% of educators perceive reading interest as very high; 58.78% of educators high; 10.37% of educators medium; and 5.35% low, and 1.01% as very low as. The following are the results of the analysis of the educators' perceived reading interest questionnaire index scores, as shown in Table 5.

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Table 5. scores of educators' reading interest index

No	Questionnaire indicator	% Index	Category
1	Enjoy reading books at school and home	83.21	high
2	Attention to reading lessons	84.52	Very high
3	Take the initiative to read before the lesson starts	82.78	High
4	Concentration in reading	72.41	Low
5	Willingness to read	78.62	medium
6	Awareness of the benefits of reading	79.54	Medium
Questionnaire index		80.18	high

Based on Table 5 above, the index value of 80.18% is in a high position. This means that respondents tend to perceive interest in reading in the high category. The highest questionnaire indicator is the indicator "attention to reading lessons" which is 84.52%. The lowest questionnaire indicator is the "concentration in reading" indicator, which is 53.61%.

Descriptive analysis related to the level of the tendency of reading ability data is presented in Table 6.

Table 6. Tendency of educators' reading ability data

Interval	Category	%
X > 70.5	Very high	22.41
70.5> X >66	High	54.49
66> X >61.5	Medium	12.37
61.5> X >56	Low	9.73
X <56	Very low	1.00

Based on the results of the analysis in Table 6 above, illustrates that the tendency of educators' reading ability data is in the high category with an average data of 68.26. From the data analysis, it is known that 22.41% of educators perceive reading ability as very high; 54.49% of educators perceive it high; 12.37% of educators perceive it as medium; and 9.73% perceive it low, and 1.0% as very low. Following are the results of the analysis of the early childhood perceived reading interest questionnaire index scores, as shown in Table 7.

Based on Table 7, the index value of 68.55% is in a high position. This means that respondents tend to perceive reading skills in the high category. The highest questionnaire indicator is the indicator "Determining the meaning of words in the context of sentences" which is 82.21%. The lowest questionnaire indicator is in the "capture some points from discourse" indicator, which is 60.11%.

Table 7. index scores of educators' reading ability

No	Reading Ability Indicator	% Index	Category
1	Determine the meaning of the word read	79.10	Very high
2	Determine the meaning of the word in the context of the sentence	82.21	Very high
3	Choose the correct sentence in the sentence	70.23	High
4	Determine the essence of the content (meaning) of a sentence	60.36	Low
5	Catch the main idea of a sentence	64.42	medium
6	Capture some points from the discourse	60.11	Low
7	Conclude a discourse	63.45	Medium
Questionnaire index		68.55	High

Testing whether there is an influence between the independent variable and the dependent variable and determining the direction of the relationship that occurs with Anova

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analysis and Pearson Product Moment correlation. The basis for making correlation decisions is if the value of Sig > 0.05, then Ho is accepted. But if Sig < 0.05, then Ho is rejected. The results of the research hypothesis test can be seen in Table 8.

Table 8. Anova Test

Model	SS	df	MS	F	Sig
Regression	2059,726	1	2059,726	39,267	,000
Residual	16838,527	321	52.456		
Total	18898,253	322			

Based on Table 8 above, the calculated F value is 39.267 with <0.05. This shows that the F value on the variable of reading interest is significant. Thus, the results of the statistical test also provide a - count value of 10.392 with <0.05, this indicates that the t-value of the variable of interest in reading is significant. The results of data analysis showed that there was an effect of the school literacy movement on educators' reading interest of 0,452 or (R^2) of 0,332 or 33,2% . This means that the better the implementation of the school literacy movement, the higher the educators' reading interest.

Testing whether there is an effect between the implementation of the literacy movement with reading skills and determining the direction of the relationship that occurs with Anova analysis and Pearson Product Moment correlation. The basis for making correlation decisions is if the value of Sig > 0.05, then Ho is accepted. But if Sig < 0.05, then Ho is rejected. The results of the research hypothesis testing can be seen in Table 9.

Table 9. Anova Test

Model	SS	df	MS	F	Sig
Regression	1331,494	1	1331,494	23,091	,001
Residual	18475.007	321	57,664		
Total	19806,500	322			

Based on Table 9 above, the calculated F value is 23.091 with <0.05. This shows that the value of F on the variable of educators' reading ability is significant. That's the statistical test that produces a t - count value of 11.041. This shows that the value of t on the variable reading ability is significant. The results of data analysis give the result that there is an influence of school literacy movement on educators' reading ability of 0,515 or (R^2) of 0,421 or 42,1 %. This means that the better the implementation of the school literacy movement, the higher the educators' reading ability.

The findings of this qualitative data explain how schools implement literacy movements and early chilhoods' perceptions of school literacy movements that have a positive impact on educators' reading interest and ability. The results of data analysis obtained consistent information across all participants that schools would be successful in the literacy movement and effective for increasing educators' reading interest and ability, if five important implementations were carried out namely (1) providing training for early chilhoods, (2) building a culture reading, (3) completing reading facilities and media, and (4) involving parents of educators.

Training and coaching. Training for early chilhoods and coaching for educators are very important components in implementing the school literacy movement. Literacy will be effective if early chilhoods are given training, namely training through early chilhood working groups and subject early chilhood consultations. The role of early chilhood working groups in the success of the school literacy movement is very significant, through this MGMP schools carry out planning, implementation and evaluation. In addition to training for early chilhoods, literacy development for educators is also very important. Educators must be guided and fostered by early chilhoods in literacy. This means that early chilhoods must become literacy

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models for their educators. The following is an explanation of the respondents who represent these findings.

> *"...the success of school literacy is a major contribution from the early chilhood working group and subject early chilhood consultations ...the role of these early chilhood working groups makes an important contribution in the formulation and preparation of the school literacy movement program, the plans and program formulations are prepared and then developed by schools and formulated in school activity plans for the short, medium and long term. Besides that, success is also supported by the guidance of good educators by early chilhoods and schools, so that early chilhoods are obliged to become literacy models for educators"* (P1-KD1).

Reading culture. The culture of reading is highly emphasized in schools. Schools have developed and built a literacy culture through the habit of reading 15 minutes before class starts, visits to the library, literacy assignments during learning and at home. The reading habit built by this school is considered effective for educators' interest and reading ability.

> " *Reading habituation activities through the obligation of educators to read textbooks for 15 minutes before studying in class or during class learning, reading non-textual textbooks as many as 6 books a week, developing interest in reading to improve literacy skills, also by requiring educators to make visits to the library. school 3 times a week, developing extra-curricular creative activities and wall magazines, writing competitions, and poetry"* (P4-KD7).

Complements reading facilities. The respondents explained that complete and adequate reading facilities and media are very important for the success of the school literacy movement. The availability of books in libraries, reading corners and online reading resources is a priority in schools to continue to be improved. However, not all schools have literacy facilities and support capacity due to limitations so that schools carry out various program variations according to school needs.

> "*The number and availability of books, reading room facilities, media and foster-forter must be fulfilled to support school literacy....but there are still many schools with the availability of reading books and the limited number of early chilhoods so that there are variations in their implementation*" (P7- KD13).

Parental involvement. All respondents stated that the support and involvement of parents is very effective for achieving school literacy goals. The involvement of anyone is an indicator of success, including government support. This parental support is in the form of material and moral support. The following is one of the results of the interview.

> " *The success of schools is also very dependent on the involvement of parents and school stakeholders,...we put our hope in them, without the involvement of parents the literacy program will not mean anything...* " (P8-KD17)

Discussion

The results of this study indicate that the implementation of the literacy movement influences educators' reading interests and ability. Other findings explain that there is a significant relationship between the implementation of the literacy movement and the use of school libraries with learning success (Rini et al., 2020;Widayoko et al., 2018). The use of the school library, and interest in reading, have an impact on educator success. Thus, literacy culture and reading ability have an impact on educator learning success (Duran & Yalçintaş, 2015). Other research also describes literacy programs, educators will be able to enrich texts by reading books and courses, thereby developing the ability to understand texts and relate

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them to personal experiences, think critically, and handle communication skills creatively (Yang et al., 2018). With the ability to understand and respond to textbooks, educators will be able to enrich their vocabulary, gain knowledge and improve their intelligence. The level of mastery of knowledge or skills developed in these subjects is generally evidenced in the form of test results or assessments given by the early chilhood (Delgadova, 2015).

Increasing educators' reading interest needs strategies to teach reading and writing (Rogiers et al., 2020). Through other methods and methods, they can effectively plan courses, diversify the teaching process, promote literacy, motivation, and knowledge acquisition and contribute to the formation of various abilities (Bergbauer & Staden, 2018). The school literacy campaign aims to make schools a community with a high level of commitment, a high reading culture, and comprehensive writing skills (Merga, 2020). To achieve this goal, literacy campaign action plans in schools can be carried out (Kalida, Muhsin & Mursyid, 2014). Literacy culture is carried out through two systems, namely, (1) reading books for 15 minutes, before class, (2) conducting literacy activities at the beginning of learning, for 15 minutes.

Teale et al (2018) early literacy research from 2006 to 2015: A decade of quantifiable improvement The findings describe trends of publishing early literacy research in academic publications, themes studied, ages of children studied, features of the populations studied, and early literacy research strategies. Furthermore, qualitative analyses report on the research content and trends for a sample of studies in each of the seven facets of early literacy research: phonics, phonological awareness, reading fluency, vocabulary, reading comprehension, writing, and digital literacies, as well as the umbrella terms emergent literacy/early literacy/beginning reading. Lian (2020), The Impact of School Literacy Movement and Reading Habit on Student Achievement, state The findings revealed that 1) the school literacy movement has a significant influence on student achievement; 2) the reading habit has a significant influence on student learning achievement; and 3) the school literacy movement and the reading habit together have a significant influence on student learning achievement. Ana (2020), The Influence of the School Literacy Movement on Elementary School Students' Reading Interest Through the Use of Reading Angles, state The results returned a t_{count} value of 5.498, but t table is known to be 1.987, hence 5.498 > 1.987. So, with a coefficient of determination of 25.4%, it can be inferred that the School Literacy Movement has a considerable influence on the reading interest of children at SDN Kendalrejo 01

The findings of previous research explain that there is a significant effect between the implementation of the school literacy movement and the increase in educators' reading interest, the better the implementation of the school literacy movement, the more positive the increase in educators' reading interest (Ramandanu, 2019). The school literacy movement is a social movement with the collaborative support of various elements. Efforts are taken to make it happen in the form of habituation to reading educators. This habituation is carried out with a 15-minute reading activity (the early chilhood reads a book and the school community reads silently, which is adjusted to the context or school target (Yuswanto, 2018). When the habit of reading is formed, it will then be directed to the development and learning stages (Numertayasa et al., 2020). The advantages of the school literacy movement are being able to increase educators' vocabulary; optimizing educators' brain performance because it is often used for reading and writing activities; educators get various new insights and information; educators' interpersonal skills will be better, and their abilities educators in understanding the meaning of information will increase (Butar-butar et al., 2019).

The habit of reading educators at school will certainly have a positive impact on increasing educators' reading interest (Ramandanu, 2019). Reading interest is a strong desire and willingness to always read at every opportunity or always looking for opportunities to read to increase knowledge. Characteristics of educators who have a high reading interest include always using their free time to read, and doing reading activities with pleasure (Rogiers et al., 2020);(Sharma et al., 2021). Maintenance of reading interest needs to be done continuously by always trying to improve reading skills adequately (Bressler & Bodzin,

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2013;Capio et al., 2022). Efforts that can encourage educators' motivation to read and improve reading skills through the school literacy movement (Ahmada et al., 2021;Sumarni & Kuswardani, 2019;Widayoko et al., 2018).

Conclusion

The results of this study conclude that the implementation of the literacy movement has an impact on the reading interest and reading ability of early childhood programs educators. Where the implementation of the school literacy movement program influences the reading ability of early childhood programs educators by 0.259 or 25.9%. While the effect of the implementation of the school literacy movement program on the reading ability of early childhood programs educators is 0.259 or 25.9%. Based on the results of this study, shows that the implementation of the school literacy movement has an impact on changes in educators' requests and abilities in reading. The school literacy movement can increase educators' interest and enthusiasm for reading, thus educators' reading abilities are very diverse. The reading culture in schools is carried out through 15 minutes of reading and reading in the reading corner. Educators' interest in reading can be seen from the pleasure of educators in reading and not feeling burdened in reading activities. The success of the school literacy movement is strongly supported by four important implementations (1) providing training for early chilhoods and coaching for educators, (2) reading culture for educators, (3) completing reading facilities and media, and (4) involving parents of educators.

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