

Literacy Culture Assistance on Children Through Rumah Belajar Ilalang in Tahunan, Jepara

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ABSTRACT

Reading is a culture that is almost degraded nowadays; even the culture of reading through books has become extinct, replaced by watching gadgets. The revitalization of literacy culture is certainly not easy in the midst of rapidly developing technology. TBM (Community Reading Park) Weed Learning House (RBI) bridges the literacy revitalization process for children in Tahunan, Jepara. The research was carried out through participatory service involving students of UIN Walisongo who were gathered in the Programmed Initiative KKN Mandiri program as a form of student anxiety about the decline in children's interest in reading. The mentoring activities resulted in the realization of reading culture assistance for children through the active RBI TBM by holding Mbelik Mili, Friday Familiar, and Sunday reading. In addition, efforts to improve literacy culture have resulted in the continuous development of RBI assistance because there is an interest in literacy in children by creating a reading culture, continuous development of mentoring in RBI through the government and stakeholders in Jepara, the need for the development of adequate facilities in TBM RBI, the need for stakeholder support holders in the community.

Keywords: Reading, literation, Rumah Belajar Ilalang, public reading corner

ABSTRAK

Membaca adalah budaya yang hampir terdegradasi saat ini; bahkan budaya membaca buku sudah punah, tergantikan dengan menonton gadget. Revitalisasi budaya literasi tentunya tidak mudah di tengah pesatnya perkembangan teknologi. TBM (Taman Baca Masyarakat) Rumah Belajar Gulma (RBI) menjembatani proses revitalisasi literasi bagi anak-anak di Tahunan, Jepara. Penelitian dilakukan melalui pengabdian partisipatif yang melibatkan mahasiswa UIN Walisongo yang tergabung dalam program Programmed Initiative KKN Mandiri sebagai bentuk kecemasan mahasiswa terhadap menurunnya minat baca anak. Kegiatan pendampingan tersebut

menghasilkan terwujudnya pendampingan budaya baca bagi anak-anak melalui RBI TBM aktif dengan mengadakan Mbelik Mili, Jumat Akrab, dan Bacaan Minggu. Selain itu, upaya peningkatan budaya literasi membuahkan hasil pendampingan RBI yang terus berkembang karena adanya minat literasi pada anak dengan menciptakan budaya baca, pembinaan berkelanjutan dalam pendampingan RBI melalui pemerintah dan pemangku kepentingan di Jepara, perlunya berkembangnya fasilitas yang memadai di TBM RBI, perlu adanya dukungan pemangku kepentingan di masyarakat.

Kata kunci: *Membaca, literasi, Rumah Belajar Ilalang, pojok baca umum*

1. INTRODUCTION

Book is a window to the world. It has always been a guideline in opening up knowledge by building a literacy culture in the community. Books as material for reading will provide broad knowledge and experience to the readers. Unfortunately, this reading culture has not received a positive response from the existing literacy movement. It is evidenced by data from UNESCO, which states that the reading interest of the Indonesian people is only 0.001%. It means that out of 1,000 Indonesians, only 1-2 people are diligent in reading. Even this data is considered a disappointing number in the sense that there is still a lack of reading culture among Indonesians. (Konde,2020) In addition, data from the digital marketing research institute Emarketer shows that Indonesians tend to be more active social media users than good book readers. (Kominfo, 2021) So the meaning of reading culture is not only reading what is in front of us but also related to understanding what is read.

Some researchers in the country have conducted several studies on reading culture. Irhandyaningsih explained that the procurement of a collection of reading books for early childhood in non-formal and formal education needs to be done, besides the culture of reading in early childhood needs to be emphasized, considering that they are the embryo of the next generation. (Irhandyaningsih, 2019) It is also emphasized by Alinda that explains the cultivation of literacy culture must be emphasized in the golden age, where children experience rapid development and growth so that it will become a habit when they grow up (Aulinda, 2020) In addition, Tahmidaten & Krismanto mention that necessary to make efforts to grow the nation's reading culture and power by reformulating the paradigm of learning to read, not only through language subjects (Indonesian and English) but to develop a reading learning model for all subjects. Cultural literacy assistance is still needed in this village community, where people who have good literacy habits will tend to be able to acquire scientific abilities that support them in every activity they carry out (Tahmidaten dan Krismanto, 2020).

Jepara is a strategic industrial city where the coastal city is close to home industries. Judging from its strategic position, the sub-district at the center of the city of Jepara is annual. The annual population is 96,535, which is the largest population in Jepara (BPS, 2017) As an industrial center, the strategic position of the city of Jepara is very strategic as an urban city where students and workers are in the center of this city. However, conditions are not synchronized in terms of literacy

culture, where conditions are very minimal. The data proved that children's interest in reading in Jepara is still less than 1%. (Jawapos, 2019) Conversely, the proportion to the existing conditions, where the library facilities in Jepara are qualified, is not balanced with the student's interest in reading which is still minimal. So basic assistance is needed in re-growing interest in reading for Jepara students.

The culture of reading is very important in cultivating an attitude of literacy, starting from an early age. Unfortunately, literacy culture has been degraded where there is a lack of awareness of parents to guide and parental awareness of books; even some TPA and Kindergartens are still lacking in book collections. (Irhandayaningsih, 2019) In addition, if we look at that reading culture is the main capital in learning, it can be used as a form of character strengthening through literacy (Rohman, 2017) Literacy skills in learning are important in the development of technology which continues to flow rapidly in the midst of digitalization, and reading literacy is important to study.

The word culture in English is called the term "culture" which comes from the Latin "colere" which means to cultivate or work (Sumarto, 2019). The word culture from Sanskrit is buddhayah which means everything that has to do with human reason and mind. Literally, culture is a way of life owned by a group of people that is passed down from generation to generation to the next generation (Nurchaili). According to Geertz, culture is a symbol in which there is a pattern of conception and meaning passed down from generation to generation as a means of communicating, preserving, and developing knowledge about attitudes in life (Arifin, 2015). The term culture can be interpreted as a totality according to patterns of behavior, arts, beliefs, institutions & all other products according to human works and thoughts that characterize the conditions of a society or population that are transmitted together (Sumarto, 2019).

The word literacy can be interpreted as "literacy" or the ability to read and write. According to Besnier, literacy is communication through a thesis read visually, not through the auditory channel and signs. Broadly, according to Abidin, literacy is "a tool that can be used to obtain and communicate information." (Arifin, 2018). Literacy is more than "the capacity of individuals to process written coverage of everyday life." However, literacy is further classified into three forms of text that students at school generally encounter and in everyday life. Among others, literacy examines three main things, namely: (1) narrative prose; (2) expository prose; & (3) documents. (Taufina, 2018).

Meanwhile, according to and mentions, contemporary literacy is defined as a person's ability to utilize written or printed information to develop knowledge to benefit the wider community. In this discussion, literacy is more related to reading and writing concepts. Therefore, the literacy culture referred to in this paper is more reading and writing culture. Broadly speaking, literacy culture is a foundation in the development of science in which it emphasizes symbolic functions and aspects of precision in the language of science. (Suwandi, 2019).

Efforts to develop a literacy culture have been carried out, which are stated in Permendiknas Number 22 of 2006 concerning this standard. It is emphasized that at the end of education in SD/MI, students have read at least nine literary and non-literary and literary books; at the end of education in SMP/MTs, students have read at least 15 literary and non-literary books; and at the end of education in SMA/MA, students can read at least 15 literary and non-literary books.

Literacy refers to reading or writing activities or the ability to read and write. If that's the meaning, it seems that the discussion about the theme is a momentum that has passed or can be considered finished. Don't we all know that language has a function as a container, at the same time developing culture, language as a means of understanding the results of human thought and feeling contained in texts, text and at the same time a means of expressing and disseminating the thoughts and feelings of a person or group of people to others through texts as well.

In addition to the inadequate availability of books in Indonesia, the government also faces low motivation to read among students. The information technology era causes this condition. Students are required to have the ability to read in the sense of understanding texts analytically, critically, and reflectively. Meanwhile, the global community is required to be able to face technological advances and renewability. It is necessary to instill awareness of the importance of information literacy, namely the ability to search for, understand, evaluate critically, and manage information into useful knowledge for personal and social development (Suwandi, 2019).

The factor that supports reading habits is reading interest. Concerning reading interest, many have written about it in various print and online mass media. They are also often discussed in seminar forums, symposia, and other scientific discussions, but this topic is still very interesting to discuss (Suwandi, 2019). It is caused by the increase in people's interest in reading is still running until now in place even though here and the government has made their efforts with the assistance of certain parties who are closely related to people's reading interest, such as teachers, librarians, writers, and media. The era and movement of the love of books. If you look closely at the publications of magazines and newspapers, the number of names/titles has increased sharply in the last ten years.

Regarding reading interest, Ahuja formulated eight reasons why someone reads. The reasons are as follows: (1) to laugh; (2) to relive everyday experiences; (3) to enjoy emotional life with others; (4) to satisfy curiosity, especially about why people do things the way they do; (5) to enjoy a dramatic situation as if experiencing it yourself; (6) to obtain information about the world we live in; (7) to feel the presence of people and enjoy places we have never seen; and (8) to find out how smart we guess and solve problems from the author (Suwandi, 2019).

Literacy culture is not easy because it requires awareness and enthusiasm to build a change. Reading literacy is not just an ordinary reading activity but an activity that can build culture itself. Literacy activities refer to a person's basic ability to read and write. So far, the strategy used to improve these skills is to foster interest in reading and writing. Reading literacy culture produces two benefits: building interest in reading and building reading activities themselves. Reading activities is the same as holding the whole world because when someone reads, it can access information from all over the world.

Interest in the KBBI (2016) means a high heart tendency towards something with passion or enthusiasm. Reading is one of the language skills that is closely related to the needs of human life. As a basic skill that everyone has, reading supports other basic human abilities, namely writing and speaking. This indicates that a high reading interest will also increase the ability to write or speak to a person.

According to Mansyur (2018), reading interest is a strong level of pleasure because of the urge that arises in a person to do everything related to reading activities to obtain information, as well as

causing pleasure and benefit for him. Reading interest arises in a person because of the encouragement from each of them. However, the environment is also a major factor in the growth of one's interest in reading, so to increase it, it is necessary to have an awareness of each individual and a supportive environment (Mansur, TT). There are several factors in increasing interest in reading.

Improvement of facilities and infrastructure

Facilities and infrastructure related to the availability of reading materials/books and locations/places are comfortable for reading. In various research results, reading activities for children and adolescents are greatly influenced by the availability of books or reading materials. According to Gray (1980) and Morrow (1998), cited by Diem (2000), access to reading materials has been able to add to the treasures of knowledge which ultimately gives birth to children and adolescents who have a high appearance in various achievements in the field of science in their respective schools (Bangsawan, 2018).

The availability of books and also the availability of a comfortable place to read will provide an attraction for those who want to start cultivating an interest in reading. The availability of interesting books such as illustrated story books that are most in-demand by children will make them more interested in reading them. A library's source of knowledge is also very important because its existence has many benefits. Apart from being a place to provide book collections, the library also functions as an information management institution and source of information. This library will provide long-term changes, such as encouraging the creation of a literacy culture in society.

Giving awards to those who care about reading

Awards can be given in any form. It is done as a form of appreciation to people who care and are interested in reading. Concerning the movement to foster a culture of literacy, the slightest form of appreciation given will be feedback obtained for the people who participate in enlivening this movement. It also applies to children and adolescents who like to read. So that what they have done will also give a good impression for their consistency in reading because of the stimulation to do so.

Giving motivation/encouraging to read

Reading books is an individual activity. Even so, reading activities can be developed into activities that involve many people. The existence of motivation and encouragement from within the individual is what makes this activity carried out. Therefore, the development of a reading culture must be complemented by the personal efforts of each individual to read. Motivation and encouragement in reading are often caused by the habit of reading starting to be ignited and examples from the family environment. If in a family there is no role model in reading and loving a book, the love of reading in the children will be difficult to thrive if there is no love for books in the family and will be worse if the lack of examples is obtained. From formal education, maybe the love of readers will not be transmitted in the family.

Spread the love of reading

Spreading the love for reading activities to those around us can be a step in a growing interest in reading, especially in children. Children can be influenced and motivated to participate in reading

by transmitting a love of reading. It is like a regular campaign, so people are always reminded, encouraged, invited, or even forced to read books.

Building a positive community

The community around them likes reading, and a generation that likes to read will also be awakened. Maharani explains that reading interest is not automatically owned by a child but must be formed. It needs cooperation between parents, schools, and the community to support and seek quality reading books for children. (Maharani dan Sukartiningsih, 2017).

Parenting styles provide great support in this situation. The results of Khairuddin's research in 2013 explain that the parenting pattern of parents to children is a determining factor for reading interest. One of the factors that influence reading interest is family. In general, parents with a low level of education and a poor economy have a great potential to lower their children's interest in reading. Families who have the habit and love of reading will have a big influence on children's reading interest (Maharani dan Sukartiningsih, 2017). Parents, as the person in charge at home, should participate in inviting children to start building a joint commitment in getting used to reading activities every day. Suppose the habit of reading culture has grown in children. In that case, it does not mean that parents do not participate in this literacy movement, but that parents also get used to expressing their ideas orally or in writing and making books as friends in the family. So that this habit continues to be consistent, as a parent, you can do things such as always trying to bring a book wherever you go, taking a few minutes to invite your children to read, making a special schedule for reading, and you can also get your child to learn to read fast.

2. METHOD

The research conducted by the author uses descriptive qualitative research where the researcher tries to explain related to the process of fostering cultural literacy in children carried out by Rumah Belajar Ilalang (RBI) in Jepara. In this case, the collection process is carried out using a combination of inductive data analysis carried out so that there is an emphasis on the meaning of the generalizations found (Sugiyono, 2011). The data include interviews with RBI managers and children joining the RBI community. Placement of researchers as instruments resulting from data collection observations, interviews, and documentation. Data analysis techniques are carried out by collecting, reducing, presenting, and drawing conclusions. This research takes place in the Tahunan sub-district, Jepara.

This study has the main problem of fostering literacy culture in children carried out by Rumah Belajar Ilalang (RBI) in Jepara. It is from the observed phenomenon is the activity of Rumah Belajar Ilalang (RBI) in Jepara related to efforts to assist reading interest to improve literacy culture in children in Jepara and minimize gadget dependence by revitalizing literacy interests in children.

3. RESULTS AND DISCUSSION

Restoring interest in reading in children can certainly be done in many ways, either through formal, non-formal institutions or parenting. However, the problem of decreasing interest in reading in children in the village requires assistance because there are still many parents in the village who think that growing interest in reading in children is not important. One of the

assistances to increase reading interest in children is through informal institutions such as reading houses or what is familiarly called TBM (Taman Bacaan Masyarakat).

One of the TBM that seeks to provide assistance to increase interest in reading in children is the Weeds Learning House located in Tahunan District, Jepara Regency. Rumah Belajar Ilalang is a learning house founded by Den Hasan since 2011. It is called Ilalang or weeds because it has a philosophical meaning where many people still think that weeds are useless outdoor grass, pests, destroyers of the landscape in the yard and are used for animal feed. In fact, weeds can also be interpreted in a positive way where weeds or reeds are grass that is strong, friendly, humble, persistent and is one of God's most beautiful creations.

Implementing literacy assistance for children by the weeds learning house is complete with supporting the activity program. The facilities are owned by the Ilalang reading house, such as a hall used for activities, and inside there are bookshelves with various types of books such as history, dictionaries, magazines, children's and adult books, and other types of books. In addition, the thatch study house is also equipped with various facilities such as chairs, tables, mats, stationery, printers, audio sound, projectors, plug-in screens, and tools and materials used to run programs such as paint, canvas, paper, colored pencils. Of the various facilities in the Ilalang learning house, it can be used to support programs such as Mbelik Mili, Jumat Akrab, and Minggu-membaca to improve literacy culture in children in Kceapi village. The activities referred to are as follows.

Literacy Assistance through Programs Mbelik Mili

The Mbelik Mili program is a program that is held once a month at the RBI hall stage. In this program, children are invited to engage in discussion and dialogue activities by discussing interesting topics. This program can certainly increase literacy interest in children because the assistance provided is packaged in an attractive way for children. In addition, this program can also be used as a space of appreciation for children who want to perform or show work presentations.

Mentoring for mbelik mili activities usually focuses on action activities from school or follow-up activities that involve children. Mbelik mili is also commonly used in group counseling programs, where children are usually asked to share their concerns. In this case, the children were allowed to tell their complaints directly, accompanied by input from the UIN KKN team from the BPI department. The complaints experienced by the children of the RBI community are the boredom of undergoing online school. So the opportunity to gather and be with other children is limited. On this occasion, the UIN Walisongo Community Service Team implemented group counseling for children and even provided input on play therapy methods. It can be used as relaxation for children who tend to experience boredom, feel revived in learning, and have a passion for reading.

On this literacy mentoring opportunity, appreciation in this mbelik mili activity is usually by presenting speakers in their fields. On this occasion, friends from KKN UIN Walisongo and FITK also participated in implementing the mbelik mili activity by providing intensive tutoring for children at RBI.

Literacy Assistance through Programs Jumat Akrab

Friday activities are usually done with a break for children. The majority of children who study in Madrasah use this time for activities at RBI. Close Friday activities are carried out through the implementation of learning and playing with various techniques. As for this intimate Friday activity, by inviting children to be invited to do art, skills, and direct learning activities such as painting,

cooking, dancing, drawing, playing in the fields or other activities that invite children to learn directly.

Painting activities carried out are usually accompanied by storytelling and sharing activities related to painting activities. Painting God's creations in the form of nature, plants and things on earth. At the same time, activities were also carried out to invite children to play in the fields to get to know the existing conditions. This activity is usually preceded by reading a book about the existing animals, or the natural conditions in the vicinity, then direct practice to the children who are involved in the RBI community.

Friday's activities focus on intense communication with children who are members of the RBI community. In this case, the emotional bond between the KKN team and the RBI children was intertwined with the activities together. This blessed Friday action is usually outside the RBI TBM area. This is because so that the children do not feel bored in the implementation of the literacy culture carried out in the activities of the UIN KKN Team. The implementation of the activity remains on the health protocol, where during the implementation of this activity, there is still a covid virus around. With this activity, the children felt happy and lost tired because it was helped by activities outside the school's online activities.



Picture 1. Literacy assistance through fairy tales and origami

Literacy Assistance through Programs Minggu Membaca

In an effort to increase literacy in children, there is the Minggu membaca program where this program is a program which aims to invite children to be more familiar with books so that they can increase their interest in reading in children. In addition, in this program, children are also trained to tell stories, write and play together. So, in this program, usually, the Ilalang learning house also opens stalls in public places such as in the square or other public places to invite or increase literacy interest in children more broadly.

This reading week is accompanied by reading fairy tales with the children so that their imaginations develop. Before the storytelling is done, first, the UIN KKN team provides examples of good storytelling for children, the type of exemplary fairy tales that can be read. Then the children who are members of the RBI community will be given a turn to read fairy tales one by one and asked to appear in the event. In this case, the implementation of this reading week was guided by

the head of the RBI and the KKN team. At the end of the session, prizes will be given in the form of praise, even prizes made by the KKN team.



Picture 2. Literacy assistance through Minggu membaca with KKN UIN Walisongo team

The assistance provided through a literacy culture is manifested by activities that have been carried out by the RBI team to realize the reading interest in Tahunan, Jepara. The implementation of reading interest described by Mansur(2019) is realized with the following results.

Continuous Mentoring Development with RBI

The implementation of literacy culture assistance, especially for children, is not an easy thing. The establishment of the RBI community is thought to be able to foster a more intensive literacy culture. It is because combining children with the same interests can provide a reading climate supported by assistance from the community that is directly related to their needs. The ups and downs of reading interest can be maintained by the community they form.

The results of mentoring activities for the love of reading in children have begun to develop. This can be seen in the increasing number of children participating in the RBI community during this activity. In addition, several forms of motivation for activities are carried out through assignments carried out are carried out, and there is a willingness. Even the enthusiasm to carry out activities is followed up with other literacy activities. The Community Service Team tries to instill a literacy culture in a short time by regenerating reading habits by carrying out programs on an ongoing basis with other activities.

Continuous assistance to the RBI community must also be carried out in the form of motivation and appreciation. This form of appreciation can regenerate the spirit of community children so that those who join are not only because they are interested and need it but become part of their lives.

Development of adequate facilities at TBM RBI

Readiness to cultivate literacy in TBM RBI is complete. This is evidenced by the various books, places, and even facilities for developing literacy in the form of computers provided. These adequate facilities need specialization so that children are interested and motivated in every activity that RBI does.

Stakeholder support in the community

The existence of a growing RBI community is not only the goal of developing a literacy culture. But ideally, be part of the village program because the future of the children who are members of RBI is the forerunner of the next generation of reading. Support from stakeholders in RBI TBM activities is not only material support but also spirituality through conscious reading activities. The small family circle, including him, can carry out regular campaigns so that people are always reminded, encouraged, invited, or even forced to read books. So it is hoped that children who have competence in the RBI community can also be supported and developed in the field of science through reading.

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4. CONCLUSION

The implementation of literacy assistance carried out by TBM RBI together with the UIN Walisongo KKN team can be used as a role model for the process of implementing further literacy assistance. Literacy activities are not only interpreted as reading books but also understanding what has been read. Therefore, activities in developing literacy are not only focused on reading but also taking action in activities involving children who are members of the RBI community. Activities carried out through mbelik mili, close Friday, and reading week are agendas carried out in an effort to develop a literacy agenda. Cooperation with various parties related to the Jepara city government can be carried out directly by involving elements of the community in an integrated manner to develop a literacy culture.

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