



Utilization of Literacy Tree Media in Improving The Reading Ability of Low-Grade Students at SD Inpres Dhereisa

Oktaviani Gulo ^{a,1*}, Efrida Ita ^{a,2}, Marsianus Meka ^{a,3}, Elisabeth Tantiana Ngura ^{a,4}

^a Sekolah Tinggi Keguruan dan Ilmu Pendidikan Citra Bakti, Indonesia

¹Vanigulo29@gmail.com; ²evoletelvo@gmail.com; ³marsianus3006meka@gmail.com;

⁴elisabethngura@gmail.com

Article Information

Article History:

Received January 2025

Accepted February 2025

Published February 2025

Keywords:

Learning Media;

Literacy Tree;

Reading Ability.

Abstract

This research was carried out on the problem of low reading ability of students and the lack of use of learning media that makes students easily bored. The purpose of this study is to determine the use of literacy tree media in improving the reading ability of grade III students at Inpres Dhereisa Elementary School. The type of research used is qualitative research using observation, interviews, and documentation. The data analysis techniques used are data collection, data reduction, data presentation, and conclusion drawing/verification stage. The results of the study showed that through the application of the Literacy tree, 83.33% of students were fluent in reading and 16.66% of students had difficulty reading. The literacy tree plays a positive role in stimulating students' interest in reading and can increase students' reading ability. However, there were also several obstacles such as limited book collections and lack of active participation from all school residents. The use of literacy trees is successful but not optimal, so it is recommended for the development of the use of literacy trees to be more effective in supporting the improvement of students' reading skills.

How to Cite:

Gulo, O. *et al.* (2025). Utilization of Literacy Tree Media in Improving The Reading Ability of Low-Grade Students at SD Inpres Dhereisa. *Jurnal Dimensi Pendidikan dan Pembelajaran Universitas Muhammadiyah Ponorogo*, 13 *Special Issue* (1), pp 175-185.

INTRODUCTION

According to the Law on the National Education System No. 20 of 2003, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence and skills needed by themselves and the community. Education is a dynamic

and sustainable process to develop the potential of individuals or groups, so that they can become quality adults, have good intellectual, moral, and social abilities, and contribute to the progress of society (Arifin, 2015). Education aims to form individuals who have strong character, have relevant skills, and internalize academic, moral, and social values in daily life so that they can become qualified members of society and contribute positively (Rahayu, 2019). Elementary school education is the basic level for students in pursuing education. Education in elementary school has a contribution to building a basis of student knowledge to be used in further education, therefore the implementation of learning in elementary school must run optimally.

Literacy is a basic ability that allows a person to communicate effectively through reading, writing, speaking, and listening so that individuals can understand and interact with the surrounding environment more effectively and efficiently in achieving goals and developing their potential (Fauziyah, 2019). Literacy is the ability of individuals to use all their potential and skills, with the understanding that literacy includes the ability to read words and read the world. Literacy activities are students' reading abilities that are not only sourced from books but can be various phenomena that occur in daily life as a real, analytical, and critical learning environment (Nurkamilah, 2018). In essence, a person's literacy ability is the main basis for the development of literacy more broadly. The narrative is still a challenge in Indonesian education (Yustiqvar et al, 2019). Literacy is closely related to students because it is a requirement for inclusion in learning activities in education (Rahmatunisa, 2017). The implementation of reading literacy activities aims to introduce students to the basics of reading and writing, maintain language awareness, and motivation to learn. The benefits of literacy skills for elementary school students include being able to increase students' vocabulary knowledge, train students' thinking and analytical skills, and be able to sharpen students in capturing information from a reading. Literacy is related to the ability to read and understand written knowledge (Maryanto, 2006). Understanding literacy culture has a great potential to develop high-level thinking skills, the ability to work hard, and the ability to develop character. Literacy is not only limited to reading and writing skills, but also includes the ability to think critically and analytically about the information received so that individuals can understand, analyze, and apply information more effectively and efficiently in facing the challenges of the digital era. Literacy is the ability to access and use information in various forms to improve knowledge and skills, as well as apply this information in daily life (Kusmawati et al., 2021). Reading literacy is a basic thing that students should have since elementary school age. The purpose of reading literacy is to help students understand and find effective strategies for reading skills, which includes understanding the meaning of a reading (Noveliana et al, 2022). The culture of reading literacy is inseparable from daily community activities. Especially students in the world of education, in the world of education, students are introduced to books and carry out reading activities (Andarini, 2021), the more honed students' reading skills in learning activities, the higher the level of student intelligence so that they can develop students' academic achievement at school. Literacy culture is a dynamic and continuous process that involves the skills, knowledge, and attitudes necessary to interact with texts and broader social contexts so that individuals can understand, analyze, and apply information in daily life and develop critical and analytical thinking skills (Suhardi, 2019). Literacy culture is a complex concept that includes individual habits and skills in using information obtained through print and digital media to increase knowledge. The reading literacy culture intended is the activity of doing thinking habits that follow a process, namely the process of reading and writing where the process that has been carried out in these activities will be able to create a work. (Padmadewi, 2018), a pattern to develop behavior from those who do not like

writing and reading activities will be trained and habituated continuously until they develop independent habits so that curiosity arises in themselves to read, write, and utilize achievements in information until the habit of reading is formed.

Reading ability is the foundation for other basic literacy skills, and triggering an interest in reading is very important (Elendiana, 2020). Reading ability greatly determines students' success in learning because all subjects in school require understanding concepts through reading (Hasanah, 2021). However, a study by Isnani et al. (2023), revealed that elementary school students do not have a passion for reading, students are more likely to play games and watch TV more favored by children than reading, as one of the language skills, reading is key to a student in all activities of behaving, acting, and doing, which affects the art of community life (Harianto, 2020). Students who have skills in reading literacy are expected to develop the ability to solve problems, and also be able to think critically (Husna, 2020).

The results of the PIRLS (Progress in International Reading Literacy Study) research by evaluating literacy skills, show that the Indonesian reading category with a score of 405, it ranks 48th in the researched countries, meaning that students' reading ability in Indonesia is still low (Harahap et al., 2022). Data from the Ministry of Education and Culture released a list of reading literacy activity index (Alibaca) in Indonesia with the result that the province (East Nusa Tenggara) of NTT occupies the 31st position out of 34 provinces in Indonesia. Based on observations of grade III at SD Inpres Dhereisa consisting of 24 students, it was found that 8 students could read fluently and 16 students had not read fluently. This observation also found that students' interest in reading was low, among them, students were only excited if they were assigned to read by the teacher but it did not last long because students were easily bored and it was also found that some students were less enthusiastic about reading books for 15 minutes. Before starting the lesson, 5 students only turned the page. On average, students do not spend a full 15 minutes reading books and 10 students prefer to chat with the theme. This resulted in around 13 students not understanding the content of the reading book. Grade III students are less concerned with their reading. Choosing to play in leisure time and lack of initiative to read textbooks. This is due to several factors that hinder students, namely the low interest in reading, the lack of teacher assistance to students in literacy the non-optimal appreciation of teacher assessments in students in improving reading skills, and the lack of learning media that make students easily bored.

Based on the results of the observation at SD Inpres Dhereisa, learning media is needed to improve students' reading skills. Media is a tool that can be used by teachers to convey information to students and help students in learning (Usman et al, 2021). By using the right learning resources, it is hoped that it will be able to increase the understanding of students (Dinatha, 2017). One of the researchers proved that students' learning motivation can be increased through smart tree-based learning (Isnaini et al, 2018). Literacy trees are learning media that are a symbol of student creativity by making and displaying trees in classrooms that can be made from various materials (Winata, 2019). A liturgy tree is a tree that is made to record the history of the book that has been read and then written on a leaf related to the intrinsic elements of reading that have been read by the student, and teachers will know how many books have been read by students (Ratnaningrum et al. 2022). The use of literacy tree media can provide solutions to the problems of increasing students' interest in reading. This literacy tree is a creative medium placed in the classroom made of various materials such as painted paintings, cardboard paper, and many others that are displayed on the classroom walls. The head can be made from paper and from books that have been read and the content of the summary of the books that have been read. The

more leaves are attached to the tree, the more books students have read (Wiranto et al., 2023). With the existence of literacy tree media, it will be expected to improve students' reading skills. The activity carried out was for 1 hour of lessons on the reading schedule in the library, students were guided to read and then rewrite the contents of the reading book on a piece of paper that had been cut in the shape of a leaf and hung with the writing. According to Arsyah (2020), the use of the literacy tree is intended as a reflection on what students have read, reading will be focused on understanding to organize ideas. The purpose of the literacy tree is to build student creativity which includes thinking and creativity and to motivate students to always read and make reading a habit every day. This literacy tree was chosen because it is a simple medium that is easy to apply and can be used to improve students' reading skills. Based on the description of the problem above, a study entitled Utilization of Literacy Tree Media in Improving the Reading Ability of Lower Grade Students at SD Inpres Dhereisa was conducted. The purpose of this study is to find out the use of literacy trees in improving students' reading skills.

METHODS

This type of research is qualitative research. This qualitative method is used to find out the state of the environment in schools and understand the experience of research subjects. This research was carried out for 4 months, from August to December. This research was conducted at Inpres Dhereisa Elementary School, Nagekeo Regency, East Nusa Tenggara Province (NTT). The subject of this study is focused on grade III students with a total of 24 students consisting of 15 male students and 9 gifted students. The data collection techniques used are observation, interviews, and documentation. Observation data was obtained from observation sheets regarding the reading ability of grade III students of SD Inpres Dhereisa in the learning process through the use of literacy trees in the classroom, documentation was obtained from things in the form of student worksheets, syllabus, photos, and student assessment sheets. Interviews are obtained from interview activities to students knowing the implementation of learning through the use of literacy tree media. Data analysis techniques using the Miles & Huberman model namely data collection techniques, data reduction, data presentation, and conclusion drawing stages/verification. So that the use of Literacy Tree Media in improving the reading ability of low-grade students at SD Inpres Dhereisa can obtain valid and systematic results in its presentation.

RESULTS AND DISCUSSION

Results

Observation Results

Based on the results of observations made to the third-grade students of SD Inpres Dhereisa, the reading ability of students before the application of literacy tree media is still very low, where out of 24 students 8 students have read fluently and 16 students who have not been able to read fluently. Therefore, it is necessary to hold media or teaching aids to attract students' interest in reading, namely by making literacy tree media so that it can be used to attract students' interest in reading. Literacy tree media is made from trees that have dried. In this media, the researcher provides leaves and fruits made from buffalo paper that are provided for students to rewrite their readings. In the next stage, students are asked to carry out literacy activities by reading books, and rewriting the contents of the reading book on paper in the form of leaves and fruits that have been provided and then hung on the literacy tree. Finally, students are tested by reading and returning their work to the literacy tree to find out the effectiveness of the use of

literacy tree media. After applying the literacy tree media, the researcher obtained results that proved that the use of the literacy tree was able to improve the reading ability of grade III students at SD Inpres Dhereisa. It can be seen from the increase of 50% or as many as 12 students who can read fluently.

Documentation Results

The initial analysis of students' reading ability at SD Inpres Dhereisa can be seen in the following table:

Table 1. Students' reading ability before the use of literacy tree media

No	Name	Score	Completeness
1	AJ	40	Not Finished
2	AH	70	Complete
3	AB	40	Not Finished
4	BDU	80	Complete
5	BE	70	Complete
6	KRW	70	Complete
7	EE	50	Not Finished
8	EFP	70	Complete
9	FL	50	Not Finished
10	FJM	50	Not Finished
11	GKW	40	Not Finished
12	JLP	50	Not Finished
13	MGW	40	Not Finished
14	MKS	70	Complete
15	MAT	40	Not Finished
16	MKU	80	Complete
17	OSA	50	Not Finished
18	SAGL	40	Not Finished
19	SIL	70	Complete
20	SW	50	Not Finished
21	TPW	40	Not Finished
22	VRO	50	Not Finished
23	YGF	40	Not Finished
24	YJM	40	Not Finished
Sum		1.290	
Average		53,75%	
Complete		33,33%	
Not Finished		66,6%	

The data in Table 1, shows that of the 24 third-grade students of SD Inpres Dhereisa, there are 8 students, or 33.33% who can read fluently and 16 students, or 66.6% of students who are not fluent in reading.

The results of the use of literacy trees in grade III students of SD Inpres Dhereisa are presented in the following table:

Table 2. Students' reading ability after the use of literacy tree media

No	Name	Score	Completeness
1	AJ	60	Not Finished
2	AH	80	Complete
3	AB	70	Complete
4	BDU	90	Complete

5	BE	80	Complete
6	KRW	80	Complete
7	EE	70	Complete
8	EFP	80	Complete
9	FL	70	Complete
10	FJM	70	Complete
11	GKW	70	Complete
12	JLP	70	Complete
13	MGW	70	Complete
14	MKS	70	Complete
15	MAT	70	Complete
16	MKU	90	Complete
17	OSA	70	Complete
18	SAGL	60	Not Finished
19	SIL	90	Complete
20	SW	70	Complete
21	TPW	70	Complete
22	RO	70	Complete
23	YGF	50	Not Finished
24	YJM	50	Not Finished
Sum		1.720	
Average		71,66%	
Complete		83,33%	
Not Finished		16,66%	

The data in Table 2 shows that of the 24 third-grade students of SD Inpres Dhereisa, there are 20 students, or 83.33% who can read fluently, and 4 students, or 16.66% who cannot read fluently.

Interview Results

Based on the results of interviews conducted with third-grade students of SD Inpres Dhereisa, data was obtained that the use of literacy tree media makes students motivated and enthusiastic in reading. This was obtained from what students said in the following interview results: *With the use of literacy tree media, we feel happy to read because, in the literacy tree, we read our writings and our friends (MKU).*

The use of the literacy tree indicates that students feel happy because the existence of a literacy tree has encouraged students' interest in reading. With the literacy tree, students feel more motivated to read the writings of themselves and their friends. This provides opportunities for students to express their ideas and creativity through writing, as well as promotes a culture of literacy among students. The literacy tree also provides a space for students to share and appreciate their writings and those of friends, thereby creating a supportive environment in improving students' literacy and imagination skills. Thus, the use of literacy trees can be an effective means of expanding students' knowledge horizons through reading and writing. *With the existence of literacy tree media, we feel that reading is not through coercion but our willingness to read because by reading books, we can rewrite the results of our reading, and friends can read our writings (SIL)*

The literacy tree media shows that the existence of a literacy tree has had a positive influence on students in increasing their interest in reading. Students feel happy because with the literacy tree media, students can read without feeling forced, but more based on their own will.

This indicates that the literacy tree has succeeded in creating an environment that supports and encourages students to read voluntarily. By reading books and rewriting their readings, students have the opportunity to reflect and record their understanding of the content of the reading. In addition, by being able to share their writing with friends, they can also share information and knowledge, thereby increasing collaboration and communication between fellow students. Thus, the literacy tree is not only a medium for reading, but also for sharing knowledge, improving reading skills, and forming enthusiasm and awareness of the importance of literacy among students. *With the literacy tree media, we are more excited to read because we love to read friends' writings. (BDU)*

The literacy tree media shows that the existence of the literacy tree has succeeded in creating an environment that stimulates students' interest in reading. Students become more enthusiastic about reading because of the fun and excitement of reading writings from their friends. With the literacy tree media, students feel encouraged to read because students feel happy with the writing produced by their friends. Reading writings from friends can also be an inspiration and motivation for students to continue to produce their own written works. This will help increase students' creativity, imagination, and participation in literacy activities. Thus, the literacy tree has an important role in creating a positive literacy climate and stimulating students' interest in reading. In addition, literacy tree media can also be an effective means of building a sense of togetherness and concern among fellow students through sharing written works and literacy experiences.

Discussion

The application of the use of literacy trees in grade III has yielded good results. Where the researcher obtained the results that there was an increase in reading interest and fluency of students in reading, as many as 20 students or 83.33% could read fluently, and 4 students, or 16.66% could not read fluently. This shows that there is an increase of 50% who can read fluently. The use of literacy tree media is not only an interesting visual aid but also a motivator for students to be more active and participate in reading activities. If you look at the specifics, the results still leave 4 students, or 16.66% of students who have not read fluently, it is because students have not found interesting books that they like, therefore students become lazy to read and bored. (Sari, 2020), an interest in reading is a strong desire accompanied by an effort to read. Students who have an interest in reading will allocate their time and willingness to read books. Interest in reading needs to be cultivated in students because it is a fundamental skill in education. The study also revealed that students can increase their interest in reading and develop reading skills starting from motivation in students, to spend time and effort in reading. Learning media is a tool that can help students in learning (Afifah et al, 2019; Wiatuti et al. 2014) In addition, the role of teachers is also very important in the implementation of the use of literacy trees. The role of schools is to provide infrastructure and develop information literacy programs, while the role of teachers is as a guide and a model role (Nurhasanah et al., 2020). Students who can read, write, and calculate well will understand better and can follow lessons well (Jummita et al., 2021). One of the factors causing the low reading rate is the educational curriculum and learning system that has not supported students, there are still many entertainment programs, games, and television programs that do not educate, low production of quality books, and the low quality of books and the need for teacher adaptation in their implementation (Solahudin et al., 2022; Qondias et al., 2018). The reading interest of female students is influenced by internal factors, namely willingness, health, physical condition, intelligence, and motivation of students which makes students think that reading is an uninteresting activity. Meanwhile, external factors are low encouragement from

teachers and parents, parents who do not facilitate due to lack of economy, and no parental attention to children's interest in reading. The role of technology has an impact on the decline in reading interest in children because the use of entertainment media such as television and cell phones is not balanced with its use as a reading medium (Batang et al., 2019). This makes children less interested in searching for information through reading, information tends to be obtained instantly without knowing whether the information is trusted or inconsistent

With these circumstances. A study by Agustina et al (2023), revealed only a few or some families who provided books or educational materials at their homes, some families did not provide their children with books or interesting educator materials to encourage them to read at home. From this opinion, the family is the smallest unit in society which is a determining factor that can encourage children to love reading. Parents are the main factor that can motivate children to grow an interest in reading. Parents who do not get their children used to reading or give reading books to their children and do not guide their children to read are one of the factors that cause children's low interest in reading. This study also obtained stunning results with an increase of 50% after the application of the literacy tree for as many as 20 students or 83.33%. The use of literacy trees is one of the alternatives to train and stimulate students' ability to read. This is in line with the opinion (Suarni, 2019), that literacy tree media can improve students' reading habits, students' reading habits exist if the plan reads regularly and becomes a routine in reading with the help of literacy tree media. The increasing number of reading books that have been read by students can familiarize students with reading in their daily activities (Chy aluffa, 2022).

Learning using a literacy tree makes students more active and creative in expressing their opinions (Ramadan, 2021). This is supported by research that suggests that literacy trees can build students' creativity and encourage students to continue to improve reading and become a habit in daily life (Nurhayati, 2018). The use of literacy trees is expected to increase students' interest in reading. Based on interviews with students, the use of literacy trees is very useful. Similar research shows that the literacy tree project has a positive impact on increasing students' interest in reading, fun, games, and social interaction. Learning with the use of literacy tree media can increase and facilitate students' interest in reading (Rosdiani, 2020), this is supported by research that states that literacy tree media can be a learning medium that functions to increase students' interest in reading by measuring how much reading has been read by students (Ulfa, 2021). Literacy tree media can grow and increase students' interest in reading because students' reading ability affects their skills stated by Prasrihamni, literacy tree media can increase and grow students' interest in reading. One of the studies supports that learning using literacy tree media can increase students' interest in reading, which tends to increase so that students are more enthusiastic about school literacy activities (Rofi et all, 2023). In the discussion above, literacy tree media is a media that is considered to be able to improve students' reading ability and can foster students' interest in reading. Therefore, the use of literacy tree media plays an important role as a tool to help teachers in learning activities and can be used as a magnet that can attract students to have encouragement in reading.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of literacy trees can have a positive impact and the use of literacy trees is not optimal in improving the reading ability of grade III students of Inpres Dhereisa Elementary School. This can be seen from the increase in the number of students who have read fluently and there are still some

students who are not fluent in reading. Literacy tree media, which is a physical and interactive tool, can attract students' interest, make the learning process more interesting and fun, and facilitate a better understanding of reading material so that students are enthusiastic about reading. The use of this media not only improves students' reading skills but also helps students develop a higher interest in reading. On the other hand, some students have not made good use of the literacy tree, so it is necessary to conduct an in-depth analysis of student requests in reading. So that There needs to be an effort to improve and improve the literacy tree with technology-based reading materials to accommodate the needs of students to improve their reading ability.

REFERENCES

- Arifin, Z. (2015). Konsep Dasar Pendidikan dalam Pembentukan Karakter. *Jurnal Pendidikan Indonesia*, 6(2), 123-130. <https://doi.org/10.23887/jpi-undiksha.v6i2.10567>
- Agustina, Z., Murniati, N. A. N., & Reffiane, F. (2023). Analisis Faktor Penyebab Rendahnya Minat Baca Siswa Kelas Iii Di Sdn Peterongan Kota Semarang. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 09(2), 75–83. <https://doi.org/10.36989/didaktik.v9i2.1147>
- Batang, T., Hapsari, Y. I., Purnamasari, I., & Purnamasari, V. (2019). Minat Baca Siswa Kelas V Sd Negeri Harjowinangun. *Indonesian Journal Of Educational Research and Review*, 2(3), 371–378. <https://doi.org/10.23887/ijerr.v2i3.22634>
- Chylutfa, U., Makki, M., & Jiwandono, I. S. (2022). Pengaruh Penggunaan Media Pohon Literasi Terhadap Hasil Belajar Bahasa Indonesia Siswa. *Journal of Classroom Action Research*, 4(3), 82-86.
- Dinata, N. M. (2017). Kesulitan Belajar Siswa dalam Mata Pelajaran IPA Terpadu. *Jurnal Pendidikan Nusantara*. 2(2): 214-223
- Elendiana, M. (2020). Upaya Meningkatkan Minat Baca Siswa Sekolah Dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 54–60. <https://doi.org/10.31004/jpdk.v2i1.572>
- Endah Ratnaningrum. (2022). *Peran Orang Tua Dan Guru Dalam Pendidikan Karakter*. Lombok tengah: Pusat Pengembangan dan Penelitian Indonesia.
- Fauziyah, A. (2019). Pentingnya Pengembangan Literasi pada Siswa di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 14(2), 123-130. <https://doi.org/10.23887/jpd.v14i2.16542>
- Hasanah, A., & Lena, M. S. (2021). Analisis Kemampuan Membaca Permulaan dan Kesulitan yang Dihadapi Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 3296-3307. <https://doi.org/10.31004/edukatif.v3i5.526>
- Harahap, D. G. S., Nasution, F., Nst, E. S., & Sormin, S. A. (2022). Analisis Kemampuan Literasi Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(2), 2089- 2098. <https://doi.org/10.31004/basicedu.v6i2.2400>
- Isnani, F., & Uman, N. K. (2023). Pengaruh Game Online terhadap Minat Baca Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 5(1), 682–690. <https://doi.org/10.31004/edukatif.v5i1.4784>

- Isnaini, M., Puspita, A., Utami, L.S., & Damayanti, N.W. S. (2018). Pengembangan Media Pembelajaran Pohon Pintar untuk Meningkatkan Motivasi Belajar Siswa SMPN 19 Mataram. *ORBITA*, 4(1).
- J., Pernanda, R., Darma, Y., Irvandi, W., Kunci, K., & Masalah, P. (2023). Pengembangan LKPD Berbasis Problem Solving Bermuatan Ethnomatematika Terhadap Kemampuan Pemecahan Masalah Siswa. *Jurnal Dimensi Pendidikan*
- Kusumawati, N., & Suryani, D. (2021). Peran Literasi dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Pendidikan dan Pengajaran*, 14(3), 456-463. <https://doi.org/10.23887/jpp.v14i3.27953>
- Maryanto, M. D. 2006. *Quantum Seni*. Semarang: Dahara Prize
- Ni Nyoman Padmadewi, Luh Putu Artini. (2018). Literasi Di Sekolah Dari Teori Ke Praktik. Nilacakra.
- Nurhayati, S., & Winata, A. (2018). Pembelajaran Dengan Media Pohon Literasi Untuk Meningkatkan Kemampuan Literasi Peserta Didik Kelas 1 SDN Siderejo 1 Tuban Pada Tema Peristiwa Alam dan Subtema Bencana Alam. *Jurnal Teladan*. 3(1).
- Nurkamilah, M., Nugraha, M. F., & Sunendar, A. (2018). Mengembangkan Literasi Matematika Siswa Sekolah Dasar Melalui Pembelajaran Matematika Realistik Indonesia. *Jurnal Theorems (The Original Research Of Mathematics)*, 2(2), 70-79.
- Noveliana, J., & Ghani, A. R. A. (2022). Literasi Membaca dan Dampaknya Terhadap Hasil Belajar Bahasa Indonesia Siswa Sekolah Dasar. *Mimbar PGSD Undiksha*, 10(3), 469-475. <https://doi.org/10.23887/jjpgsd.v10i3.50750>
- Rahayu, E. (2019). Pendidikan Karakter dan Implikasinya dalam Pengembangan Sumber Daya Manusia. *Jurnal Pendidikan Karakter*, 10(1), 15-24. <https://doi.org/10.21831/jpk.v10i1.26588>
- Rahmatunisa, W. (2017) Literasi Media Melalui Kajian Linguistik Fungsional di Indonesia. *FON: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 11(2). <https://doi.org/10.26134/fjpbsi.v11i2.726>.
- Renggani, S. A. (2023). Pengembangan Media Pembelajaran Interaktif Berbasis Android Pada Muatan pelajaran IPAS Kelas 4 SD. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 11, 2023. <http://journal.umpo.ac.id/index.php/dimensi/index>
- Ramdani, A., Purwoko, A. A., & Yustiqvar, M. (2021). Improving Scientific Creativity of Teacher Prospective Students: Learning Studies Using a Moodle-Based Learning Management System During the COVID-19 Pandemic International Joint Conference on Science and Engineering 2021 (IJCSE 2021) (pp. 261-267). Atlantis Press.
- Ramadhani, W. F., Pahlevi, T. (2023). Pengaruh Model Pembelajaran Simulasi Berbantuan Media Pembelajaran Kumospace terhadap Hasil Belajar dan Motivasi Belajar Siswa Kelas XI MP di SMK Negeri 1 Ngawi. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 11, 2023. <http://journal.umpo.ac.id/index.php/dimensi/index>

- Rosdiani, D., Puspitasari, D. R., & Jayamukti, S. D. N. (2022). Media Policindo (PohoLiterasi Produk Indonesia) Untuk Meningkatkan Minat Baca Peserta Didik. *Journal of Innovation in Primary Education*, 1(2), 152-161.
- Ripai, I., Ropiah, O. (2023). Media Pembelajaran Digital Berbasis Prezi pada Matakuliah E Commerce terhadap Hasil Belajar Mahasiswa Pendidikan Teknologi Informasi dan Komunikasi STKIP Muhammadiyah Kuningan. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 11, 2023. <http://journal.umpo.ac.id/index.php/dimensi/index>
- Rofi, A., Fakhrurozi, R., Nahdi, D. S., & Cahyaningsih, U. (2023). Budaya Literasi Dalam Meningkatkan Minat Baca Siswa di SMPN 3 Leuwimunding. 4(1),291-296.
- Sari, P. A. P. (2020). Hubungan Literasi Baca Tulis Dan Minat Membaca Dengan Hasil Belajar Bahasa Indonesia. *Journal for Lesson and Learning Studies*, 3(1), 141–152.<https://doi.org/10.23887/jlls.v3i1.24324.g14714>
- Siregar, B.V., Nugrahanta, G.A. (2022). Permainan Daerah untuk Usia 7-9 Tahun Alamat korespondensi:Universitas Sanata Dharma. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 1, 2022. <http://journal.umpo.ac.id/index.php/dimensi/index>
- Suparlinda Andarini. (2021). Budaya Literasi Membaca dan Keterampilan Menulis Paragraf Siswa SekolahDasar. Maghza Pustaka.
- Suarni,N.,Taufina,T.,& Zikri, A. (2019). Literasi Membaca Meningkatkan Karakter Positif Siswa Sekolah Dasar. *Jurnal Basicedu*, 3 (4), 1014-1021 <https://doi.org/10.31004/basicedu.v3i4.215>
- Solahudin, D., Misdalina, & Noviati. (2022). Analisis Faktor Penyebab Rendahnya Minat Baca Pada Siswa Kelas 5 SD Negeri 4 Tanjung Lago. *Jurnal Pendidikan Dan Konseling*, 4, 1404–1409. <https://doi.org/10.31004/jpdk.v4i4.5465>
- Ulfa, M., & Oktaviana, E. (2021). Peningkatan Kemampuan Berliterasi Melalui Model Discovery Learning Berbantuan Media Pohon Literasi. *JurnalBasicedu*, 5(6), 5204-5212
- Usman, U., Arfin, A., Amaludin, R., Nurlina, N., & Risnajayanti, R. (2021). Analisis Penerapan Media Pembelajaran Berbasis E-Lumak Pada Mata Kuliah Statistik Pendidikan PG-PAUD UM Kendari. *Journal Of Education and Teaching (JET)* 3(1), 1-11. <https://doi.org/10.51454/jet.v3i1.119>
- Winata. (2019). Pembelajaran Dengan Media Pohon Literasi. Sukabumi: CV Jejak
- Wiranto, Munirah, & Latief, A (2023). Peningkata Kemampuan Membaca Pemahaman Dengan Menggunakan Pohon Literasi. Pada murid kelas IV SD Negri Ujung Tanah 2 kota Makasar
- Yustiqvar, M., Hadasaputra, S., & Gunawan, G. (2019). Analisis Penguasaan Konsep Siswa Yang Belajar Kimia Menggunakan Multimedia Interaktif Berbasis Green Chemistry. *Jurnal Pijar Mipa*, 14(3), 135-140.