

THE IMPACT OF THE 15-MINUTE READING PROGRAM ON THE READING CULTURE OF ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to describe the impact of the 15-minute reading program on the reading culture of fifth-grade students at SDN 023 Pandau Jaya in the Siak Hulu District of Kampar Regency. The methodology employed in this research is a qualitative approach utilizing a case study method. There are two types of data sources: primary and secondary. Primary data is derived from original information collected directly by the researchers through observations, interviews, and documentation involving class teachers and fifth-grade students at SDN 023 Pandau Jaya. Meanwhile, secondary data were obtained from journals, books, supporting documents, and notes relevant to the research. The researchers employed various techniques for data collection, including interviews, observations, and document reviews involving research subjects such as the principal, the VB homeroom teacher, and the VB class students in elementary schools. The data analysis technique used in this study was based on the Miles and Huberman model, which consists of data reduction, data presentation, and drawing conclusions. The results of the study indicated that the 15-minute reading program had both positive and negative impacts on the reading culture of fifth-grade elementary school students. Positive impacts included the encouragement of a reading culture, while negative impacts included the perception of reading as an obligation rather than a necessity, which led to feelings of pressure among students regarding the 15-minute reading program activities conducted in elementary schools.

Keywords

Reading Culture, Impact, 15 Minute Reading Program, Elementary Schools.



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INTRODUCTION

Reading culture is a crucial indicator of the quality of education, particularly at the elementary school level, which serves as the foundation for character development and the acquisition of essential skills. However, the prevalence of reading culture among elementary school students remains relatively low. This lack of interest in reading directly affects students' literacy skills, including their ability to comprehend texts, think critically, and write coherently and logically. In fact, literacy is a fundamental requirement for students to engage actively in the learning process and participate in broader community life. In response to this challenge, various initiatives have been implemented by the government and educational institutions, one of which is the 15-Minute Reading Program. This program aims to cultivate reading habits from an early age by allocating a dedicated reading time of 15 minutes before the learning process begins.

Although this program has been implemented in various schools, its effectiveness in shaping students' reading culture has not been studied empirically, particularly in the context of SDN 023 Pandau Jaya. Therefore, it is essential to conduct research to assess the extent to which the 15-Minute Reading Program impacts the improvement of students' reading culture, especially among fifth-grade students at SDN 023 Pandau Jaya.

Based on interviews and initial observations with the fifth-grade teachers at SDN 023 Pandau Jaya on January 25, 2025, it was revealed that challenges related to a low reading culture persist among students. Several students, particularly in fifth grade, demonstrated a lack of interest in reading activities, often perceiving them as boring. The homeroom teacher for fifth grade noted that a 15-minute reading activity program could reduce instructional time, leaving only 55 minutes of the original 70-minute study period for other subjects.

The practice of reading for 15 minutes each day significantly contributes to fostering a reading interest among elementary school students. (Rahma et al., 2023). According to (Safitri, L., Muslim, A.H& Hawanti, 2019) It has been shown that making reading a daily habit for just 15 minutes can significantly foster reading interest among children. The activities presented here aim to enhance literacy engagement, with 16.7% of students categorized as having a high interest in reading and 66.6% categorized as having a moderate interest.

The implementation of the 15-Minute Reading Program at Elementary School 023 Pandau Jaya has had a positive impact on the reading interest of fifth-grade students. Prior to the program, most students exhibited low levels of reading interest, engaging with texts only when required for

assignments. However, after the program was consistently implemented, students began to read more frequently, even bringing their own books from home or the library. This initiative also enhanced student engagement in selecting reading materials that aligned with their interests, while simultaneously improving their concentration and reading stamina. Some students even began discussing the content of the books with their peers, indicating that they were reading not only for assignments but also for knowledge and enjoyment. Nevertheless, the effectiveness of the program is significantly influenced by the level of student participation and the support from the school environment, including the availability of engaging reading materials.

Although most students experienced an increase in their reading habits, the effectiveness of this program is significantly influenced by factors such as active student participation and support from the school environment. Students who are more motivated and encouraged by their teachers tend to exhibit more substantial changes in their reading interests. Conversely, students who are less engaged in the 15-minute reading activity each morning continue to display old habits, primarily reading only when necessary for assignments. Other contributing factors include the availability of engaging reading materials and facilities that promote reading habits outside of program hours. Therefore, while there are positive changes, the success of this program heavily relies on the active involvement of students and the support provided by the school in fostering a robust literacy environment. In line with this perspective, (Anindya et al., 2023) The supporting factors for the 15-minute reading program are as follows: 1. Teachers actively support the implementation of the program. 2. Adequate facilities and infrastructure are in place. However, there are also obstacles to consider, according to (Bungsu & Dafit, 2021) Inadequate facilities and infrastructure, such as access to reading materials, contribute to some students' lack of fluency in reading.

This study is in line with research conducted by, first (Intaniasari & Utami, 2022) The results of the study show that all schools have implemented digital literacy in the learning process and integrated information technology, although not yet fully maximized. Teachers utilize various media and learning applications such as Zoom, Google Classroom, WhatsApp Group (WAG), and YouTube. Digital literacy has the potential to foster a reading culture among students during the pandemic. In addition, a second study was conducted (Menge et al., 2025) From the results obtained, it can be concluded that a 15-minute reading program prior to learning can enhance students' interest in reading, which positively impacts their literacy development. Third, research conducted by (Septiani & Wardana, 2022) The results of the study indicated that a 15-minute reading literacy

activity conducted prior to studying yielded positive outcomes. This success can be attributed to the students' existing interest in reading and their enjoyment of the activity. Additionally, the challenges encountered were addressed by establishing a reading corner and fostering a literate environment. Fourth, research conducted by (Ulandari et al., 2023) Through the results of the conducted analysis, it can be concluded that the school literacy culture significantly influences the reading interests of students at SD Inpres Antang I in Makassar City. Fifth, research conducted by (Zulham & Sarianti, 2022) 15-minute reading activity has significantly increased students' interest in reading. Students have recognized the importance of reading, which provides them with extensive insights and knowledge. During break time, they have begun to spend their free moments reading books in the classroom and visiting the library. This study addresses several gaps identified in previous research. For instance, the work of Intaniasari & Utami (2022) does not emphasize the conventional aspects of reading culture in the digital era. Although Menge et al. (2025) demonstrate the effectiveness of the 15-minute reading program, they have not fully explored the supporting and inhibiting factors and their impacts. Septiani & Wardana (2022) concentrate on infrastructure but fail to discuss the influence of external factors, such as the role of parents or the social environment. Ulandari et al. (2023) examine literacy culture in general, without specifically addressing the 15-minute reading program. Lastly, while Zulham & Sarianti (2022) focus on student habits during breaks, they do not consider the effects of reading programs within the context of structured learning.

The novelty of this study lies in its examination of the impact of the 15-Minute Reading Program on fostering a sustainable reading culture among students. While the effects may not be immediately apparent, they are expected to have a long-term influence on students' reading habits. This research contributes to a deeper understanding of how literacy habits can be transformed sustainably. The primary objective of this study was to assess the impact of the 15-Minute Reading Program on the reading culture of fifth-grade students at SDN 023 Pandau Jaya. Consequently, the researcher aimed to explore in greater depth the effects of the program on these students.

METHOD

The research conducted in this study employs a qualitative approach with a case study methodology. There are two categories of data sources: primary and secondary. Primary data sources consist of information gathered directly by the researchers through interviews, observations, and documentation involving the principal, the homeroom teacher of Class V B, and the students of

Class V B, specifically related to the 15-Minute Reading Program activities at SDN 023 Pandau Jaya. Conversely, secondary data sources include journals, books, and other supporting documents relevant to the research development. Data collection techniques utilized in this study involved interviews, observations, and documentation, all conducted over a two-week period with the principal, the homeroom teacher of Class V B, and the students of Class V B at SDN 023 Pandau Jaya. The data analysis was performed using the Miles and Huberman method, which encompasses three stages: data reduction, data presentation, and conclusion drawing. The data analysis process began with filtering and sorting information obtained from observations, interviews, and documentation. Relevant data that addressed the research problem was selected, while irrelevant information was discarded. For instance, data regarding obstacles to program implementation was separated from information concerning its impact on students' reading interests. Subsequently, the data was organized and presented in a coherent manner, utilizing tables or narrative formats based on the findings. The final stage involved drawing conclusions that addressed the research problem and described the impact of the 15-Minute Reading Program on the reading culture of fifth-grade students at SDN 023 Pandau Jaya. Additionally, recommendations for enhancing the program in the future were provided.

FINDINGS AND DISCUSSION

Findings

This study aims to describe the impact of the 15-minute reading program on grade V students at SDN 023 Pandau Jaya. Based on the findings from interviews, observations, and documentation, the study reveals that the 15-minute reading program positively influences the reading culture among grade V students. However, prior to assessing the impact of the program, it is essential to consider the activities involved in implementing the 15-minute reading initiative.

Table 1. Impact of the 15-Minute Reading Program on the Reading Culture of Grade V Students at SDN 023 Pandau Jaya.

No	15 Minute Reading Program Activities	Impact of the Program
1.	Implementation of 15 minute reading activity	The implementation of the 15-minute reading activity positively impacts the development of a reading culture among students.
2.	Implemented for 1 semester	Train students to develop a habit of regular reading, enhance their concentration, and foster a genuine interest in literature by allowing them the freedom to select reading materials that

3. Make a diary	align with their personal interests and needs. Students are accustomed to thinking critically, structuring their thoughts, and taking responsibility for their reading activities. Additionally, these notes serve as an evaluation tool for teachers to assess the development of students' interests and their comprehension of reading material.
4. Teachers engage in various activities.	Active teacher involvement fosters a supportive learning environment, cultivates emotional connections, and enhances the reading culture within the classroom.
5. There is a library	Students have greater access to a diverse range of high-quality reading materials, suitable for both academic purposes and educational entertainment.
6. There are several posters in the classroom.	Posters that include lesson materials, such as formulas, concept maps, and infographics, assist students in understanding and retaining information more effectively.
7. There are textual materials displayed at the school.	Enhancing students' comprehension of specific subjects or topics is essential. Text materials that contain crucial information can reinforce students' memory and offer easily accessible visual references.
8. Clean environment	Creating a comfortable atmosphere that fosters concentration and enthusiasm for learning.
9. Involving parents	Reading activities become more enjoyable and meaningful when children feel appreciated and supported by their families
10. The principal supports a 15-minute reading program.	Students show a dedication to enhancing literacy and promoting overall student learning.

Source: Researcher Data Results 2025

15 Minute Reading Program Activities

1. Implementation of 15 Minute Reading Activities

Based on observations and interviews with the principal and homeroom teacher of Class VB at SDN 023 Pandau Jaya, the School Literacy Movement activity implemented at this school consists of a 15-minute reading program. This initiative involves all members of the school community, including the principal, homeroom teacher, parents, and students. The program is conducted effectively and smoothly on Mondays and Wednesdays, allowing for 15 minutes of reading time either before, during, or at the end of lessons. Students are encouraged to select books of their choice, whether they are textbooks or non-textbooks, which can be brought from home or borrowed from the library. The reading activity can be done independently or collaboratively, and after reading, students are required to maintain a diary that includes the title, publisher, and a summary of their reading. The types of reading activities include both reading aloud and silent reading. This 15-minute program allows students the freedom to choose their most comfortable reading spots, and the homeroom teacher even encourages students to read in the library. However, despite the implementation of the 15-minute reading program, the homeroom teacher of Class VB has observed

that some students still exhibit a lack of interest in reading or have a low awareness of its importance. To address this issue, the homeroom teacher has proposed the idea of making reading more engaging by allowing students the freedom to choose their reading materials according to their preferences.



Figure 1. Activities for the 15-Minute Reading Program

Furthermore, the documentation of the observation findings is presented in Figure 1, which illustrates that SDN 023 Pandau Jaya School is indeed implementing a 15-minute reading program in Class V B. This program is conducted on Mondays and Wednesdays and aims to foster a culture of literacy among the students in Class V B.

2. 15-Minute Program Conducted Over One Semester

Based on interviews with the principal and the homeroom teacher of Grade V B at SDN 023 Pandau Jaya, the 15-minute reading program was not implemented for an entire semester due to ongoing construction and renovation of additional classrooms and libraries. The homeroom teacher expressed concerns that frequent implementation of the 15-minute reading program would consume valuable instructional time. However, despite not being fully implemented for one semester, the program was still executed effectively, although several challenges arose during its implementation. These challenges were not insurmountable. The homeroom teacher encouraged students to regularly participate in the 15-minute reading activity to help them develop reading habits and achieve the objectives of the program. For instance, by promoting reading, this initiative aims to cultivate a reading culture among Grade V B students. At this stage, students have begun to exhibit reluctance to read, making the 15-minute reading initiative a strategic approach to instilling a love of reading.

3. Students Take Daily Notes

Based on observations and interviews with the principal and homeroom teacher of Class V B at SDN 023 Pandau Jaya, students were encouraged to maintain daily notes in a notebook. These notes were to include the title of the book, the publisher, and a summary of the content of the reading

completed during the 15-minute reading program. The homeroom teacher also granted students the freedom to select their reading materials, provided that the chosen books adhered to positive and beneficial guidelines for Class V B students. For instance, if students opted to read textbooks, the homeroom teacher had no objections, as long as the books were read thoroughly. The principal supported the initiative of maintaining daily notes for students.

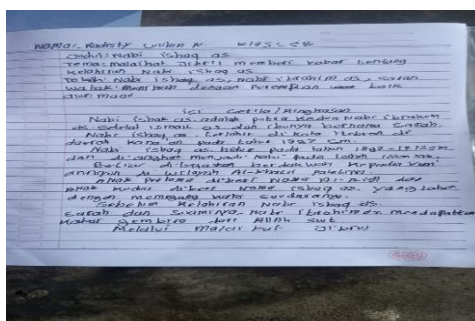


Figure 2. Student's Daily Notes

Based on the documentation of the observation findings, Figure 2 illustrates that after completing the 15-minute reading program, the fifth-grade students of class V B at SDN 023 Pandau Jaya were required to create a diary entry. This entry should include the title of the book, the publisher, and a summary of the content. This requirement serves as evidence that the students have engaged with the reading material and helps prevent them from re-reading the same content.

4. Teachers Participate in 15 Minute Reading Program Activities

Based on observations and interviews with the principal and the homeroom teacher of V B at SDN 023 Pandau Jaya, it was noted that Mrs. Susirawati, S.Pd, actively participated in the implementation of the 15-minute reading program. Her involvement allowed her to directly monitor the activities of the program and identify any obstacles that students encountered. Additionally, students were encouraged to seek assistance from Mrs. Susirawati, who provided guidance, offered positive examples, and supported them in their reading efforts. The principal endorses the active participation of teachers in the 15-minute program, and Mrs. Susirawati serves as a facilitator for the students, providing necessary resources and acting as a motivator to inspire them to read.

5. There is a library

Based on observations and interviews with the principal, homeroom teacher V.B., and students of Class V.B. at SDN 023 Pandau Jaya, it is evident that the library plays a crucial role in the educational environment. The library provides students with access to a wide range of reading materials, allowing them the freedom to select books that interest them. It serves as a repository for various resources, including storybooks, textbooks, world maps, and more. In implementing the 15-

minute reading program, the homeroom teacher, V.B., encourages students to choose their preferred reading spots, especially since there is currently no designated reading corner in the classroom. To address this, the homeroom teacher has proposed that students utilize the library for their reading activities. Reason: Improved clarity, vocabulary, and sentence structure while maintaining the original meaning.

6. There are various posters in the classroom.

Based on observations and interviews with the principal and homeroom teacher of Class V B at SDN 023 Pandau Jaya, it was noted that several posters adorn the classroom walls. In addition to reading books, students have the opportunity to engage with these posters as supplementary reading materials. The presence of these posters in the classroom can indirectly enhance students' reading culture.



Figure 3. Posters in Class

Based on the documentation of the observation findings in Figure 3, it is evident that at SDN 023 Pandau Jaya school, there are various posters displayed on the classroom walls. These posters include educational materials, such as maps and diagrams of body parts, as well as motivational messages, including words of wisdom and proverbs.

7. There are textual materials displayed at the school.

Based on observations and interviews with the principal and homeroom teacher of Class V B at SDN 023 Pandau Jaya, it was noted that various text materials are displayed throughout the school environment. For example, posters and other text materials are prominently placed in front of the office and near the classrooms. The presence of these text materials can help cultivate a reading culture among students. When students encounter these displays, they are likely to read them and absorb the messages conveyed.



Figure 4. Poster for SDN 023 Pandau Jaya

Based on the documentation of the observation findings presented in Figure 4, it is evident that SDN 023 Pandau Jaya school offers a variety of reading materials within its environment. These materials are designed to provide educational information and guidance, motivate students, and foster a culture of reading among them. During the 15-minute reading activity, students are encouraged to choose any reading material available in their surroundings.

8. Clean Environment

Based on observations and interviews with the principal and homeroom teacher of V B SDN 023 Pandau Jaya, it is evident that the school maintains a clean environment, which allows students to feel comfortable engaging in various activities. The cleanliness of the surroundings is upheld by the school community, which includes environmental cleaning staff. Additionally, students are assigned tasks to help maintain the cleanliness of their environment. A clean environment contributes to students' comfort and safety, particularly when reading. The school provides seating areas for students to relax or read, further enhancing their experience.

9. Involving Parents

Based on observations and interviews with the principal and homeroom teacher of V B SDN 023 Pandau Jaya, the 15-minute reading program is heavily reliant on parental involvement to support its activities. The importance of parental support in each aspect of the program is evident. For instance, when the 15-minute reading program was initiated, parents purchased storybooks for their children to read at school, ensuring the program's continued success.

10. The principal supports a 15-minute reading program.

Based on observations and interviews with the principal, homeroom teacher of class V B SDN 023 Pandau Jaya, the principal, Mr. Arpius, S.Pd always supports all activities that have a positive impact on the school, especially regarding reading culture. Thus, the principal supports the 15-minute reading program in class V B, with the aim that students get used to reading without being lazy, this can increase students' interest in reading.



Figure 5. Principal of SDN 023 Pandau Jaya

In Figure 5, the principal expresses strong support for the implementation of the 15-minute reading program by providing the necessary resources. However, there are still challenges, such as the absence of a dedicated reading corner. To address this, the principal has established a library and is actively seeking a variety of reading materials that students are interested in. Additionally, the principal encourages homeroom teachers to require daily reading logs and actively participates in the program whenever possible, even during free time. Observations and interviews with the principal and Homeroom Teacher V indicate that the implementation of the 15-minute reading program significantly influences the school's culture.

Impact of the 15 Minute Reading Program

1. Availability of Reading Facilities

From observations and interviews with the principal, the homeroom teacher of Class V B, and students of Class V B at SDN 023 Pandau Jaya, it is evident that the availability of reading facilities plays a crucial role in supporting the 15-minute reading program. By implementing this program, the principal has ensured that adequate reading resources are available, including a library that serves as a dedicated space for students to read. The library is well-stocked with a variety of reading materials, which encourages students to engage in reading activities. The presence of these reading facilities positively influences the development of a literacy culture among students, fostering a comfortable and inviting environment for reading.



Figure 6. Students Reading in the Library

In Figure 6, students from Class V B are depicted reading in the library of SDN 023 Pandau Jaya. Due to the lack of a designated reading corner, the homeroom teacher of Class V B allowed students to choose their preferred reading spots during the implementation of the 15-minute reading program. This initiative encouraged students to read in the library. The researcher subsequently conducted interviews with students, who expressed that the availability of reading facilities significantly contributes to fostering a reading culture. Comprehensive reading resources create a safe and comfortable environment for engaging in reading activities. The presence of these facilities enhances students' comfort, thereby increasing their enjoyment of reading.

2. Utilization of Reading Resources

Based on observations and interviews conducted with the principal, the homeroom teacher of Class V B, and students from Class V B at SDN 023 Pandau Jaya, it was found that the school provides a substantial number of reading resources. This is crucial for facilitating the implementation of the 15-minute reading activity for students. The 15-minute reading program enhances the utilization of these resources, fostering a positive reading culture. Consequently, students are encouraged to make better use of the reading materials available to them. The researcher also interviewed students who expressed that accessing a variety of reading materials allows them to discover the information they seek, as reading broadens their knowledge and insights. Therefore, the implementation of the 15-minute reading activity is expected to have a beneficial impact on students.

3. Reading Habits

Based on the results of observations and interviews with the principal, homeroom teacher of 5th grade and students of 5th grade of SDN 023 Pandau Jaya, by implementing the 15-minute reading program, it has a positive impact on the growing reading culture. Cultivating students to read for 15 minutes will make students interested or like reading because it has become a habit to read. However, apart from the positive impact, the habit of reading in the 15-minute reading program also has a negative impact. This is caused by making reading an obligation rather than a necessity, so for some students who have a little difficulty reading, they feel pressured and make them embarrassed or inferior and can reduce self-confidence and motivation to read, so that the reading culture in students will not grow.

Furthermore, the results of observations and interviews with students stated that for students who are active in the 15-minute program, reading interest can increase, where students choose to use their free time to read rather than play, even when the library is closed, students always ask when they can enter the library because they want to read. However, for students who are not active, students will use their time to play and tell stories.

Discussion

Based on the results of the study, which included observations and interviews conducted by researchers, the impact of the 15-minute reading program on students' reading culture can be identified. Before discussing the impact, it is important to outline the activities involved in the 15-minute reading program during the study. First, the implementation of the 15-minute reading program at SDN 023 Pandau Jaya involved a dedicated 15 minutes of reading, which could take place at the beginning, middle, or end of the learning session in Class V B. This program is conducted routinely on Mondays and Wednesdays, during which students are encouraged by their homeroom teacher to bring books from home or borrow them from the library. The books selected for reading are non-curricular and based on the students' preferences. Activities include both independent reading and group reading sessions. After completing the reading, students are required to maintain a diary that includes the title, publisher, and a summary of the book. The types of reading activities undertaken by students consist of both oral reading and silent reading. Reason: Improved clarity, coherence, and technical accuracy while maintaining the original meaning, In accordance with what was conveyed by (Rambe & Widiyarti, 2018) Grouping reading activities into two main categories: oral reading (which includes reading out loud and reading aloud) and silent reading.

The homeroom teacher observes that there is still a low reading culture among fifth-grade students. This is evident in the lack of interest in reading among many students. Those who actively participate in the 15-minute reading program show an improvement in their reading culture, while those who do not engage in reading remain less developed in this area. According to (Afderisa & Ramadan, 2023) The 15-minute program requires educational institutions to allocate a dedicated 15 minutes each day, either before or after classes, to encourage students to engage in reading activities. The goal is to cultivate a habit of reading, enhance students' interest in literature, and foster motivation, ultimately helping students develop a love for reading. Because, according to (Salma & Mudzanatun, 2019) Reading is a fundamental activity in literacy, serving as one of the primary indicators of progress in the field of education.

Second, the 15-minute reading program was intended to be implemented over one semester at SDN 023 Pandau Jaya. However, it was not executed for Class V B due to interruptions caused by the construction and renovation of additional classrooms and libraries. Additionally, the homeroom teacher expressed concerns that the frequent implementation of the program would encroach on valuable learning time. Despite these challenges, the 15-minute reading program activities were still conducted effectively, and any obstacles encountered were successfully addressed.

Third, students are required to take daily notes as part of the 15-minute reading program implemented in Class V B. These notes should include the title, publisher, and a summary of the content of the books the students have read. During this program, teachers encourage students to select any positive books for their reading. The principal also supports homeroom teachers in ensuring that students complete their daily notes after finishing the 15-minute reading session.

Fourth, the teacher plays an active role in implementing the 15-minute reading program. In this activity, the VB homeroom teacher directly monitors the program, allowing them to identify any obstacles that may arise during the reading process. The homeroom teacher serves as a guide, offering positive examples and supporting students as they read, while also providing the necessary resources. Additionally, the homeroom teacher acts as a facilitator by ensuring that all required materials for the 15-minute program are available, and as a motivator by encouraging students to develop a consistent reading habit. In accordance with research (Nozila & Ramadan, 2024) The homeroom teacher plays a crucial role in facilitating activities that assist students in locating available reading materials and recommending books that are suitable for their reading levels and interests.

Fifth, there is a library at SDN 023 Pandau Jaya. The library serves as a space for students to read and access a variety of reading materials. According to (Niswaty & Salam, 2020) The library is a place for storing and collecting knowledge, including both books and documents. During the 15-minute program activities, students have the opportunity to visit the library, where they can discover a variety of reading materials, such as storybooks, textbooks, world maps, and more. In accordance with what was communicated by (Novthalia et al., 2023) by visiting the library, students will be able to identify their information needs, search for relevant sources, and utilize the information they find. Enjoying visits to the library is an effective way to foster a reading culture among students (Mansyur, 2019).

Sixth, there are various posters in the classroom at SDN 023 Pandau Jaya school, specifically in class V B. These posters are displayed on the classroom walls to enhance literacy. They feature words of wisdom and provide knowledge on topics such as human organs, maps, and more. According to (Setiarini & Setyawan, 2023) Posters can also enhance student literacy. It is anticipated that with posters in the classroom, students who were initially disinterested in reading—limited to writing activities—will become more enthusiastic about reading, as they are now presented with visual aids.

Seventh, there are various text materials displayed throughout the SDN 023 Pandau Jaya school environment, including in front of the office and in the classrooms. The presence of these displayed texts indirectly fosters a reading culture among students, as they tend to read reflexively when they encounter reading materials. Additionally, during the 15-minute program, students are encouraged to read anything available around them.

Eighth, Clean Environment. At SDN 023 Pandau Jaya, the school consistently maintains cleanliness, as a clean environment provides a comfortable and safe space for everyone. To uphold this standard, students are assigned daily tasks to clean their respective classrooms, and the school employs staff members dedicated to maintaining cleanliness. In accordance with the opinion regarding (Andrianti, 2018) The environment and classroom must be organized and clean to ensure safety and comfort during activities.

Ninth, involving parents, researchers found that by implementing a 15-minute reading activity, students' parents actively participated in the process by supporting and facilitating their children's needs. When the teacher instructed students to bring books from home, the parents prepared these books for their children to read at school. According to (Rusniasa et al., 2021) 15-minute reading program is a collective initiative that involves not only students and teachers but also parents and the community, making them an integral part of the educational ecosystem.

Tenth, the principal supports the 15-minute reading program. As a leader, the principal sets the direction for the entire school and is responsible for fostering a positive and supportive learning environment that encourages academic excellence and personal growth for all students (Salsabila et al., 2022). At SDN 023 Pandai Jaya, the principal is highly supportive of the 15-minute reading program, recognizing its potential to foster a reading culture among students. The principal facilitates this initiative by providing essential resources. Although there is currently no designated reading corner, the principal has established a library that serves as a venue for the 15-minute

reading activities and offers students access to a wide range of reading materials.

Based on the findings from the 15-minute reading activities conducted at SDN 023 Pandai Jaya during the study, researchers observed various positive impacts resulting from the implementation of the program., according by (Isfahani & Hadi, 2024) The impact of the 15-minute reading program can be assessed by evaluating whether it achieves its intended goals. At SDN 023 Pandau Jaya, the program aims to foster a reading culture among students, particularly because the reading habits of the fifth-grade B students are still underdeveloped. The effects of the 15-minute reading initiative can be observed through the availability of reading resources. By implementing this program, the principal has provided and enhanced reading facilities. However, challenges remain, such as the lack of a designated reading corner in class V B. This issue can be mitigated by utilizing the library as a reading space, where a variety of reading materials and resources are accessible to students. The presence of these reading facilities positively influences the development of a literacy culture among students, encouraging them to read more comfortably. Additionally, activities conducted in the library serve as an alternative method for promoting literacy habits within the school (Rohim, 2020).

The impact of the 15-minute reading program on the reading culture of Class V B students at SDN 023 Pandau Jaya can be observed through their utilization of available reading resources. When students engage with the diverse reading materials provided, it fosters a more vibrant reading culture. By offering a variety of resources, students perceive reading as an enjoyable activity rather than a chore, which in turn enhances their motivation to participate in reading activities. Establishing a routine of consistent reading not only cultivates this culture but also encourages students to develop a lifelong love for reading. In line with (Soimah, 2022) stated that encouraging students to read in elementary school has numerous benefits for developing their communication skills, expanding their vocabulary, broadening their horizons and knowledge, and fostering creativity. Additionally, the impact of the 15-minute reading program on the culture of fifth-grade students in Class V B at SDN 023 Pandau Jaya reveals both positive and negative effects. The positive impact includes the cultivation of a reading culture among students, which enhances their interest and enjoyment in reading, as it becomes a habitual practice for them.

According to (Friantary, 2019) Establishing reading habits by allocating time for students to engage with various reading materials is the first step in fostering a reading culture. For students participating in the 15-minute reading program, this initiative has a positive impact. Students opt to

spend their free time reading instead of playing. Even when the library is closed, they inquire about when they can return to read, relax, and play. This demonstrates that students are increasingly using their free time to read. In accordance with the opinion (Ramadhanti & Rakhman, 2023) The practice of engaging in literacy activities, such as reading for 15 minutes before lessons begin, is believed to enhance students' interest in reading and learning. However, a potential downside of this reading habit is that it can transform reading from a pleasurable activity into an obligation. As a result, students who struggle with reading may feel pressured, leading to feelings of embarrassment or inferiority, which can diminish their self-confidence and motivation to read. This, in turn, negatively affects the development of a reading culture. To address this issue, the homeroom teacher of Class V B consistently implements the 15-minute reading program as a requirement. If any students encounter difficulties with reading, the homeroom teacher provides support and guidance to help them.

According to (Rasidi, 2023) Reading culture is a vital component of teaching and learning. The teacher serves as the primary pillar and facilitator in reading activities, also acting as a source of knowledge. The goal of these activities is to enhance students' interest in reading. According by (Rohim, 2020) By getting used to literacy, you can increase your vocabulary, optimize brain function, and increase your insight and grasp the information you are reading. Relevant research (Suryatina, 2024) indicates that morning literacy activities have a significantly positive impact. These activities create a more stimulating and challenging learning ecosystem, encourage students to engage more actively in reading, and enhance their overall literacy skills. In addition, relevant research is essential (Efania & Umam, 2023) The habituation program demonstrated a significant increase in student engagement in literacy activities and successfully heightened students' interest in reading. This is supported by the findings (Hidayati et al., 2020) GLS program, currently in the habituation stage, will cultivate students' interest in a variety of reading materials, enriching their learning experience and broadening their perspectives.

Every morning, the homeroom teacher encourages students to read and visit the library in order to cultivate a habit and promote a culture of reading (Melisa & Ramadan, 2024). The 15-minute reading program at SDN 023 Pandau Jaya School is designed to cultivate a reading habit among students and foster a sustainable reading culture. While the implementation of this program has both positive and negative impacts, any challenges encountered by the homeroom teacher are addressed with the support of the principal and the active involvement of the students' parents.

CONCLUSION

Based on the research findings, it can be concluded that the 15-Minute Reading Program has a significant impact on the reading culture of fifth-grade students at SDN 023 Pandau Jaya. This program is implemented every Monday and Wednesday, allowing students the freedom to choose the type of book and a comfortable place to read, while also encouraging them to make daily notes about their reading. The implementation of this program has been shown to foster more consistent reading habits, increase students' interest in various genres, and enhance their awareness of the importance of reading as an integral part of daily learning activities. However, this program also has a negative impact on some students who are not yet fluent in reading. These students may feel inferior, stressed, and lose motivation, as they perceive reading as an obligation rather than a necessity.

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