

# Implementation of the Let's Read Smart Challenge in Improving Third Grade Students' Reading Interest in Elementary School

Dianita Rahmawati<sup>1\*</sup>, Choirun Nisa<sup>2</sup>

<sup>1,2</sup> Faculty of Education Sciences, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

## Abstract

*Purpose:* This study aims to analyze the implementation of literacy management through the Let's Read Smart Challenge program as an effort to foster reading interest among third-grade students at SD Negeri Bibis Luhur I Surakarta. This program is designed as a technology-based learning innovation that combines literacy management with digital media that is attractive and easily accessible to students. Through reading challenge activities, students are encouraged to enjoy reading independently while fostering enjoyable and sustainable literacy habits.

*Methodology:* This study uses a qualitative approach with a case study method. The research subjects consisted of the principal, classroom teachers, and third-grade students. Data collection was conducted through observation, in-depth interviews, and documentation. The data were analyzed using Miles and Huberman's interactive analysis model, which includes data reduction, data presentation, and conclusion drawing. Data validity was obtained through triangulation of sources, techniques, and time to ensure the credibility of the research results.

*Results:* The results show that the Let's Read Smart Challenge program effectively increases students' interest in reading. Before the program was implemented, students tended to be less interested in reading. After implementation, students became more enthusiastic, actively discussed, and showed independence in choosing and understanding digital reading materials. The success of the program was supported by the leadership of the principal, teacher training, the availability of digital facilities, and parental support.

*Applications/Originality/Value:* This study contributes to the development of digital literacy management in elementary schools. The Let's Read Smart Challenge program is an effective innovative model for building a fun and sustainable literacy culture and encouraging students' critical thinking skills and motivation to learn in the digital age.

**Keywords:** Management, Literacy, Let's Read Smart Challenge, Reading Interest

## Introduction Section

In achieving quality education goals, educational management plays an important role in regulating all components of the school. Management is defined as the process of planning, implementing, organizing, and supervising all educational activities to achieve goals effectively and efficiently Siregar dkk., (2022). Schools that implement good management will be able to direct teachers, students, and the learning environment towards the same goals. One area that requires proper management is literacy, as literacy is the foundation for improving the quality of learning. Literacy influences how students understand information, analyze problems, and make decisions. Literacy management is necessary to ensure that reading activities are structured. Schools need to integrate literacy into various learning activities on an ongoing basis. With good planning, the habit of reading can grow and become a school culture.

Literacy is not only related to the ability to read and write, but also the ability to understand, interpret, and critically process information according to the needs of the times Fitri et al., (2023) Literacy is the basis for students to develop logical, creative, and analytical thinking skills. To strengthen students' literacy skills, the government has developed the School Literacy Movement (GLS) as a national program that encourages 15 minutes of reading before class, according to Mariyah Ulpah, et al., (2022). This program is expected to instill a culture of reading from an early age. However, in practice, literacy activities in many schools are still monotonous and do not fully utilize the technology that is familiar to students today. As a result, the habit of reading has not been optimal in increasing reading interest. Literacy activities still need to be developed with more creative, innovative strategies that are in line with developments in digital technology.

The development of the digital era has brought significant changes in the way students learn, especially Generation Z and Generation Alpha who have grown up surrounded by technology. Children are now more accustomed to visual content such as videos, games, and applications than reading printed books. Amelia & Dafit, (2023) state that this change in information consumption patterns has led to a decline in reading interest among elementary school students. On the other

\* Corresponding [a510220142@student.ums.ac.id](mailto:a510220142@student.ums.ac.id)

hand, digital literacy has become an urgent need because technology has become part of daily life, according to Indri Rahmawati et al., (2020). Research by Permatasari et.al., (2022) shows that students prefer reading through digital devices rather than physical books. This requires schools to develop a more modern approach to literacy. Indonesia's literacy gap is evident from the 2022 PISA results, which show a reading score of 359, far below the global average of 476 (OECD, 2022). This data reinforces the need for literacy innovation in elementary schools.

Indonesia's low literacy rate is also reinforced by the results of the World's Most Literate Nations survey, which ranks Indonesia 60th out of 61 countries Khusna et.al., (2022). This data illustrates that reading interest remains a major challenge in the national education system. Teachers, as the spearhead of education, are required to develop learning methods that are relevant to the needs of the digital generation. Without innovation, reading activities will be less attractive to students. The school environment needs to be designed as a space that supports enjoyable literacy activities, not limited to reading habits. To that end, schools need technology-based literacy models to increase student motivation to read. Digital literacy is an important component that combines reading skills with technology skills. Schools must transform themselves in line with the needs of the times so as not to fall behind in improving student literacy.

One relevant literacy innovation is the use of digital libraries that provide interesting, varied, and easily accessible reading materials. Kuswanto, (2021) explains that digital libraries are an effective solution to prevent low reading interest among students. This finding is in line with the research by Nurhabibah, Habibi, Nursalim, & Risnawati, (2023), which shows that the Let's Read platform can increase reading interest because it provides reading materials that can be adapted to the everyday language of students. Let's Read is a digital library application developed by The Asia Foundation through the Books for Asia program and provides thousands of children's storybooks (Mulyaningtyas & Setyawan, n.d.). This application not only increases reading interest but also trains critical thinking skills and builds moral values in students. By utilizing technology, reading activities can be made more interesting and tailored to students' needs.

Although many digital innovations have been developed, Indonesia's literacy achievements still show a significant gap. Amalia, Suriansyah, & Cinantya, (2024) emphasize that the low literacy competence of Indonesian students requires more serious and sustainable learning interventions starting from the elementary school level. The low reading interest of students is certainly not only caused by a lack of access to books but also by learning methods that are not suitable for the character of the digital generation. Therefore, schools need to present more creative, varied, and collaborative literacy strategies. The digital literacy model allows students to access a variety of interesting readings that suit their interests and level of understanding. The integration of technology in literacy learning helps students become more motivated to read because the presentation is more interactive. This approach encourages the active involvement of teachers, students, and parents in building a digital literacy culture.

Previous research shows that low reading interest is caused by monotonous learning methods, a lack of variety in reading materials, and a lack of support from the school environment Waningyun, Riandini, & Wahyuni, (2023). Putri Widya Wati, Liza Murniviyanty, (2025) emphasize that the reading interest of elementary school students needs to be increased through innovative and enjoyable learning approaches. The Let's Read Smart Challenge program is one of the relevant digital literacy strategies because it combines application-based reading challenges, teacher assistance, and parent involvement. This program provides a more interactive, modern reading experience that suits the learning style of the digital generation. Through this approach, literacy activities are no longer monotonous, but become fun and motivating activities. Based on this background, this study focuses on the implementation of the Let's Read Smart Challenge as a strategy to increase the reading interest of third-grade students at SD Bibis Luhur I Surakarta.

## **Method**

### ***Type and Desain***

My research uses a qualitative approach with a case study design. This approach aims to gain an in-depth understanding of the process of implementing literacy management through the Let's Read Smart Challenge program in fostering reading interest among third-grade students at SD Bibis Luhur I Surakarta. According to Sugiyono (2020), qualitative research is conducted in natural conditions with the researcher as the main instrument, using triangulation techniques, and emphasizing meaning rather than generalization. Data triangulation was carried out by comparing the results from several sources, including teachers, students, and the principal, as well as various techniques (observation, interviews, and documentation) to ensure data accuracy and consistency. In addition, descriptive pre-tests and post-tests were used to observe changes in student behavior and interest in reading before and after the program implementation without using statistical analysis. In line with Miles and Huberman (1994), this case study provides a comprehensive understanding of the phenomenon of digital literacy in elementary school environments.

### ***Data and Data Sources***

The research data was obtained from third-grade teachers and third-grade students at SD Bibis Luhur I Surakarta as the main subjects. Teachers acted as managers of the Let's Read Smart Challenge program, while students were the main participants who provided direct experiences during literacy activities. The research focused on the implementation of literacy management through the Let's Read Smart Challenge program and its effect on students' interest in reading. Data was collected through observation, interviews, and documentation to gain an in-depth understanding of the implementation of literacy programs in elementary schools.

### ***Data Collection Technique***

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted to directly observe the implementation of the Let's Read Smart Challenge program in third grade, including teacher readiness, student activities, and the integration of the program into daily literacy activities. Interviews were conducted with third-grade teachers, students, and the principal to obtain in-depth information about the planning, implementation, and response to the program. Documentation was obtained from photos of activities, literacy implementation records, student reading lists, and other school archives that supported the research process. These three techniques were used to understand the overall implementation of the program.

### ***Data Validation***

The validity of the data in this study uses source and technique triangulation. Source triangulation is carried out by comparing information from teachers, students, and principals. Technique triangulation is carried out by matching the results of observations, interviews, documentation, as well as pre-tests and post-tests. The pre-test was conducted before the implementation of the Let's Read Smart Challenge program to determine the initial level of students' interest in reading, while the post-test was conducted after the program to see the development of students' interest in reading. This step ensures that the data obtained is consistent, objective, and reliable so that the research findings truly describe the actual conditions of the program implementation.

## **Results and Discussion**

### ***Result***

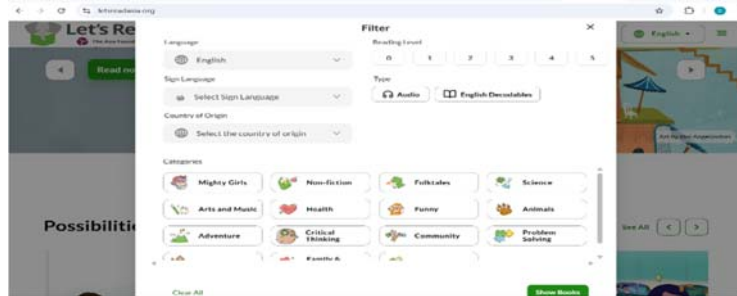
Based on observations, interviews, and documentation conducted at SD Negeri Bibis Luhur I Surakarta, the implementation of the Let's Read Smart Challenge program showed significant changes in increasing the reading interest of third-grade students. This program is one of the school's innovations in supporting the School Literacy Movement (GLS) integrated with digital technology. This activity is designed to make reading an enjoyable activity that is relevant to the times and capable of fostering children's intrinsic motivation for literacy. The results of the study show that the implementation of the Let's Read Smart Challenge not only increases students' reading habits but also fosters their confidence and curiosity in understanding the content of the reading material.

Before the program was implemented, literacy activities at SD Negeri Bibis Luhur I had been carried out through a fifteen-minute reading habit every Wednesday. However, these activities were still conventional and ineffective in increasing reading interest. Students tended to read because of their teachers' instructions, not because of personal motivation. The limited collection of books and lack of variety in reading materials made reading activities monotonous. Teachers realized that this literacy pattern was no longer suitable for today's students, who are more interested in visual and digital media. Therefore, teachers felt the need to introduce innovations that could combine traditional literacy with a digital approach to meet the needs of Generation Z and Alpha, who live amid technological developments.

The pre-test results conducted before the program showed that out of 24 students, 12 liked children's comics, 7 enjoyed reading at home, while 9 rarely read either at school or at home. Most students liked picture books, but still had difficulty understanding the content of the stories. Teachers also found that interest in reading was still low due to a lack of variety in reading materials, minimal support from parents, and low awareness among students of the benefits of reading. These conditions became the basis for teachers to create more contextual and interesting literacy activities, one of which was through the Let's Read Smart Challenge program that utilized digital platforms.

As a first step, the third-grade teacher carefully planned the implementation of the Let's Read Smart Challenge by involving the principal and parents. The teacher acted as the main facilitator who accompanied the students during the activity. The preparations included selecting digital reading materials through the Let's Read application, scheduling activities, and socializing with parents to encourage them to support reading habits at home. Teachers also adjusted the reading level to ensure that every child could understand the story well. This approach made literacy activities more flexible, adaptive, and student-centered.

The activities were carried out over a month. Teachers introduced the Let's Read app to students using Chromebooks and projectors. During group reading sessions, teachers helped students choose stories that suited their interests. Students then read independently and took notes on interesting points from the reading. This activity was conducted twice a week for about thirty minutes. Teachers also held reflection sessions after reading, where students were asked to share their opinions, explain the content of the story, or convey their impressions of the characters in the reading. This activity encouraged students to think more analytically and strengthened their ability to understand the content of the reading.



**Figure 1.** Features available in Lets Read



**Figure 2.** Implementation of digital reading activities using the Let's Read application in grade III of Bibis Luhur I Elementary School in Surakarta.

During the program, there was a significant increase in enthusiasm among students. They appeared more active, enthusiastic, and began to show independence in choosing and reading digital books. Teachers created an interactive learning atmosphere by providing support and positive motivation. Students who were initially passive began to speak up and discuss the content of the stories with their friends. The classroom became more lively with discussions, question and answer sessions, and simple presentations related to the reading material. Through these activities, students not only learned to read but also practiced expressing their ideas and opinions openly.

As a form of appreciation for student participation and enthusiasm, teachers give rewards in the form of stickers, praise, and simple certificates to students who show a high interest in reading. Giving these rewards is an effective form of external motivation to maintain student enthusiasm during the program. Students who receive rewards feel appreciated and are even more motivated to continue reading. This appreciation activity not only fosters healthy competition among students but also strengthens the spirit of togetherness and collaboration in learning. Thus, rewards are an important part of the motivation enhancement strategy in this literacy program.



**Figure 3.** Rewards given to students who actively read during the Let's Read Smart Challenge.

The post-test results conducted after the program showed a significant increase in students' interest in reading. A total of 19 students stated that they preferred digital reading to printed books, 14 students felt more enthusiastic about participating in literacy activities, and 3 students who initially had difficulty reading now showed an improvement in their ability to understand the content of the reading material. Students were more confident in telling stories and discussing the books they read. Picture stories with animal themes were the main favorites because they were considered interesting and easy to understand. These results show that digital media can be an effective means of increasing reading interest and literacy skills in elementary school children.

**Table 1.** Comparison of Students' Reading Interest Before and After the Let's Read Smart Challenge Program

Observed Aspects	Before the Program	After the Program
Reading Habits	Students read only when directed by the teacher; they are not yet independent.	Students read independently through the Let's Read app.
Preferred Reading	Children's comics and simple stories.	Digital picture stories with themes of animals and everyday life.
Student Engagement	Low, passive students who get bored easily.	Increasingly, students actively discuss and retell stories.
Teacher & Parent Support	Limited, no digital literacy collaboration yet.	Teachers, students, and parents work together in reading activities.

Factors contributing to the success of the program include support from school principals, teacher training, and parental involvement in assisting children with reading. School principals allocate approximately 10% of BOS funds for literacy activities, teacher training, and the provision of digital facilities. Teachers also receive support from colleagues through KKG activities to share experiences and strategies for implementing digital literacy. In addition, there is cooperation between schools and parents. Thus, with the involvement of various parties, these literacy activities can yield good results in improving the reading culture of students.

However, during implementation, there were several obstacles that had to be overcome, such as limited digital devices and unstable internet connections. To overcome this, the school implemented a system of rotating Chromebook use and adjusted the activity schedule to remain efficient. In addition, teachers utilized non-formal learning time to continue reading activities for students who had not yet had the opportunity to participate. Collaborative efforts between teachers, principals, and parents were key to overcoming these obstacles. Thus, the Let's Read Smart Challenge continued to run effectively and had a positive impact on all students.

Overall, the results of the study show that the implementation of the Let's Read Smart Challenge had a positive effect on increasing students' interest in reading, motivation to learn, and independence. This program is able to change students' perceptions of reading from something boring to an interesting and meaningful activity. Through digital media, students can access a variety of reading materials, better understand the content of stories, and develop critical thinking skills. This program can be used as a model for relevant and sustainable digital literacy learning to be implemented in other elementary schools as an effort to foster a generation of lifelong learners.

## **Discussion**

### **1. Implementation of the Let's Read Smart Challenge in Increasing Students' Interest in Reading**

Basic literacy is an important foundation in shaping students' character and critical thinking skills. Before the implementation of the Let's Read Smart Challenge program, literacy activities at Bibis Luhur I Public Elementary School were carried out routinely but were still conventional in nature. Teachers conducted a 15-minute reading habit every Wednesday morning before classes began and utilized a mobile library. This is in line with (Artatie, Siregar, & (2025) who stated that interactive libraries can improve children's literacy in the digital age. These routine literacy activities provided opportunities for students to get used to reading, understanding texts, and discussing the content of what they read. However, literacy activities did not yet use digital media that appeal to today's children. This condition indicated the need for innovation to make literacy more enjoyable and effective.

Schools support literacy through reading corners in each classroom and visits to the library, but the book collection is still limited and the use of digital resources is not yet optimal. (Sufia Shalehah, 2025) emphasizes that BOS funds can be used to develop innovative programs, including digital literacy, character education, and local potential-based curricula. This support makes it easier for teachers to facilitate reading activities that are more interactive and enjoyable for students. Schools have also begun to explore digital books and interactive applications that suit children's interests. This new approach aims to increase students' motivation to learn, reading skills, and understanding of the content they read. This implementation is the first step in building a modern literacy culture in schools.

After the program was implemented, reading activities became more enjoyable and interactive. Teachers act as facilitators who guide students in choosing digital reading materials, reading together, and understanding the content of stories using LCD projectors. This is in line with Nadia Malini, (2023), who states that teachers need to provide individual guidance and praise to motivate students. The principal reported an increase in teacher and student enthusiasm, supported by KKG training, the use of Chromebooks, and computer labs. Reading activities are now not only routine but also interactive and modern. Students show greater enthusiasm when reading and discussing the content of stories with friends. This changes the paradigm of reading from passive to active and enjoyable.

The Let's Read Smart Challenge program has proven to change the paradigm of reading for students to be more modern and enjoyable. Schools and teachers work together with parents in supporting digital literacy. This implementation improves students' reading skills, reading comprehension, and confidence. These findings are in line with Sri, (2022), which shows that the Let's Read application can improve children's literacy resilience. In addition, students are more accustomed to using digital media as a learning resource, practicing independence, and honing critical thinking skills. These digital literacy activities provide new experiences that are more interesting than the previous conventional methods.

### **2. Factors Supporting and Hindering the Implementation of the Let's Read Smart Challenge**

Before the program, pre-test results showed that third-grade students' interest in reading was low. Of the 24 students, only 12 enjoyed reading, mostly light reading such as comics, while 7 students read at home and 9 students rarely read. Some students had difficulty understanding long texts. Tera Athena, (2025) emphasized that a reading culture requires synergy between home, school, and the surrounding environment, including reading facilities and technology. The roles of parents, teachers, and the surrounding environment must be aligned in order to increase students' interest in reading. Without the full support of all parties, it is difficult to consistently develop a culture of literacy. The school environment also affects students' motivation to learn to read.

Barriers before the program included limited digital devices, a lack of book collections, low parental participation, and unformed reading habits. Teachers found it difficult to maintain students' focus during literacy activities. (Mutadin, Rodli, & Kanzunudin, 2024) found that reading interest is influenced by the availability of facilities, the role of teachers, parental support, and a curriculum that supports literacy. The lack of books and digital learning media caused some students to quickly become bored. This emphasizes the need for systematic and structured interventions to improve the reading culture in schools.

After the program was implemented, supporting factors increased significantly. The school provided computer labs, LCDs, and Chromebooks on a rotating basis between classes. Teachers received digital literacy training support, and parents began to accompany their children in reading at home. Obstacles remained, such as not all students having digital devices at home, so the use of Chromebooks had to be scheduled on a rotating basis. With teacher assistance and coordination with the principal, these obstacles could be minimized. Reading activities remained interactive and enjoyable despite the limitations.

Teachers overcame obstacles through intensive assistance, read aloud sessions, and group discussions so that students could continue to understand the reading material. (Haeroni, Saptono, Kawuryan, & Sayekti, 2023) emphasized that collaboration between teachers and principals can minimize technical obstacles so that digital literacy can continue to be effective. These efforts show that obstacles can be used as motivation to continue developing digital literacy in schools. Collaboration between teachers, principals, and parents is the key to the success of the program. Students become more enthusiastic and motivated to read more.

### 3. The Effect of Implementing the Let's Read Smart Challenge on Students' Interest in Reading

Before the program, students' interest in reading was low. Twelve out of 24 students liked light reading, while nine students rarely read either at home or at school. Some students had difficulty understanding the content of the reading material and quickly became bored. Parental support was limited, and the variety of reading materials at school was still minimal. Hadi et al., (2023) stated that book production in Indonesia is still limited, which affects children's interest in reading. This condition meant that some students only read when directed by the teacher. The lack of variety in reading materials also reduced students' motivation to read more.

The principal emphasized that a culture of literacy had not been well established before the program. Literacy activities tended to be monotonous and did not utilize digital media that suited the characteristics of today's children. Haeroni et al., (2023) emphasized that digital media can increase students' interest in reading with an attractive approach. Schools need learning innovations so that reading interest can increase sustainably. The implementation of a digital-based program is a strategic step to create a more effective and enjoyable reading culture.

After the program was implemented, the post-test showed a significant improvement. A total of 19 students enjoyed reading through interactive digital applications, especially picture books with themes of animals and daily life. Students were more enthusiastic about participating in digital literacy and discussing the content of the stories. Clarita dkk., (2023) that digital picture books increase reading motivation and facilitate the connection between text and daily experiences. Reading activities became more enjoyable and motivated students to read independently.

Positive impacts were seen in increased learning motivation, critical thinking skills, and student independence. Digital literacy made students more tech-savvy and accustomed to utilizing online learning resources. Teachers reported an increase in student participation each week. Ike Trisna Ayu Putri, dkk., (2024) emphasized that literacy serves as the foundation for critical thinking skills, enabling students to evaluate information appropriately and build a culture of digital literacy in elementary schools. This shows that the program is effective in fostering reading interest while shaping students' digital literacy character.

## Conclusion

This study shows that the implementation of the Let's Read Smart Challenge can increase the reading interest of third-grade students at SD Bibis Luhur I through digital literacy activities that are more interesting, varied, and in line with the characteristics of Generations Z and Alpha. The use of the Let's Read application, teacher assistance, and the provision of easily accessible digital reading materials make students more enthusiastic, focused, and active in reading activities. This improvement is reflected in changes in student behavior, such as reading more often, being better able to understand the content of what they read, and being more confident when discussing the stories they have read.

From a literacy management perspective, this program is effective because its planning is structured, its implementation involves various parties, and its evaluation is carried out continuously. The support of the principal, technological facilities such as Chromebooks and LCD, and the involvement of parents reinforce the program's success. Although obstacles such as limited digital devices at home and varying reading abilities among students were still encountered, teachers were able to overcome them through mentoring, read aloud sessions, and adjustments to learning strategies. Overall, the Let's Read Smart Challenge has proven to be a relevant, innovative, and replicable model of digital literacy for increasing reading interest in elementary schools.

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