
**RESOURCE MOBILIZATION STRUCTURE OF GERAKAN SEKOLAH MENULIS BUKU
AS A NEW SOCIAL MOVEMENT**

Khabib Bima Setiyawan, Argyo Demartoto, and Supriyadi

An affiliate of Magister Sociology, FISIP Universitas Sebelas Maret. IDN.

Postal-address: Jl. Ir. Sutami No.36 A, Pucangsawit, Jebres, Kota Surakarta, Central Java 57126 IDN.

ABSTRACT

This study aims to analyze the structure of resource mobilization in Gerakan Sekolah Menulis Buku as an effort to improve the culture of literacy among students, using qualitative methods with case study approach on Gerakan Menulis Buku Indonesia (GMB-Indonesia) Organization. Technique of data retrieval is done by observation and depth interview. Validation of data is done by triangulation technique. The results of this study indicate that in Gerakan Sekolah Menulis Buku is a new social movement that is separated from the ideology of class struggle but a new social movement that has the ideology and goals, tactics, structures and actors in an effort to improve the culture of literacy by inviting many people to write especially among students. This movement has the strategy and mobilization of resources either in the form of moral resources, cultural resources, social-organizational resources, human resources, material resources

KEYWORDS: Literacy culture; New social movement; Resource mobilization.

1 INTRODUCTION

Culture of literacy that has developed in Indonesia has not led this country to occupy high quality literacy. If explored more deeply about the description of Indonesian students' reading ability, an international study on reading literacy conducted by the Organization for Economic Cooperation Development (OECD) can be used as a mirror map of Indonesian students' literacy abilities compared to other students their age at the international level. The OECD itself tries to map the profile of students' reading literacy in the international scope through the Programme for International Student Assessment (PISA). PISA is a literacy study that aims to periodically examine the ability of 15-year-old students (class III junior high school and class I high school) reading literacy, mathematics literacy, scientific literacy. The PISA study reports that 25% - 34% of Indonesian students enter the literacy level-1. That is, most of our students still have the ability to read at the level of 'learning to read'. Students at the literacy level-1 are only able to read the simplest text, such as finding information in simple reading, identifying the main theme of a text or connecting simple information with everyday knowledge. As for the level of literacy level-5, less than 1% of Indonesian students are at the highest level of this PISA study (Wahyuni, 2010). The mapping results also provide an illustration that few Indonesian students are able to read high, such as understanding the meaning of complex sentences that have never been known before, understanding widely and thinking critically in finding hypotheses and evaluating.

The paradigm that is present in the midst of society today continues to stimulate literacy activists who are aware that the urgency of reading and writing culture in the midst of the swift flow of modernization in this country needs special attention. Gerakan Sekolah Menulis Buku (GSMB), a movement initiated in April 2016 in the City of Surakarta as a form of response to the concern of the literacy culture of the Indonesian, especially Indonesian students.

Gerakan Sekolah Menulis Buku is a literacy development movement that specifically targets students in Indonesia. The movement is the organization of poetry writing contest junior high and high school / vocational equivalent, such works are also appreciated to be made into a book and in the top event GSMB organize “Festival Literasi” with a series of events such as workshops authorship, national seminars, launching of books and awarding.

In doing the movement, Gerakan Sekolah Menulis Buku uses a resource mobilization strategy. Through material resources and non-material resources, Gerakan Sekolah Menulis Buku is able to move thousands of people to write and publishing their work.

This study aims to analyze Gerakan Sekolah Menulis Buku as a new social movement and resource mobilization strategy within. The theory used in this research is the theory of new social movements and resource mobilization theory (RMT) by McCharty and Zald.

1.1.The Structure

- a. Problems in the study is how Gerakan Sekolah Menulis Buku as new social movements mobilize resources owned in doing the movement in the field of literacy in the middle of the large number of news coverage about the low level of literacy ability in Indonesia
- b. This research is important in the development of the study of new social movements in the field of literacy due to studies like this are still rare. This research also need to be constantly updated to be repaired on an ongoing basis in the middle of a dynamic social environment.
- c. In this study will be explained that social movements are not always about class struggle or an act of anarchy, Gerakan Sekolah Menulis Buku as a new social movement emerging in organized taking into account the strategy in doing the movement. What's more the issue raised in this social movement is rarely presented for literacy.
- d. The purpose of this research is to analyze the resource mobilization strategy of Gerakan Sekolah Menulis Buku as new social movements. Researchers are trying to analyze the strategies undertaken by Gerakan Sekolah Menulis Buku capable of moving thousands of people to write and publish books in bulk
- e. The scope of this research relates to the new social movements and the mobilization of resources in it. This study is limited by geography covers 7 counties in the karisidenan of Surakarta (Surakarta, Boyolali, Sukoharjo, Karanganyar, Wonogiri, Sragen, and Klaten)

2. RELATED WORKS/LITERATURE REVIEW

Research on the importance of cultural literacy has also been done in the year 2014 by Yulianti, the study entitled "Model Budaya Baca-Tulis berbasis Balance Literacy dan Gerakan Informasi Literasi di SD ". Balance approach literacy and information literacy movement believed to be allowed for the purpose. Balance literacy theoretically recognized his success in developing student's bacatulis culture by experts (Yuliyati,2014) . Have the same theme with the above research, this research focuses on new social movements in developing literacy through different models by doing a bulk write movement by students through activities outside of the school : Gerakan Sekolah Menulis Buku (GSMB).

GSMB mobilized resources that are owned as a strategy in doing social movements in developing literacy ability especially among students. According to McCharty there are four dimensions of steel structure of the mobilization (mobilizing structures) are either formal or informal, is through this vehicle moving people and immerse yourself in a collective action. Resource mobilization is defined as a set of contextual process (resource management, organizational dynamics, and political changes) that enables social movements to optimize structural potentialities belonging to achieve the goal. This approach to analyzing how the social movement actors develop strategies for interacting with their environment to fight for their interests (Mirsal, Robert: 56-58).

In understanding the resources in social movements, Edwards and McCarthy (in Sukmana, 2016: 196) divide some resources include:

- 1) Moral Resources; Include the legitimacy or power, the support of solidarity, support, sympathy and support well-known figures.
- 2) Cultural resources ; Are the artifacts and cultural products as a set of conceptual and specific knowledge that has been widely known.
- 3) Social-organizational resources; Includes intentional or social organization.
- 4) Human resources; Include labor, security, skills and expertise.
- 5) Material Resources; Includes monetary resources, property, Office space, equipment, and supplies.

3. MATERIAL & METHODOLOGY

3.1. Data

This reseach data type is qualitative data. This research was conducted on three cities such as Surakarta, Karanganyar, and Sukoharjo. Data collection techniques in this study was observing during the travel of the Gerakan Sekolah Menulis Buku, in-depth interviews to ; 1) Organizational Organizers, 2) volunteers GSMB, 3) Balai Bahasa Provinsi Jawa Tengah, 4) Participants in the Gerakan Sekolah Menulis Buku. In addition, the author also use documentation study techniques. The informants in this study were selected using purposive sampling with maximum variation sampling.

3.2. Method

This research uses qualitative research method with a case study approach. Case studies are studies that study intensively or deeply one member of the target group of a research subject (Silalahi, 2012: 186). The author uses Triangulation Technique in measuring data validity through data credibility testing through observation techniques with interview techniques during the data collection process. The analysis technique used uses the whole case or in the form of intertwined analysis, namely an analysis for specific, unique or extreme cases (Yin, 2011: 63).

4. RESULTS

Gerakan Sekolah Menulis Buku (GSMB) is one of the annual movement comprising a series of events include, writing, publishing and launching the book, writing and training action donation activities in SEMANGAT SEJUTA BUKU: Untuk Indonesiaku. The resulting manuscript is published by Kekata publishers in the form of the book with the ISBN (International Standard Book Number), the book will be launched in "Festival Literasi " the record-breaking MURI as the biggest book launching.

Gerakan Sekolah Menulis Buku Movement became one of the biggest social movements in the field of literacy because it was able to invite many people to write and publish books simultaneously even in 7 districts at once. The movement that has been successfully carried out twice with the main partners namely the Balai Bahasa Provinsi Jawa Tengah, is a poetry writing competition at the junior and senior high school level in 7 districts in Soloraya (Surakarta, Boyolali, Sukoharjo, Karanganyar, Wonogiri, Sragen, and Klaten) Schools that register can send a minimum of 100 manuscripts from all students to be judged and published in book form per school.

This movement began with the socialization by the GSMB team to the teacher and then gave invitations and proposals to capture participants. Then the schools that register are required to send their students texts via the GSMB team's electronic mail to check their plagiarism and be judged. At the end of this movement, the GSMB held a "Festival Literasi" at the Graha Saba Buana Building which contained writing workshops, National Seminars, MURI Record Breaking (the most participants and launching the biggest book), and awarding as a form of appreciation.

5. DISCUSSION

However, social movements are not the only learning environments, as adults learn continuously throughout their lives within formal, non-formal, informal education contexts, willingly or unintentionally (Rogers in Čubajevaitė, 2015). Social movements seldom use formal and non-formal education, most of the learning ingrained in action is not recognized as learning (Rogers in Čubajevaitė, 2015). We can't be that belies Gerakan Sekolah Menulis Buku as a new social movement in the field of literacy is an innovation in developing kemampuan literacy especially among students.

5.1 Gerakan Sekolah Menulis Buku as a New Social Movement

The New Social Movement also raises a new paradigm in seeing and understanding social reality (Suharko, 2006: 8). The paradigm brought in the new social movement has several characteristics in each of its movements. As a new social movement, the Gerakan Sekolah Menulis Buku has the following characteristics:

Table 1. Identification of characteristics of Gerakan Sekolah Menulis Buku.

Indicator	Identification	Findings
Idelogy	Increasing literacy culture, skills and character.	The purpose of Gerakan Sekolah Menulis Buku is to : <ul style="list-style-type: none"> • accommodate the school's academic community to work • Giving appreciation to each writer through rewards and publishing books • Improving writing skills through writing workshops in "Festival Literasi" • Formation of characters to share with each other by donating.
Strategy	mobilize the school academic community, attract partners.	<ul style="list-style-type: none"> • The GSMB conducted socialization first to the teacher and then gave invitations and proposals to capture participants. • The GSMB recruits the main partner of the Balai Bahasa Jawa Tengah • Collaboration sponsorship and media partners from various companies to support funding sources • Collaboration between media partners in movement publications • Hold writing competitions at Solo Raya • Hold a "Festival Literasi" at the GSMB summit which includes writing workshops, National Seminars, MURI Record Breaking (Most participants and biggest launching book), and awarding the champion as a form of appreciation.
Structure	Flexible membership structure	<ul style="list-style-type: none"> • structure in the GSMB is flexible. • Having a division of labor which is divided into divisions and chaired by a coordinator but • prioritizes deliberation and mutual cooperation in carrying out the movement.
Actors	Cross-group	groups that are represented in the GSMB consist of various backgrounds both government and non-government. Like the Balai Bahasa Provinsi Jawa Tengah, Middle School and High School / Equivalent Vocational High School in Solo Raya and companies.

(Primary Data, processed November 2017)

It should be realized that New Social Movement is not an anarchy movement; it called for a justice and dignified condition for the conception of birth, maturity, and reproduction of human beings who are creative and aligned with nature. Even New Social Movement radically changes the Marxist paradigm that explains conflict and contradiction in terms of 'class' and class conflict (Singh, 2010:

126). As well as Gerakan Sekolah Menulis Buku. It is also not an anarchy movement, Gerakan Sekolah Menulis Buku is not a movement that describes 'class' disputes in society, but an effort born from thinkers to develop a culture of literacy in Indonesia by inviting the entire school community both students and teachers regardless hierarchy of social classes to write and produce poetry works which are then recorded. Gerakan Sekolah Menulis Buku is also a literacy movement that is able to invite many people to write, even in the Gerakan Sekolah Menulis Buku, able to break the MURI record as a biggest poetry writing competition with the most participants with 19,991 participants and 68 books launched.

5.2 Resource Mobilization Structure of Gerakan Sekolah Menulis Buku

The resource mobilization (RM) theory was developed in the early 1970s to challenge social breakdown and relative deprivation theories that identify individual grievances as the primary stimulus for collective action (Golhasani and Akbar,2016) RM theorists argued that grievances are necessary but not sufficient to stimulate the rise of a movement because grievances and social conflict are inherent and enduring in every society. Rather, the formation of social movement organizations and the ability of these organizations to mobilize resources from potential supporters, both labor and money, are the critical factors in movement mobilization (Golhasani and Akbar,2016. According to McCharty (Sukmana, 2016: 168) there are four dimensions of mobilizing structure both formal and informal, where through this vehicle people move and engage themselves in a collective action. The four dimensions of the mobilizing structure contained in Gerakan Sekolah Menulis Buku are as follows.

Table 2. Identification of the Structural Dimensions Educational Mobilization Gerakan Sekolah Menulis Buku

	Non-Movement	Movement
Informal	Friendship Networks. recruitment process <i>GSMB</i> volunteer through friends.	Affinity Groups: Angkasavakya
Formal	<p>Corporation: Pertamina, SINARMAS, PT. Tirta Investama Klaten, Pocari Sweat, Biznet, Kekata Group, Oase Group.</p> <p>Media Partners : Jogja TV, FIESTA FM, METTA FM, PTPN, KOMPAS, SWIBA, RRI</p>	<p>Movement Schools : Balai Bahasa Provinsi Jawa Tengah, Education Office (Surakarta, Boyolali, Sukoharjo, Klaten, Wonogiri, Karanganyar), BAKORWIL, SM3T, MGMP, PGRI, IKIP, Kodimn Klaten and Karanganyar,</p> <p>KOREM Surakarta</p> <p>POLRES Sukoharjo, Boyolali and Surakarta, ARPUSDA Jawa Tengah, Badan Pengembangan dan Pembinaan Bahasa Jawa Tengah.</p>

(Primary Data, processed November 2017)

5.3 Resource Mobilization Strategy

According to Edwards and McCarthy (in Sukmana, 2016: 196), in the context of social movements, there are at least five types of resources, namely: moral resource, cultural resources, social-organizational resources, human resources, material resources. Gerakan Sekolah Menulis Buku utilizes resources that are managed collectively. Resource management aims to support the movement in terms of material and non-material.

Table 3. Type Resources of Gerakan Sekolah Menulis Buku

Resource Type	Findings Resource
Moral resources	support the legitimacy of the form tantatangan Head of the Central Java Provincial Language awards charter, and awards from various companies, <i>media partners</i> and even famous figures such as Seto, Elizabeth Sudira, and Mr. Tejo.
Cultural Resources	GSMB organizes meetings (<i>running a meeting</i>) routinely to coordinate to achieve targets. There are businesses to surf the web in making movements through online media.
social-organizational resources	formation of Gerakan Sekolah Menulis Buku Team intentionally to divide the work function according to their respective fields (Secretary, Public Relations, <i>Sponsorship</i> and Events) and <i>volunteers</i> coordinated by a chairman.
Human resources	are coordinated labor dala a team consisting of a core team and a team of volunteers.
Material Resources	<ul style="list-style-type: none"> ● GSMB Office ● Space Rental space for “Festival Literasi” at Graha Saba Buana ● Supporting equipment such as Handheld Cellphones, Computers, laptops, printers, Wi-Fi computers, material books and Vehicles. ● Monetary / financial resources that are sourced from <i>saving</i> and <i>fresh money are the</i> result of support from collaborative sponsorship ● of material resources in the form of goods from sponsors such as drinking water, <i>seminar kits</i>, and <i>merchandise</i>.
Political resources	GSMB has a political opportunity through the connection with the Central Java Provincial Language Institute and the Department Related.

(Primary Data, processed November 2017)

Mobilization Moral Resources

According to Edwards and McCarthy moral resources include legitimacy, solidarity support, sympathetic support, and support of people or celebrities (Sukmana, 2016: 168).

The legitimacy gained by Gerakan Sekolah Menulis Buku is a long process of solidarity in social movement organizations. The struggle to establish cooperation through formal and informal channels, both with fellow movements and non-movements, also resulted in sympathy from various parties.

In this case, especially the official GSMB partners who are part of the government structure, the Balai Bahasa Provinsi Jawa Tengah, which is obtained through formal channels, contributes

legitimacy in the form of signature in the GSMB charter and provides a recommendation letter to the GSMB. Recommendation letters were also obtained from the Central Language Agency, BAKORWIL in each district in Soloraya (Surakarta, Boyolali, Sukoharjo, Wonogiri, Karanganyar, Sragen and Klaten) and the Education Office of each Soloraya district. This was achieved because the GSMB had a common goal with the government in an effort to promote literacy in Indonesia.

Support was also present from celebrities, Kak Seto, who was known as a child psychologist and served as chairman of the National Commission for Child Protection. He was the speaker at the national seminar in the “Festival Literasi” series as the main event for Gerakan Sekolah Menulis Buku Chapter II: Soloraya provided material related to developing children's interest in using iterative media that is fun and more child-friendly. Her presence was complemented by a well-known moderator, Elizabeth Sudira, who had been a world wide host and had also been a national reading ambassador in 2011 and is now known as a professional MC.

Mobilizing Cultural Resources

Cultural resources are further described by Edwards and McCarthy (Edwards and McCarthy in Sukmana, 2016: 170) is an artifact and cultural products such as a set of artifacts and cultural products such as a set of conceptual and specific knowledge which have been widely recognized, though not necessarily universal.

Gerakan Sekolah Menulis Buku Team running a meeting routinely to coordinate to achieve targets that are done once a week. The meeting was attended by all GSMB teams except volunteers, led by the Chairman of the GSMB to coordinate each division in reporting the results of developments for one week and follow up on a strategy to achieve the targets next week. This coordination meeting is also a means to harmonize the mindset between divisions and does not close the possibility of brainstorming in developing strategies.

Cultural resources in the form of knowledge products in the GSMB are supported by all volunteers judging through literary knowledge acquired during the education process at the Indonesian Language Study Program in Universitas Sebelas Maret. In addition, experience in the student association organization is also an experience that was brought in in formulating strategies at the GSMB.

Mobilization of Social-organizational Resources

Social-organizational resources covers both intentional social organization and appropriable. An intentional social organization is an organization formed specifically for the purpose of further social movements. In contrast, appropriable social organizations are formed not for nonmovement purposes, but movement actors make it possible to gain access to resources through this organization (Edwards and McCarthy in Sukmana, 2016: 169).

Appropriable social organization was carried out by the Indonesian Book Writing Movement by forming the GSMB Team by dividing the work function in divisions coordinated by a chairman in a core team. In addition to the deliberate formation of organizations, the movement also formed intentional social organizations through the recruitment of teams volunteer in the public relations and events division through networking and through communities. The team volunteer is co-opted by the core team during the work process to be able to access resources owned by the core organization. There are three forms of social organization resources, namely: infrastructures, social networks, and organizations (Edwards and McCarthy in Sukmana, 2016: 169). Although these three forms differ in organizational formality, they emphasize the extent to which access can be controlled by an organization. In this case, access to social networks and formal and informal organizations from both the government and the private sector is owned by the GSMB team so that they can get moral resources as above. In addition, access to infrastructure is also owned by using the Graha Saba Buana Building in conducting the top event of the “Festival Literasi”.

Mobilization Human resources

Categories of human resources include sources such as: labor, experience, skills, and expertise. In this category also includes leadership. Resources in this case are more individual than social or cultural organizational structures (in Sukmana, 2016: 196).

One important factor in the sustainability of Gerakan Sekolah Menulis Buku is the availability of human resources in the form of labor that are collectively incorporated into a team and mobilized individually by a leader.

GSMB flexible team structure and promoting the principle of mutual gotong royong make human resources individually interpreted depends not on how the level of skills and its expertise even passion possessed by each individual. The participation of each team member is carried out on the basis of moral commitments towards the responsibilities carried out according to the division obtained. So that the individual tendencies that occur lead to the openness of each party in carrying out cultural reproduction in order to form skills and expertise through an interaction process between the division's responsibility holders and the chairman who has expertise. The learning does not take place theoretically, but applies the applicative skills that take place within a short period of time before the responsibility holder is classed to then carry out the task independently.

Mobilization of Material Resources

Material resources to combine what is in the language of economics is called financial and physical capital, including sources: monetary, property, office space, equipments, and supplies (Edwards and McCarthy in Sukmana, 2016: 168). The GSMB Office Room is equipped with supporting equipment such as mobile phones for offices, computers, laptops, printers, Wi-Fi computers, material books and office stationery. Monetary / financial resources sourced from saving and fresh money are supported by sponsorship cooperation. Material resources in the form of goods from sponsors such as drinking

water, seminar kits, and merchandise that can cover movement funding are as much as 50% of the total cost.

Mobilization of Political Resources

Researchers find new resources that are not explained in the theory of resource mobilization by McCharty and Zald through a resource approach in a movement. The tendency to avoid political factors in a new social movement has changed some of the resistance paradigms between the oppressed class and the ruler into a political opportunity, as was done by Gerakan Sekolah Menulis Buku by collaborating with the main partners of the government through the Central Java Provincial Language Office and the service related to being one of the determinants of success of this movement.

It is driven by the relativity factor openness relativity and the capacity of the state propensity for taking repressive measures in response to a new movement that emerged in the middle of the country's environment. The existence of the openness factor from the government was explicitly explained directly by the Balai Bahasa Provinsi Jawa as the main partner of the government in this movement that was an important factor that caused the Balai Bahasa Provinsi Jawa Tengah to be a partner of this movement because of the vision of the linear Book Writing Movement with the government's objectives in the field of developing literacy culture in schools which is also the responsibility of the Balai Bahasa Provinsi Jawa Tengah as part of the Indonesian government system within the Central Java Province.

Robert Mersel's Thoughts

Agreeing with McCharty and Zald's thoughts, Robert Mersel also defines 5 characteristics of a social movement that focuses its attention on the understanding that the main activity of a social movement is to mobilize various constituencies in various ways to obtain the resources needed. Mersel also explained that organizational forms and strategies for raising resources from a social movement with institutionalized forms of action (Mersel, Robert: 56-58).

This is the same as what is done by Gerakan Sekolah Menulis Buku in an effort to establish social movements. If McCharty and Zald provide several types of resource mobilization owned by a movement, Mersel also highlights the process of the organization's efforts to obtain resources through strategies in the form of institutionalized actions. Gerakan Sekolah Menulis Buku forms an official institutional system for gaining support and openness. the political situation of those who are the government and also in the effort to obtain resources from various parties, both private and individual. So that Gerakan Sekolah Menulis Buku is not an individual movement but a collective effort organized by a group of teams by mobilizing resources.

6. CONCLUSION

Gerakan Sekolah Menulis Buku was a movement carried out with the aim of improving the culture of literacy through poetry writing competitions held simultaneously in 7 districts in Soloraya. In addition, the GSMB also gave appreciation to the authors by printing the works of students and teachers per school which was launched at the peak event of "Festival Literasi". This event was able to break the MURI record as a poetry writing competition with the most participants with 19,991 participants.

As a new social movement, the GSMB does not focus its movement on the interrelationships of social hierarchies that exist in society because all school members can participate in Gerakan Sekolah Menulis Buku carries out a strategy of mobilizing the resources they have in the form of moral, cultural, social-human, and material resources. In this study new resources were also discovered, namely political resources in the form of government openness relativity and a tendency not to be repressive in responding to movements that emerged in the community.

Gerakan Sekolah Menulis Buku cooperates with formal and informal parties that are both movement and non-movement. The government, especially the Balai Bahasa Provinsi Jawa Tengah and several agencies contributed to strengthening the legality of the GSMB through a recommendation letter. Gerakan Sekolah Menulis Buku also cooperates with the company in obtaining sponsors and the media as a media partner.

The benefits that exist in this research is that we are able to find out how resource mobilization strategy behind the new social movements in a particular field (in this case the literacy). Great expectations of social movement researchers, GSMB capable of being national program as a partner of Government in the development of a culture of literacy efforts on an ongoing basis. The author also gives recommendations so that this kind of movement can be implemented within the scope of a wider area so endeavour the development of literacy holds the entire civitas school even the general public to develop literacy ability.

REFERENCES

- Čubajevaitė, Marta. (2015). "Transformative Adult Learning in New Social Movement – a Case Study from South Africa," *International Journal of Area Studies* 10 (2), 139-171.
- Golhasani, Akbar & Abbas Hosseinirad. (2016). "The Role of Resource Mobilization Theory in Social Movement," *International Journal of Multicultural and Multireligious Understanding* 3 (6), 1-5.
- Mirsel, Robert. (2004). "Teori Pergerakan Sosial," Yogyakarta : Resist Book.
- Silalahi, Ulber. (2012). "Metode Penelitian Sosial," Bandung: Refika Aditama.
- Singh, Rajendra. (2010). "Gerakan Sosial Baru," Yogyakarta : Resist Book.
- Suharko. (2006). "Gerakan Sosial Baru di Indonesia," *Jurnal Ilmu Sosial dan Ilmu Politik* 10 (1), 1-34.
- Sukmana, Oman. (2016). *KONSEP DAN TEORI GERAKAN SOSIAL*, Malang: Intrans Publishing.

- Wahyuni, Sri. (2010). "Menumbuhkembangkan Minat Baca Menuju Masyarakat Literat," *Jurnal Pendidikan Bahasa dan Sastra Indonesia* 17 (1), 179-189.
- Yin, Robert K. (2011). *Studi Kasus: Desain dan Metode*, Jakarta: PT.Rajagrafindo Persada.
- Yuliyati. (2014). Model Budaya Baca-Tulis berbasis Balance Literacy dan Gerakan Informasi Literasi di SD". *Jurnal Ilmu Pendidikan*. 20 (1), 117126.