

SCHOOL LITERACY MOVEMENT ON READING LITERACY SKILLS IN ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aims to evaluate the effect of the School Literacy Movement (SLM) on the literacy skills of fifth-grade students, involving a sample of 15 participants. Literacy skills were assessed using the Minimum Competency Assessment (MCA) literacy scores. A quantitative experimental design was employed, utilizing a one-group pretest-posttest approach. Data were collected through interviews with homeroom teachers, followed by pretesting, the implementation of the literacy intervention, and posttesting. Data analysis using SPSS version 22 revealed that the normality test for both pretest and posttest scores yielded p-values of 0.230 and 0.570, respectively, indicating a normal distribution. The Levene's test for homogeneity of variance produced a p-value of 0.178, confirming homogeneity across the group. The findings showed a 2% increase in students' average MCA literacy scores after the implementation of the SLM, suggesting a measurable improvement in literacy skills. These results underscore the role of school-based literacy programs in enhancing students' literacy competencies and support the continued development and integration of literacy initiatives in primary education.

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INTRODUCTION

Education plays a central role in developing the quality of human resources. One of the key aspects in efforts to improve the quality of education is the availability of sufficient learning resources that can be accessed by all students (Cristiana et al., 2021). Through planned and systematic education, individuals can develop their potential to the maximum. In addition, education also functions to instill positive values that shape quality personalities and morality of students. That is why education is a strategic means in building a competent and noble generation. Education can also be understood as a stage of developing individual abilities that will later be applied in social life (Ramadianti, 2021). Educational activities cannot be separated from literacy (Ramadhani Kurniawan & Afi

Parnawi, 2023). At the 2015 world economic forum, six basic literacies were identified that must be mastered by the younger generation, including students, as part of 21st century life skills. In implementing literacy activities in elementary schools, one of the main focuses is on basic literacy. This basic literacy includes several aspects, including reading and writing literacy, numeracy, science literacy, digital literacy, financial literacy, and cultural and civic literacy (elmahuna et al., 2024).

The definition of literacy is not just the ability to read and write for students, but is developed into the ability to read, speak, write and listen for students (Ulum et al., 2024). Literacy is the skill of reading and writing, but also how someone uses the information obtained and applies it to daily activities. In addition to being related to knowledge, literacy also includes the application or direct practice of someone in acting or doing something in their daily activities (Ramadhani Kurniawan & Afi Parnawi, 2023).

According to the Language Development and Protection Agency of the Indonesian Ministry of Education and Culture (2017), reading activities are a basic element in literacy practices (Antoro et al., 2021). It is also explained that reading is a crucial activity in the literacy process which plays a major role in the intellectual development of students. By reading, students can gain broad insights and explore the world that benefits their lives. Reading is the main activity in literacy which is very important for the advancement of education (Class et al., 2021). It is stated that reading literacy skills can act as a tool for students to recognize, understand, and apply the knowledge gained during the learning process at school (Wulanjani & Anggraeni, 2019). Students' literacy skills are strongly influenced by their reading ability, which plays a key role in broadening knowledge from the elementary level. However, data shows that literacy remains low due to a lack of reading interest. To address this, the implementation of literacy movements among elementary school students needs to be maximized.

Various efforts to improve literacy have yet to yield optimal results. Indonesia remains behind, as indicated by its ranking of 64th out of 72 countries in the 2015 PISA assessment and 60th out of 61 countries in the 2016 *Most Literate Nations* report. UNESCO data from 2012 also recorded that only 1 in every 1,000 Indonesians has an interest in reading (Anjani et al., 2019). Based on the research (K. I. D. Lestari et al., 2024) there was a significant increase in reading interest among fifth-grade students by 42% and reading comprehension by 40% following the implementation of the School Literacy Movement. At SD Negeri 6 Banyuning, the literacy habituation phase resulted in 72% of students showing interest in reading and 80% demonstrating reading comprehension.

The word "literacy" in English is called literacy, which is rooted in the Latin *littera*, meaning letter. This term refers to the ability to master a writing system and understand the rules or conventions that support it (P. D. Lestari et al., 2023). In the traditional view, literacy is defined as the basic ability to read and write. Individuals who have this ability are considered literate or are not included in the illiterate category (Amri & Rochmah, 2021). Literacy skills are one of the important indicators that reflect the level of quality of education in a country. The majority of the education process still relies on skills and understanding of literacy (Thoah et al., 2024). Literacy skills are an essential basic element in the early stages of a child's development. Through language skills, children begin to make contact with their surroundings, and have the ability to ask questions and formulate ideas that can be conveyed to others (Hijjayati et al., 2022). The internalized literacy culture in students influences the results obtained later, both in the school environment and in social interactions. In Indonesia, attention to the low level of student literacy is a major concern in various education reports, especially since reading activities are the most important element in implementing literacy. Mastering basic literacy skills such as reading, writing, arithmetic, as well as digital, financial, scientific, and cultural/civic literacy enables individuals to live a better quality of life. These skills support wise decision-making and active participation in society. Thus, basic literacy becomes an important foundation for sustainable personal and social development (Apriliana, 2024).

Reading skills as a foundation for exploring various other topics. Through reading, students can explore the world that is useful for their lives. The literacy skills of students in Indonesia are closely related to sustainable reading skills, which involve the ability to explore the contents of reading in a detailed and evaluative manner. Literacy includes language skills that include the ability to listen, speak, write, think, and read as one of its components (Syafitri & Yamin, 2022). Literacy is not just an individual skill in reading and writing, but also a continuous learning process that supports the achievement of life goals, development of self-potential, and the ability to interact socially in society (Wiratsiwi, 2020). School Literacy has two types of objectives, namely general objectives and specific objectives. The general objective of this activity is to build and develop the character and moral values of students through the habituation of literacy activities. Literacy education is a conscious and planned effort to build a learning atmosphere that opens up opportunities for students to diligently optimize their abilities, including the ability to read, write, count, as well as digital, financial, science, and cultural/civic literacy, in order to form individuals

who are intelligent, have noble morals, and are ready to contribute to society, nation, and state (Yunita Anindya et al., 2019).

The character of being fond of reading is a routine of setting aside time to read various readings that provide benefits for oneself. Meanwhile, the character of respecting achievement is reflected in behavior and actions that encourage individuals to create something useful for society, as well as appreciating and respecting the achievements of others (Wandasari, 2017). Even because of sAll fields of study that are studied require an understanding of concepts and theories that are obtained from reading activities, therefore reading is something that needs to be studied in depth (Laila et al., 2021). Preparing students who love to read to support all effective learning processes requires physical, mental and thinking skills readiness (Khairurrazikin & Yuliawati, 2023).

Reading is a complex thought process, involving the recognition of written symbols, understanding meaning, and storytelling. This process involves eye movements, inner language, and memory to interpret and store information (Harianto, 2020). Meanwhile, according to (Elendiana & Magdalena, 2020), interest in reading is a deep inner drive, marked by a sense of pleasure and a strong desire to read without coercion. This reflects the depth of one's soul in appreciating reading activities. Reading is not just seeing and saying words, but also an active process to understand and interpret the meaning of the text. This involves recognizing written symbols, understanding context, and applying prior knowledge to gain a deep understanding (Selin Nia Ulandari, 2023).

According to the Elementary School Literacy Movement Guide (2016), the results of research in the Progress International Reading Literacy Study (PIRLS) 2011 indicate that the level of development of students in Indonesia in mastering reading is still below the international average standard. This shows that literacy has not become part of the culture among Indonesian students, especially at the elementary school level. External and internal factors play a crucial role and are a problem for Indonesian society to improve, because literacy culture reflects the identity of a country. Supporting facilities and infrastructure in each school are very important to stimulate children's interest in reading. This statement is appropriate because it aims to be a means for students to explore, master, and implement the insights that students gain at school, with the aim of arousing interest in reading (Dwi Aryani & Purnomo, 2023).

Minimum Competency Assesment (AKM) data shows that many students at the elementary school level have not met the expected literacy standards, which indicates the importance of more attention to developing literacy skills from an early age. In addition to

the lack of student interest in reading, the lack of student enthusiasm for visiting the library is also still at a low level, this is due to the lack of reading collections available in the library. One of the government's solutions to make students aware of the importance of literacy is through the School Literacy Movement program (Ilmi et al., 2021).

The School Literacy Movement (GLS) is a program that includes all elements involved in the educational environment, such as principals, teachers, education staff, students, parents, and school committees. This program aims to create a more optimal learning process by developing literacy skills, namely the ability to read, listen, speak, and write (Luluk Silfia Elmahuna et al., 2024). Referring to the applicable law, the government encourages the strengthening of reading culture through the issuance of the Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2015 concerning the Development of Character. In this policy, the School Literacy Movement (GLS) was developed as an effort to foster and increase reading interest among students. As a step to foster and improve reading and writing literacy skills among students, the government has implemented various efforts. One of them is by launching the School Literacy Movement (GLS) program (Hijjayati et al., 2022).

The School Literacy Movement (GLS) is a concrete, ongoing and sustainable effort to make schools a place of learning that enables students to be literate throughout their lives by involving the role of all levels of society (Saadati & Sadli, 2019). The School Literacy Movement (GLS) is expected to be an alternative to improve students' literacy skills. The School Literacy Movement (GLS) is an initiative that aims to build a school environment that supports and strengthens literacy habits, by involving all elements, including students, teachers, and parents. At Sumowono State Elementary School, this movement has been implemented as a strategic step to improve students' literacy skills. Although various efforts have been made, there are still challenges in its implementation that need to be overcome.

This study is intended to identify elements that influence students' reading literacy skills at Sumowono Elementary School and evaluate the influence of the school literacy movement that has been implemented. With a quantitative approach, this study will explore the perspectives of students, teachers, and parents on literacy and the implementation of literacy movements in schools. It is hoped that the findings of this study will provide valuable insights for improving literacy education policies and practices in the future. So, this study will not only analyze Minimum Competency Assessment (AKM) data,

but also prioritize collaborative efforts needed to optimize literacy development in the school environment.

METHODS

The research method applied is quantitative experiment, where the experimental method is the only way that is able to directly test hypotheses related to causal relationships with a methodology designed before the experiment is carried out. This experimental study uses a One-Group Pretest-Posttest Design research design. In this design, an initial measurement (pretest) is carried out before the treatment is given, and a re-measurement (posttest) after the treatment. Thus, the changes that occur can be compared with the conditions before the treatment, so that the impact of the treatment can be measured more accurately (Reras et al., 2024).

In this experimental approach, there is only one group of participants who undergo two stages of testing: a pre-test conducted before the action and a post-test conducted after the action is carried out. The research design applied in this study is the One Group Pretest-Posttest design, which opens up the possibility for researchers to observe changes that occur in research subjects after receiving certain treatments. The selection of this method is based on the implementation of research that only involves one group, so a control class is not required.

This study used a One-Group Pretest-Posttest design, which according to (Sugiyono, 2020) is a research design that begins with a pretest to measure the initial condition of participants before treatment, then followed by the provision of treatment, and ends with a posttest to determine the changes that occur after treatment. This design provides a more detailed explanation of the effects of treatment on changes that occur in participants, because the data obtained through the pre-test and post-test opens up opportunities for comparison between the conditions before and after the experiment was conducted. This is important to examine the extent to which the treatment given has an impact on changes in the measured variables. Thus, although this design is limited to bags in only one group, still can provide valuable insights into the effects of the applied treatment. However, although this design provides useful information, it should be noted that research with a pre-experimental design like this has limitations, one of which is the absence of a control group that can be used to compare the experimental results. Therefore, the results obtained need to be interpreted with caution, and further research with a more complex experimental design may be needed to strengthen the findings obtained from this study.

The following is Figure 1 which illustrates the One Group Pre-test - Post-test Design (Sugiyono, 2020).

Figure 1. One Group Pretest and Posttest Design

01 X 02

Information :

01 : Pre-Test Score (before the School Literacy Movement work program was activated)

X : Action given

02 : Post Test Score (after the School Literacy Movement work program is active)

This research was conducted in class V of Sumowono Elementary School. The population in this study refers to all subjects or objects that are the focus of the research and have certain characteristics (Sundayana, 2020). According to the explanation, the research subjects consisted of 15 class v students registered in the odd semester of the 2023/2024 academic year. This type of research adopts a quantitative approach with a pre-experimental approach, which aims to test whether the school literacy movement program has an effect on the Minimum Competency Assesment (AKM) scores of class v students at Sumowono Elementary School. The research was conducted at Sumowono Elementary School by involving class V students and their homeroom teachers. The data collected in this study were in the form of numbers obtained from the implementation of pre-tests and post-tests related to students' literacy abilities, which were seen based on the results of the Minimum Competency Assesment (AKM) literacy of class V students. Data acquisition procedures include the use of instruments, observation, and documentation.

The data collected in this study are in the form of numbers obtained from the implementation of pre-tests and post-tests related to students' literacy skills, which are seen based on the results of the Minimum Competency Assesment (AKM) literacy of grade v students. Data acquisition procedures include the use of instruments, observation, and documentation. After the data has been successfully collected, the data processing stage includes the selection and analysis of related data, which are then used to draw conclusions in this study. The size of the implementation of the school literacy movement in the habituation phase can be observed in table 1 below.

Table 1. Implementation Instrument for the School Literacy Movement, Habituation Stage

Aspect	Indicator	Sub Indicators
	Read 15 minutes before class starts	The time allocated for the school literacy movement is 15 minutes. Silent reading activity Reading aloud activities
	Developing facilities and creating an environment that supports the development of literacy	Arranging a reading corner area in the corner of the classroom Revitalization of school libraries
	Building an atmosphere filled with reading texts	Poster making for school areas Student work creation activities on the school bulletin board

Source: (Yunita Anindya et al., 2019)

RESULT AND DISCUSSION

Result

An efficient, enjoyable, and useful learning process for students is formed by various aspects, such as the availability of adequate learning elements, the availability of interesting teaching materials, and being able to encourage students to study more actively, and other factors. This study aims to present an overview of how the implementation of the School Literacy Movement (GLS) in Sumowono State Elementary School. After the data is collected through interviews and documentation, the researcher will present a description that focuses on the research issue. In this description, the researcher will link the findings in Sumowono State Elementary School with the basis of relevant theories. The implementation of the school literacy movement in the habituation phase includes the following activities.

So it can be concluded that reading skills are one of the crucial aspects that students need to have. This skill does not develop automatically, but is influenced by experience, opportunities, time, and practice that is carried out continuously. This study was conducted on 15 fifth grade students of Sumowono State Elementary School. This study is based on the One Group Pretest-Posttest research design. Furthermore, the researcher conducted a normality test to ensure that the residual values were distributed normally or not. The normality test applied was the Shapiro-Wilk Test which was conducted using SPSS Statistics 22.

Tabel 2. Literacy Normality Test

	Shapiro Wilk		
	Statistic	df	Sig.
Pretest	.925	15	.230
Posttest	.885	15	.057

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the basis of decision making in the literacy normality test tested with Shapiro-Wilk on the pretest results showed a Sig. value of 0.230 which confirms that this result is very significant. Given that $0.230 > 0.05$, it can be explained that the pretest data is normally distributed so that H_0 is accepted. The results of the Minimum Competency Assesment (AKM) literacy posttest indicate that the Sig. value is 0.057 which proves that the posttest data is also normally distributed.

Tabel 3. Results of the Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistics	df1	df2	Sig.
1.913	1	28	.178

Based on table 3. Levene Statistic homogeneity test output above, the significance value of the School Literacy Movement (GLS) variable on the pretest and posttest results is 0.178 which is greater than 0.05. Therefore, because the significance value is greater than 0.05, according to the basis for decision making in the Homogeneity Test above, it can be concluded that the variance of GLS data in grade V students against the pretest and posttest Minimum Competency Assesment (AKM) literacy scores meets the criteria of homogeneity or has the same variance.

Discussion

In the educational context, assessment refers to the application of various methods aimed at evaluating, measuring, and documenting students' academic readiness, learning progress, skill acquisition, and individual needs. The National Assessment is designed as a strategic response to the low levels of basic literacy achievement, aiming to map the quality and characteristics of educational institutions and the national education system. Its implementation includes the National Minimum Competency Assessment (AKM) and Classroom AKM, developed by the Center for Assessment and Learning of the Ministry of Education and Culture as evaluative instruments to systematically measure student competencies (Nafi'ah et al., 2025)

Minimum competencies are developed to improve students' quality of life and competitiveness in the 21st century. These competencies are essential for enabling students to develop themselves and contribute to society (Sani & Rumra, 2021). The Minister of Education and Culture, Nadiem Makarim, stated that the implementation of the Minimum Competency Assessment (AKM) was officially initiated during the period of September to October 2021. This implementation is part of the government's initiative to reform the national education evaluation system in order to enhance the quality of competency-based learning (Klarita & Syafi'ah, 2022).

Based on the findings of the study by (Purwati et al., 2021), the items in the Minimum Competency Assessment (AKM) for the elementary school level are designed to encompass several cognitive levels. These levels include the ability to identify information, understand concepts deeply, evaluate the given material, and critically reflect on the information. This approach aims to measure not only basic knowledge mastery but also higher-order thinking skills, which are essential in the learning process and the comprehensive development of student competencies.

In the 2021 AKM, students struggled to understand the questions due to unfamiliarity with the new literacy and numeracy formats, highlighting the need to improve readiness for effective competency assessment. The inability of students in the early stages of primary education to adequately master reading skills has the potential to create significant barriers in the learning process at higher levels, which not only hinders the comprehension of other subject matter but also negatively impacts overall academic development and long-term learning abilities. Therefore, early mastery of reading skills is a crucial foundation for future educational success (Mahmud & Pratiwi, 2019). Additional research findings indicate that students' skill levels in solving Minimum Competency Assessment (AKM) questions remain relatively low.

The study conducted by (Ansya & Mailani, 2024) indicates that the implementation of the Kampus Mengajar Batch 7 program has made a significant contribution to improving students' literacy and numeracy skills. These findings suggest that the collaborative and interactive approach employed through the active involvement of university students in supporting the learning process at schools is effective in addressing the persistent issues of low literacy and numeracy levels commonly found at the elementary education level.

The study conducted by (P. D. Lestari et al., 2023) states that based on the data analysis and discussions carried out, there is a significant effect of the implementation of the school literacy movement on improving students' reading literacy skills. The findings

indicate that literacy movement interventions, when consistently applied within the school environment, can effectively enhance students' reading abilities. Furthermore, the school literacy movement plays a crucial role in fostering a sustainable reading culture that supports the comprehensive development of literacy skills. Therefore, strengthening and developing literacy movements in schools is a strategic and essential step in efforts to improve the quality of learning and students' academic outcomes, particularly in the area of reading literacy.

The study conducted by (Fitriansyah, 2024) demonstrates that the implementation of the School Literacy Movement within the Kampus Mengajar program has significantly increased students' interest in reading. This program not only made daily reading habits more effective but also fostered reading motivation through various literacy activities such as MOLIQU, Literacy Trees, Reading Corners, and Information Bulletin Boards. These findings indicate that a structured and diverse literacy movement can serve as an effective strategy for cultivating a reading culture and comprehensively enhancing students' literacy skills.

Routine activities in the Literacy Movement effectively and efficiently increase students' interest in reading and foster sustainable reading habits, thereby supporting the comprehensive development of literacy competencies (G. D. Lestari & Aini, 2024). (Rahayu et al., 2023) stated that the School Literacy Movement (GLS) consists of three main stages: learning, development, and habituation. Its implementation can be made more effective through active collaboration with teachers, who play a crucial role in accelerating the development of reading literacy within the school environment. One of the strategies to improve the achievement of the Minimum Competency Assessment (AKM) is the implementation of a 15-minute literacy activity conducted routinely with the involvement of the entire school community. This collective participation serves as a key supporting factor in ensuring the program's effectiveness and sustainability. (Supadi & Santoso, 2021) stated that teachers are key elements in education, serving as facilitators, motivators, and evaluators. A harmonious teacher is capable of sharing roles with students and creating a conducive learning environment that supports students' optimal development. In addition to the teacher's role, the improvement of reading skills also has an indirect impact on students' readiness to engage in the teaching and learning process. This readiness reflects students' ability to connect prior experiences with upcoming learning material, which in turn supports the achievement of optimal and effective learning outcomes.

The reading habituation program at Sumowono State Elementary School is systematically designed to improve students' reading skills through a daily 15-minute reading activity before lessons begin, accompanied by teacher guidance. One of its implementations is a weekly rotating book literacy activity, conducted alternately by class, aimed at enhancing students' concentration in reading both subject-related and general reading materials. After all students have completed the reading activity in turns, the teacher facilitates a student discussion session as a follow-up to the activity. This discussion aims to deepen understanding and explore students' interpretations of the content read aloud by their classmates (Bungsu & Dafit, 2021).

In addition to the implementation of the 15-minute literacy program, the development of students' literacy skills can also be strengthened through the activation of classroom reading corners and the use of visual media such as wall charts placed in various areas of the school. These elements aim to foster a consistent reading culture by encouraging students at Sumowono State Elementary School to engage with texts in diverse contexts and situations, thereby making reading an integral part of their daily activities. Therefore, reading habituation or the school literacy movement provides significant benefits by increasing students' interest in reading, which positively influences their attitudes toward academic subjects and motivates them to enhance their literacy skills (Syafitri & Yamin, 2022).

CONCLUSION

The conclusion of this study indicates that literacy habits have a positive contribution to improving the literacy results of the Minimum Competency Assessment (AKM) for fifth-grade students at Sumowono State Elementary School. This is evidenced by an increase in the average pretest score from 68.6% to 70.6% on the posttest, reflecting a 2% improvement. The implementation of the School Literacy Movement (GLS) has been proven not only to foster students' interest in reading but also to enhance their comprehension of material based on higher-order thinking skills (HOTS). However, the study also identified several challenges in the program's implementation, including limited time allocation and insufficient supporting facilities and infrastructure at the school. Therefore, future program development should focus on improving school facilities and more efficient time management to ensure the sustainability of the literacy movement at

Sumowono State Elementary School. This study is expected to serve as a foundation for the development of similar research in the future.

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