



School Literacy Movement Educational Program in Shaping the Reading Character of Elementary School Students: Using the CIPP MODEL

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ABSTRACT

Purpose of the study: This study aims to evaluate the effectiveness of the School Literacy Movement (GLS) in fostering a reading habit among elementary students using the CIPP evaluation model.

Methodology: The study used a qualitative case study design. Data were collected through structured interviews, direct observations, and document analysis. The CIPP model (Context, Input, Process, Product) was used as the evaluation framework. Triangulation and Miles & Huberman's interactive model were applied for data validation and analysis.

Main Findings: Schools with strong leadership, teacher involvement, and community support were more effective in implementing GLS. Activities such as daily reading routines, reflective journals, and integrated literacy learning contributed to students' enthusiasm and consistent reading habits. Schools with weak support structures lacked systemized literacy outcomes.

Novelty/Originality of this study: of this Study: This study offers a comprehensive evaluation of GLS using the full CIPP framework, integrating contextual and systemic factors rarely examined in previous studies. It provides evidence-based insights on how program alignment influences sustainable literacy character development in elementary education.

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1. INTRODUCTION

The level of literacy is an important indicator of a country's progress. Developed countries are characterized by literate societies because they have life competencies, are able to create prosperity, and have high competitiveness at the global level [1], [2]. Strong literacy forms collaborative skills, critical thinking, creativity, and communication as a prerequisite for individual success in facing the industrial era 4.0. The condition of reading literacy in Indonesia is still at a level that requires serious attention. Based on the results of the 2022 PISA survey, the reading literacy score of Indonesian students is 359, which places Indonesia in 68th place out of 81 countries. This score is still well below the OECD average of 476 [3]. The 2016 INAP report revealed that around 46.83% of grade IV elementary school students were in the category of low reading ability [4]. Indonesia's ranking in PIRLS 2016 is also in the bottom fourth position out of 50 participating countries with a score of 397, below the international standard of 500

Low literacy is not only seen in elementary school-age students, but also in the adult population. UNESCO data (2016) shows that the literacy rate of Indonesian adults is 95.38%, lower than other ASEAN countries such as Singapore (97.05%), Malaysia (96.62%), and Brunei (97.2%). Permendikbud No. 23 of 2015 states that reading is the foundation for the acquisition of knowledge, skills, and character values of students. Low reading ability has a significant impact on the low quality of national education [5]. The lagging behind in

educational attainment compared to neighboring countries shows that strengthening literacy is an urgent strategic agenda in efforts to develop human resources [6], [7].

The Ministry of Education and Culture designed strategic policies to address the challenge of low national literacy. The policy is manifested in the form of the School Literacy Movement (GLS), which was initiated in 2015 through Permendikbud Number 23 of 2015. GLS involves all school residents to improve students' ability to access, understand, and use information intelligently. One of the main practices of GLS is reading for 15 minutes before learning begins [8], [9], [10]. This program consists of three stages, namely habituation, development, and literacy-based learning, which is designed to form learning readiness and increase students' concentration [11], [12].

Research on the School Literacy Movement has been conducted in various contexts, but most of it still focuses on the technical aspects of implementation or short-term effects on students' reading interests. Studies by Daniar and Rosdiana (2021) and Rusniasa et al. (2021) only reviewed the implementation and impact on learning outcomes, without mapping the effectiveness of the policy systemically [13], [14]. More critical studies on the contribution of GLS in shaping the character of reading in a sustainable manner are still limited, especially those that evaluate the relationship between context readiness, resource support, program implementation, and student output in a single evaluative system. The GLS evaluations that have been conducted so far tend to be partial and have not adopted a comprehensive policy evaluation approach.

In the context of basic education, GLS not only focuses on improving technical reading skills, but also forms students' internal disposition to literacy activities. A reading character is formed when students do not just carry out the habit of reading, but show enthusiasm, curiosity, and consistency in exploring information through text. Activities such as reading habits, the development of reading corners, book discussions, and written reflections are a means of internalizing literacy values that encourage students to build their identity as active readers [15], [16], [17].

Previous research has shown that the success of GLS implementation is highly dependent on the alignment between program components, starting from the context of the educational unit, the readiness of inputs, the quality of the implementation process, to the literacy products produced [18]. Schools that are able to run programs in a comprehensive and contextual manner tend to produce students with stronger reading characters. In addition, the involvement of teachers, principals, and parents in accompanying literacy activities contributes greatly to the consistency of reading habits.

This research offers a new contribution to the literature on basic education by applying the CIPP (Context, Input, Process, Product) evaluation model comprehensively to assess the effectiveness of the School Literacy Movement (GLS). Unlike previous studies such as Daniar & Rosdiana (2021) and Rusniasa et al. (2021), which mainly examined GLS in terms of implementation strategies or impact on students' immediate reading interest, this study integrates systemic and contextual factors into a single evaluative framework [13], [14]. The use of the full CIPP model allows for a thorough analysis of school readiness, resource allocation, process quality, and literacy outcomes within and across schools. This integrative approach addresses the need for more holistic evaluation models in literacy policy, as also noted by Eliwatis et al. (2024), who emphasize the lack of structured policy alignment in GLS practices [19].

In addition to the methodological expansion, this study introduces a structured evaluation instrument developed from core CIPP indicators, which can serve as a diagnostic tool for both policymakers and school administrators. It also includes cross-school case analysis to capture variations in program implementation across different school settings. This aligns with the argument who state that “contextualizing school culture is key to embedding sustainable literacy values in learners [20].”

The novelty of this study lies in the integration of programmatic and contextual indicators in one evaluation system, thereby offering a more strategic and policy-relevant insight into GLS implementation. While past research has addressed literacy development in isolated stages, this study simultaneously examines the conditions, resources, processes, and results of GLS in elementary education, responding to the call for more evidence-based, system-responsive literacy frameworks [21].

However, this study has limitations. First, it is confined to a small number of elementary schools due to its qualitative case study nature, which may limit the generalizability of findings to broader national settings. Second, the study focuses primarily on internal school dynamics, while external sociocultural factors—such as home literacy environments and digital media exposure are acknowledged but not deeply explored. Future research could expand the scope by incorporating comparative regional or national-level analyses and integrating quantitative metrics for broader inference.

The findings of this study are essential in strengthening the scientific basis for formulating literacy policies that are relevant, contextual, and sustainable. As highlighted, “externalities of creative literacy programs are often neglected in policy cycles,” yet this study seeks to explicitly map how program alignment, leadership, community participation, and student engagement influence sustainable reading character formation [22]. By situating this research within a comprehensive evaluation model and grounding it in contextual realities, this study

contributes to advancing a literacy policy paradigm that moves beyond administration toward meaningful cultural transformation in reading habits at the elementary education level in Indonesia.

2. RESEARCH METHOD

This study uses an evaluative design with a qualitative approach and case studies [23] to evaluate the effectiveness of the School Literacy Movement policy in shaping the character of reading in elementary school students. The location of the research is in the Purwantoro District area, which consists of 35 State Elementary Schools. The determination of the subject was carried out purposively by selecting four schools that represented the diversity of the group, namely SDN 1 Sukomangu, SDN 2 Sumber, SDN 1 Gondang, and SDN 1 Bangsri. Data collection involves in-depth interviews, direct observation of teacher and student activities, and review of school literacy documentation. The informants in this study included school principals, teachers in charge of literacy programs, and classroom teachers from each of the schools that were sampled. The research instruments include the researcher as the main instrument, structured interview guidelines, and supporting documentation tools.

The policy evaluation was carried out based on the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. This model was chosen because it can photograph policies thoroughly and systematically. Context evaluation is used to assess needs, potentials, and obstacles that affect the goals of school literacy programs. Evaluation of inputs examines the planning, human resources, facilities, and funding support available to support literacy programs. The evaluation of the process is directed at the implementation of the GLS program in the education unit, while the evaluation of the product focuses on the achievement of results in the form of students' reading characteristics.

Data collection techniques and research instruments are an important part of the research process, which aims to obtain data systematically according to the needs of the study. The main instrument in this study is the researcher himself, who plays a role in determining the focus of the research, selecting informants, conducting analysis, interpreting data, and drawing conclusions [24]. To support the performance of researchers, interview guidelines are used as a tool so that the process of extracting information is directed according to the formulation of the problem, as well as supporting tools such as documentation tools to support the completeness of the data [25]. Data collection techniques were carried out through in-depth interviews, field observations, documentation, and triangulation of the three to increase the validity of the findings. Documentation is also used as a complement to secondary data that strengthens the results of observations and interviews during the research. The instrument grid can be seen in the following table.

Table 1. GLS process observation guidelines

Aspects	Indicators	Observation Items
Habituation Stage	Implementation 15 min read The Creation of a Text-Like Environment Literacy-friendly physical environment conditioning	1,2,3
Development Stage	Reading response activities Self-reading activities Book discussion activities	4,5,6
Learning Stage	Integration of literacy in learning Use of enrichment books Literacy-based assignments	7,8,9

Next, the guidelines or outline of the interview instrument used in this study can be seen in table 2 below:

Table 2. GLS Process Interview Guidelines

Aspects	Indicators	Question
Planning	Preparation of the GLS program	What is the process of preparing the GLS program at this school?
	Setting targets & objectives	What are the targets and objectives to be achieved in the GLS program?
	Preparation of sarpras	How is the infrastructure to support GLS prepared?
Implementation	Implementation of GLS stages	How is the implementation of the GLS stages in schools?
	Methods & strategies	What methods and strategies are used in the implementation of GLS?
	Monitoring activities	What is the monitoring system for the implementation of GLS?
Evaluation	Process assessment	How is the GLS program evaluation process carried out?
	Follow-up	What is the follow-up to the results of the program evaluation?

Aspects	Indicators	Question
	Program improvements	How are efforts to improve the GLS program?

The supporting and inhibiting factors for GLS are explained in the following table.

Table 3. GLS Supporting and Inhibiting Factors

Aspects	Indicators	Question items
Machine	Technology Availability Availability of Facilities	1,2,3
Man	Setting Goals and Targets Competence of educators Participation of educators Training and Development	4,5,6
Method	Availability and Diversity of Learning Methods Integration of Technology in Literacy Learning Flexibility of Learning Methods	7,8,9
Money	Limited funding Efficiency in the Use of Funds for Literacy Activities Sustainable Funding Sources	10,11,12
Material	Availability of Varied Reading Materials Quality of Reading Materials Accessibility of Reading Materials	13,14,15

(Adapted from the Ministry of Education and Culture's GLS Guide, 2019)

The student questionnaire grid to measure GLS results is as follows:

Table 4. Learning outcome effectiveness questionnaire grid

Aspects	Indicators	Sub Indicators	No Item
Reading Program	1. Compulsory reading program 2. Book list recording	• Implementation of the 15-minute reading program • Student involvement in the program • Documentation of the book read • Creation of a reading summary	1,2,3,4
Library Visits	1. Intensity of visits 2. Frequency of visits	• Regular visit schedule • Active visits to the library • Use of time at the library • Borrowing books	5,6,7,8
Facilities	1. Reading facilities 2. Reading exchange	• Availability of reading corners • Library space • Book sharing activities • Discussion about reading	9,10,11,12
Learning	Use of references	• Use of learning resources • Literacy-based assignments • Presentation of reading results • Creativity in responding to reading	13,14,15,16

The research procedure follows a qualitative approach based on case studies that aims to evaluate the effectiveness of the School Literacy Movement policies in forming the character of reading in elementary school students. The researcher determined four public schools in Purwanto District as study locations based on consideration of group representation and the implementation of active literacy programs. The researcher designed the stages of work starting from problem identification, literature study, instrument preparation, subject determination, data collection implementation, to analysis and reporting of results. Data collection involves in-depth interviews with principals and literacy teachers, observation of the implementation of GLS in the classroom, and documentation of literacy programs available in schools. The researcher established himself as the main instrument, assisted by interview guides and observation sheets developed based on CIPP evaluation indicators.

The validity of the data is strengthened through triangulation of sources and methods, as well as verification of information through member checking techniques with key informants. The data analysis technique uses an interactive approach of the Miles and Huberman model, which includes three stages, namely data reduction, data presentation, and conclusion drawn. The entire analysis process refers to the evaluation indicators of the CIPP model, which have been adjusted to the characteristics of the School Literacy Movement program and the context of the formation of reading character of elementary school students.

2. RESULTS AND DISCUSSION

The results of the study are presented based on four main components in the CIPP evaluation model, namely context, input, process, and product. Each component was analyzed to reveal the effectiveness of the implementation of the School Literacy Movement (GLS) policy in shaping the reading character of elementary school students in Purwantoro District.

3.1 Context Evaluation

The context evaluation aims to assess the suitability of the GLS program to the needs of the educational unit, the readiness of resources, and the environmental support for literacy culture. The results showed that all four schools had developed programs based on local contexts, although there were variations in the depth of needs analysis, stakeholder engagement, and strengthening community support.

SDN 1 Gondang shows a high level of readiness through the formation of a literacy team and the preparation of programs based on student characteristics. The Principal stated, "We developed the GLS program based on the needs of students in our school who mostly come from farming families. So we developed literacy based on local culture" (Interview, March 4, 2025).

Observations support this statement with the discovery of reading corners, village donation book banks, and mapping of students' reading interests. The literacy program at this school is also supported by external institutions such as the Police and the village government who donate new books.

SDN 2 Sumber developed the "Gelis Manis" (Literacy Movement Every Thursday) program, but the evaluation showed limitations in the involvement of outside parties. The teacher said that the activity was still an internal routine. "We have not actively involved parents in GLS activities, but teachers have run a 15-minute reading program with discipline" (Interview, March 5, 2025).

School documentation shows activities are limited to reading together and pasting reading journals on classroom walls, with no sustainability strategy. SDN 1 Bangsri applies a participatory model in the development of the "GEMAS" (Fond of Reading and Storytelling) program. The person in charge of literacy said, "We are collaborating with community reading gardens to support the procurement of reading books in the classroom literacy corner" (Interview, March 6, 2025).

Literacy activities involve parents in storytelling sessions, as well as folklore writing competitions as part of strengthening reading culture. SDN 1 Sukomangu adopts a moderate approach with the implementation of reading corners in each classroom and the use of barcodes for digital reading access. However, no typical school literacy program has been found. The class teacher stated, "We already have basic facilities such as reading books and literacy journals, but there is no typical GLS program yet" (Interview, March 6, 2025).

The interview findings from each school are summarized in Table 5 to provide a comparative overview of contextual readiness and community involvement across the four cases.

Table 5. Summary of Interview Results on Context Evaluation

School	GLS Program/Approach	Key Informant Statement	Community/Stakeholder Support
SDN 1 Gondang	Local culture-based GLS program	"We developed the GLS program based on the needs of students in our school who mostly come from farming families."	Supported by police, village government, and book donation programs.
SDN 2 Sumber	"Gelis Manis" routine (Thursday)	"We have not actively involved parents in GLS activities, but teachers have run a 15-minute reading program with discipline."	Limited to internal routine; no external support yet.
SDN 1 Bangsri	"GEMAS" (Fond of Reading & Storytelling)	"We are collaborating with community reading gardens to support the procurement of reading books in the classroom literacy corner."	Involves parents, reading gardens, and folklore competitions.
SDN 1 Sukomangu	Basic facilities without flagship program	"We already have basic facilities such as reading books and literacy journals, but there is no typical GLS program yet."	Internal preparation only; no distinct GLS identity.

Observations show that literacy is not yet the main curriculum of schools, and parental involvement is still low. Analysis of the effectiveness of learning outcomes questionnaires showed that students from schools with need-based literacy programs and community support (such as SDN 1 Gondang and SDN 1 Bangsri) had higher scores on the indicators of reading frequency and vocabulary mastery. On the other hand, schools that have not built optimal external synergy show moderate to low results.

Here are tables and graphs to summarize the level of fulfillment of the context evaluation indicators in the four schools:

Table 6. Comparison of context evaluation indicators

Context Evaluation Indicators	SDN 1 Gondang	SDN 2 Sumber	SDN 1 Bangsri	SDN 1 Sukomangu
Literacy Needs Analysis	✓ Tall	⚠ Keep	✓ Tall	⚠ Keep
Typical Needs-Based Programs	✓ Exist	⚠ Common	✓ Exist	⚠ Common
Parent Involvement	⚠ Keep	✗ Low	⚠ Keep	✗ Low
Community or Service Support	✓ Tall	✗ None	✓ Tall	⚠ Keep

The following is a graph in the comparison of context evaluation indicators

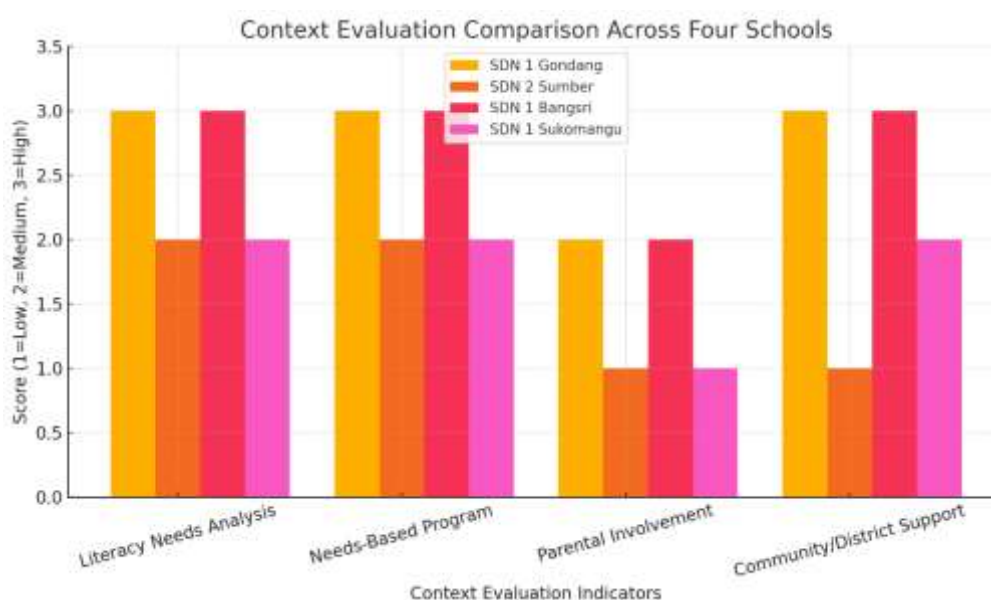


Fig 1. Evaluation of the Context of 4 Schools

Interpretation of the graph of the fulfillment rate of the GLS context evaluation indicators shows that there is a variation in readiness between elementary schools in implementing the School Literacy Movement program based on four main indicators. The graph illustrates the comparison of scores on the ordinal scale (1 = Low, 2 = Medium, 3 = High) for SDN 1 Gondang, SDN 2 Sumber, SDN 1 Bangsri, and SDN 1 Sukomangu.

SDN 1 Gondang and SDN 1 Bangsri showed the highest level of readiness, because both obtained a maximum score (3) on three of the four indicators, namely literacy needs analysis, needs-based special programs, and community or service support. These two schools also recorded a moderate score (2) on the parental involvement indicator, which indicates the need to strengthen family participation in literacy.

In contrast, SDN 2 Sumber and SDN 1 Sukomangu recorded lower scores on most indicators. Both schools received only moderate scores (2) on the two initial indicators, and low scores (1) on parental involvement and community support. This shows that the implementation of GLS in the two schools has not been supported by environmental involvement and has not been based on strong needs.

These findings confirm that the success of GLS is not only determined by the school's internal programs but relies heavily on community involvement and the role of families in supporting a reading culture. The score gap also marks the urgency of strengthening local context-based literacy strategies and increasing cross-

stakeholder synergy. Strong context evaluation contributes significantly to forming the foundation of sustainable literacy programs at the primary education unit level.

The evaluation of inputs aims to assess the readiness of resources to support the implementation of the School Literacy Movement (GLS), including the availability of facilities, educator competence, diversity of methods, budget efficiency, and the quality of reading materials. The success of literacy programs is highly dependent on the readiness of inputs that reflect the quality of planning and support of literacy learning systems in elementary schools.

SDN 1 Gondang shows high readiness in almost all aspects of literacy input. The principal stated that "we have a permanent librarian, a neat bookstore, and simple digital devices such as barcodes that students use to select readings." "The teacher team developed a classroom reading cabinet and used thematic shelves to organize books according to the topic"

Observations show that almost all classes have an active reading corner that is used every morning before learning. Teachers have also participated in the district level GLS training, as stated by one of the teachers, "We routinely hold GLS training every semester so that teachers understand the techniques of integrating literacy into learning." "The BOS budget is used for the procurement of local reading books, and community cooperation supports additional funding"

SDN 2 Sumber faces limited infrastructure that has an impact on the availability of reading materials. The class teacher said that "The book collection is still very limited because many books were damaged by last year's floods, and not all of them have been replaced." "Schools have started efforts to digitize the reading corner but do not have adequate internet access".

Observations noted that only two of the six classes had an active reading angle, and their utilization was not optimal. Teacher training is limited to one online activity from the Education Office, and not all teachers have participated. The principal stated that "Our budget is focused on physical improvements to schools, so funds for literacy books are very limited."

Public elementary school 1 Bangsri shows innovative practices in the aspects of literacy teaching methods and materials. The teacher modified the literacy method into a "Reading Stories Around" activity that involved senior students reading stories in turn. The teacher stated that "We invite high class students to read stories to lower classes, so that there is intergenerational transfer and an increase in student confidence." "The school has a reading corner and literacy jars that contain inspirational quotes, and students write reflections from the readings every week. Reading materials are obtained in collaboration with community reading parks"

However, library facilities are not equipped with digital catalogs. Teacher training is more internal and community-based, so capacity building has not been systematic. Public elementary school 1 Sukomangu occupies a medium position in the evaluation of inputs. The school has a separate reading room, but not all students regularly access it. The teacher said that "We have a library room, but the visit schedule has not been scheduled for sure. Teachers also stated that literacy training has not been scheduled yet, and not all teachers have been able to integrate literacy in subjects.

Documentation shows that BOS funds are used for the maintenance of public facilities, not for the renewal of reading collections. Some teachers took the initiative to create digital reading summaries to share through the class WhatsApp group, but not all students have gadgets. A summary table of the comparison of the 4 schools can be seen in Table 6.

Table 7. Evaluation of Elementary School Inputs

Input Evaluation Indicators	Public Elementary Cchool 1 Gondang	Public Elementary Cchool 2 Source	Public Elementary Cchool 1 Bangsri	Public Elementary Cchool 1 Sukomangu
Availability of Literacy Facilities	✓ Tall	⚠ Low	✓ Keep	✓ Keep
Teacher Competence in Literacy	✓ Tall	⚠ Low	✓ Keep	⚠ Low

Diversity of Learning Methods	✓ Tall	⚠ Common	✓ Tall	⚠ Common
Efficiency and Fund Support	✓ Tall	✗ None	⚠ Keep	⚠ Low
Variety and Access to Reading	✓ Tall	⚠ Low	✓ Tall	⚠ Keep

(Source: Triangulation Data Analysis, 2025).

These findings confirm that the success of GLS input is determined by the integration between facilities, teacher competence, literacy methods, budget management, and reading material innovation. Schools that successfully integrate these components creatively show higher effectiveness in creating a literacy culture. Schools that are not optimal need to strengthen teacher training and expand literacy partnerships to address the challenges of limited resources.

3.3 Process Evaluation

The evaluation of the process aims to examine the extent to which the implementation of the School Literacy Movement (GLS) stages is running according to the plan that has been prepared by each school. The implementation of literacy programs at the stages of habituation, development, and learning shows variations between educational units, depending on the technical readiness and involvement of key actors in each school.

State Elementary School 1 Gondang has carried out all stages of GLS in a systematic and structured manner. The principal stated that "Every morning children read fifteen minutes before lessons, and teachers are obliged to document these activities in the class journal" (Interview, March 6, 2025).

The class teacher also added that "The children are used to filling out their daily literacy journals, and every Friday we have their favorite reading presentations."

These findings are supported by observations, which note the consistent implementation of habituation and development stages, as well as the integration of literacy themes in Indonesian and IPAS lessons.

Public elementary school 1 bangsri showed the implementation of a strong GLS process at the development stage, especially in responding to reading and storytelling activities. The literacy teacher said that "We have a story session every Wednesday; children are very enthusiastic and usually they prepare stories from books they borrow in the reading corner of the classroom" (Interview, March 5, 2025).

The results of the observations showed the success of the school in building a dialogical interaction between teachers and students during literacy sessions, which was demonstrated by the use of question-and-answer methods, small group discussions, and storytelling activities.

On the other hand, the implementation of GLS at public elementary school 2 sumber still focuses on the habituation stage, without much strengthening at the development and learning stages. The teacher said that "we routinely read before lessons, but there are not many other activities such as summaries or reading discussions" (Interview, March 4, 2025). Observations noted that the involvement of students in the activity of responding to readings was not optimal, as well as the lack of integration of reading materials into academic tasks.

Public elementary school 1 Sukomangu faces challenges in the consistency of GLS implementation. The homeroom teacher said that "Our literacy program has been implemented, but it is still not monitored in a structured manner because there are no journals or control sheets that are routinely used" (Interview, March 5, 2025).

The results of the observation show that the fifteen-minute reading activity has been carried out sporadically, and the reading corner facilities have not been utilized to the fullest. The following is a summary of the level of implementation of the GLS stages in 4 schools

Table 8. Implementation Level of GLS Stages in Four Schools

Gls Stages	Public Alementary Cchool 1 Gondang	Public Alementary Cchool 1 Bangsri	Public Alementary Cchool 2 Source	Public Alementary Cchool 1 Sukomangu
Habituation	✓ Consistent	✓ Consistent	⚠ Limited	⚠ Sporadic
Development	✓ Optimal	✓ Good	✗ None	⚠ Low
Learning	✓ Integrated	⚠ Partial	✗ None	✗ None

(Source: Triangulation Data Analysis, 2025).

These findings show that the success of the implementation of the GLS process is determined by careful technical planning, continuous monitoring support, and strengthening of literacy-based learning strategies. Schools that provide documentation such as literacy journals, build story traditions, and integrate reading materials into subjects show better results in shaping students' reading habits. On the other hand, schools that only run programs formally without the support of monitoring systems and enrichment activities have not shown optimal achievements.

This interpretive evaluation of the process reinforces the importance of the transformation from reading habits to literacy-based learning, which requires progressive school leadership, active teacher involvement, and the provision of literacy resources that are appropriate to the local context of primary schools. The questionnaire data supports the results of observations and interviews. The following graph shows the average score of literacy-based learning effectiveness indicators can be seen in Figure 2.

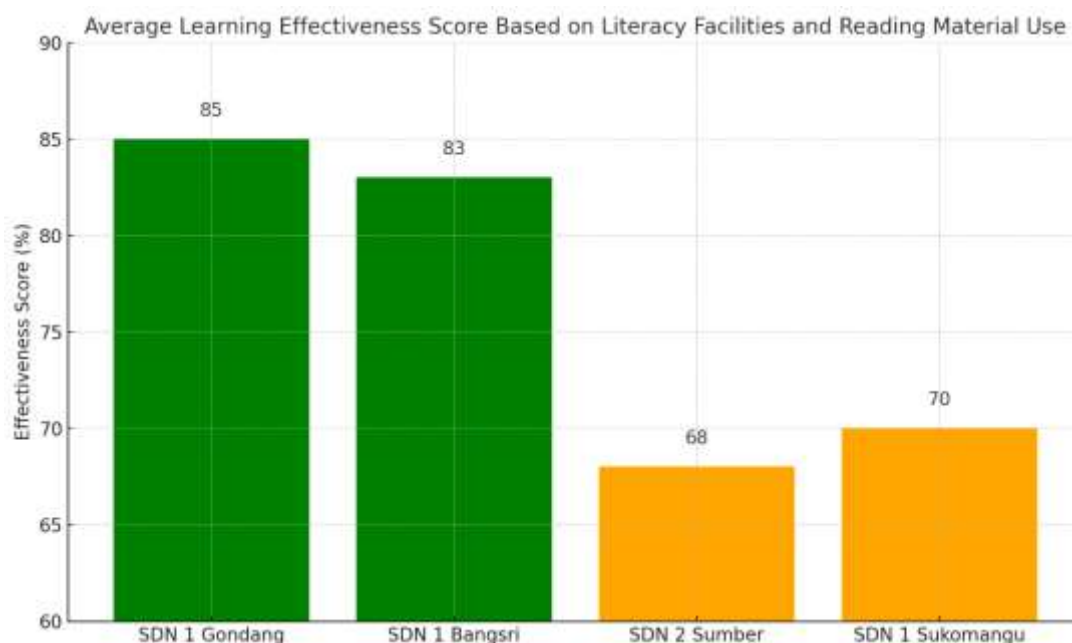


Fig 2. Comparison of Learning Effectiveness Graphs

The average score graph of learning effectiveness shows that public elementary school 1 gondang and public elementary school 1 Bangsri have the highest achievements in the use of reading facilities and reading materials. This achievement reflects the consistency of the use of reading corners, the diversity of book collections, and the integration of reading materials in literacy tasks. Students at public elementary school 1 gondang were recorded to regularly visit the library twice a week, while students at public elementary school 1 bangsri were active in compiling summaries and presenting reading results.

On the other hand, public elementary school 2 sumber and public elementary school 1 sukomangu showed low achievement due to the lack of reading materials, limited library visit schedules, and not optimal management of reading corners. Teachers at public elementary school 2 sumber said that many books were damaged after the pandemic, while public elementary school 1 sukomangu did not have a structured monitoring system for the use of literacy.

Observations support this, as can be seen from reading corner activities, regular library visits, and student involvement in summarizing and presenting reading results. An interview with the teacher of public elementary school 1 gondang confirmed that "Our children are active in going to the library twice a week and they are used to taking notes from the books they read." The teacher of public elementary school 1 bangsri also stated that "Each student is asked to write a summary of the story and read it in front of the class, so they are enthusiastic about reading the new book."

On the other hand, public elementary school 2 sumber and public elementary school 1 sukomangu received lower scores, 70 and 68, respectively, reflecting the lack of management of reading facilities and the lack of literacy integration in learning. The principal of public elementary school 2 Sumber said that "the collection of books is still limited, and the library has not been maximized because many books were damaged due to humidity

during the pandemic." Teachers at public elementary school 1 sukomangu added that "the reading corner already exists, but there is no schedule that regulates its regular use."

These findings show that the level of learning effectiveness in the GLS program is highly determined by two main things: the availability of representative facilities and the active involvement of teachers and principals in planning and mentoring literacy activities. The integration of literacy into regular learning, the creation of a pleasant reading atmosphere, and the existence of a continuous evaluation system are key differentiators between schools. This in-depth interpretation of the interviews and observations confirms that context-based and collaborative literacy strategies are able to form a character who likes to read more effectively. At the same time, it strengthens the evidence of observation and interviews, that the habit of reading supported by adequate facilities is able to form a character that likes to read more consistently

3.4 Product Evaluation

The evaluation of the School Literacy Movement program product focuses on the achievement of outputs shown by the level of student involvement in literacy activities. The dominant activities that emerged in the implementation of the program included the use of reading corners, visits to the library, and writing literacy journals.

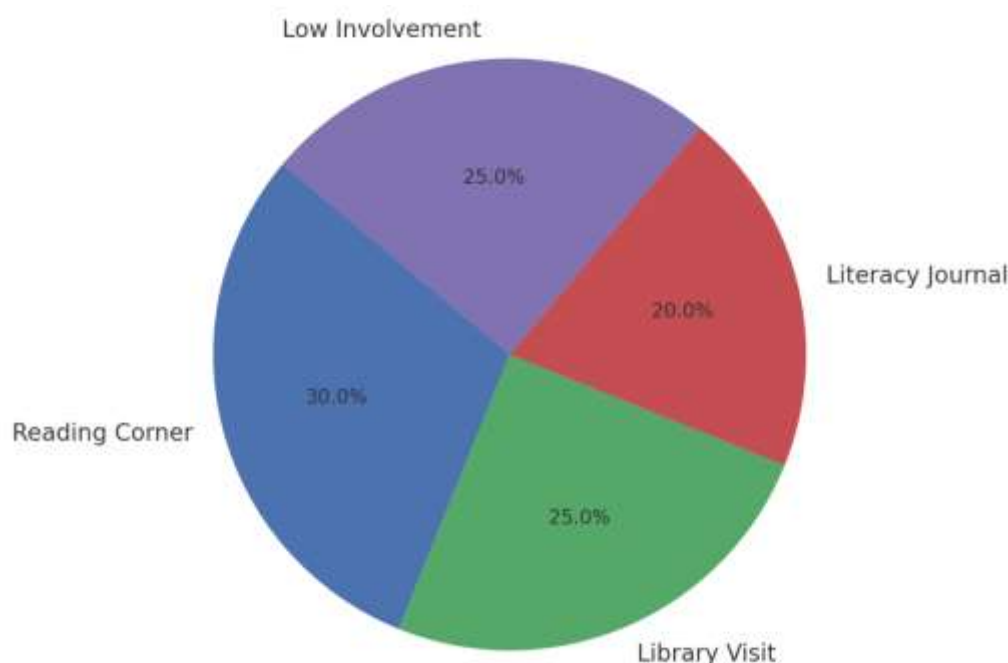


Fig 3. Student Involvement Levels in Literacy Activities

The school showed high readiness in creating an informal reading room through the optimization of the reading corner. Teachers and principals at public elementary school 1 Gondang explained that students are used to reading in the gazebo and delivering summaries of reading orally and in writing. Observations support this by noting the high frequency of use of reading corners and the variety of reading materials used by students.

Students also showed active involvement in library visits by 25%. The principal of public elementary school 1 gondang said that the school set a schedule of routine visits twice a week for all classes. Observations show that libraries are managed with a book rotation system that supports students' reading interests.

Literacy journal writing activities occupy the third position in the engagement graph with a proportion of 20%. The teacher of public elementary school 1 Bangsri explained that students write a summary of the reading in a personal journal, then read it in front of the class. This practice shows that schools build a tradition of literacy reflection that not only fosters an interest in reading, but also encourages oral and written communication skills.

In contrast, around 25% of students at public elementary school 2 sumbu and public elementary school 1 sukomangu were identified as having low participation in literacy programs. Observations found that literacy activities have not been integrated into learning and have not received consistent assistance from teachers. The

Principal of public elementary school 2 Sumber stated that the reading corner has not been effective because many books are damaged and there is no rotation system that supports the sustainability of reading activities.

Triangulation of interview, observation, and documentation data reinforces these findings. The teacher of PUBLIC ELEMENTARY SCHOOL 1 Gondang stated that "Our children not only read, but also write daily reflection notes and discuss the content of the reading during the literacy apple."

The documentation of literacy journals in this school shows the consistency of reading reporting and the emotional involvement of students in understanding the content of the text. At public elementary school 1 bangsri, project-based literacy programs such as storytelling competitions, classroom book bazaars, and writing assessments are tangible products of the implementation of GLS. The teacher said that "Students not only read, but also learn to speak and write based on reading."

The observation results show a classroom literacy board filled with students' favorite quotes and book summaries. On the other hand, public elementary school 2 sumber and public elementary school 1 sukomangu showed more limited product results. The principal of public elementary school 2 Sumber admitted that "There is no systematic documentation of student reading results, because libraries are not active and teachers are not used to assessing literacy in a formative manner."

Observations support this by showing empty reading boards and journals that have not been filled regularly. The findings of this product evaluation confirm that the results of the GLS program are highly determined by the sustainability of the activities and evaluation systems implemented in schools. Schools with strong support from principals and teachers tend to produce concrete and useful literacy products. Meanwhile, schools that have not built a monitoring and documentation system tend to experience stagnation in achieving GLS goals. This interpretation reinforces the important role of collaboration, a sustainable literacy assessment system, and a culture of reflection in ensuring the success of literacy programs at the primary education unit level.

3.5 Summary of the CIPP Model of the School Literacy Movement Program

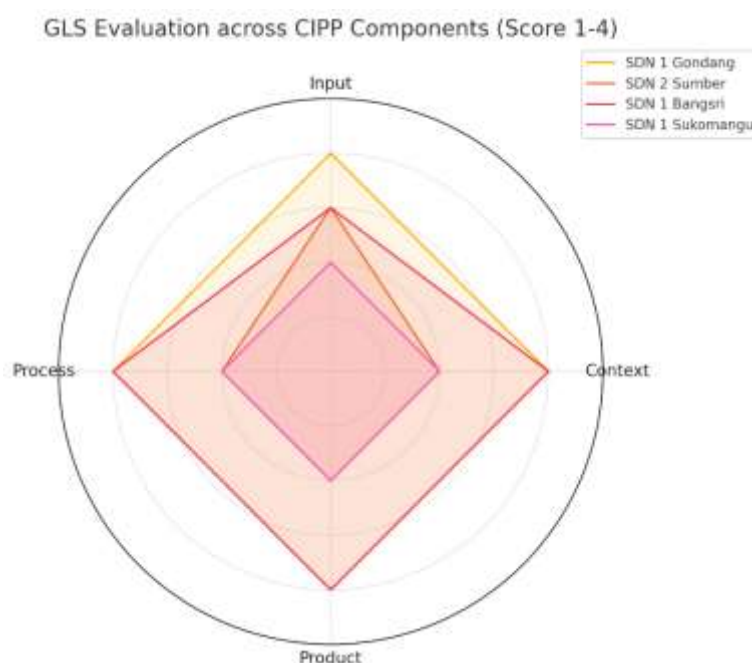


Fig 4. CIPP Evaluation of 4 Schools

The interpretation of the overall evaluation score in the School Literacy Movement (GLS) program shows the dominance of optimal performance at public elementary school 1 Gondang. The school obtained a maximum score (4) on all evaluation components which include context, inputs, processes, and products. This high score reflects structural readiness, systematic implementation, and measurable and concrete program results. Principals and teachers show active involvement in building a comprehensive literacy system, from needs mapping to evaluating learning outcomes.

Public elementary school 1 Bangsri showed a similar pattern of achievement, although the score on the input aspect was slightly lower (3). This difference indicates the need to strengthen the aspect of supporting

resources, such as the availability of reading materials and literacy media. The school continues to show excellence in the process and product aspects because the involvement of teachers and students in project-based literacy practices runs consistently. Innovations such as "show and tell" activities, storytelling competitions, and reading journals are the main forces in forming an active literacy culture.

Different from the two schools, public elementary school 2 sumber and public elementary school 1 sukomangu showed moderate to low scores (2–3) in all evaluation dimensions. This score shows that both schools still face challenges in every stage of GLS implementation. School principals in these two education units have not optimally built a monitoring system and strengthening literacy culture. Some of the obstacles that arise include the limited collection of books, the absence of a regular library visit schedule, and the low integration of literacy in the daily learning process.

Context evaluation confirms the difference in readiness between schools in designing and developing literacy programs. Public elementary school 1 gondang and public elementary school 1 bangsri have developed programs based on the results of student needs analysis and local characteristics. Teachers and principals at both schools place literacy as the foundation of learning, as well as establish active partnerships with the surrounding community. On the other hand, public elementary school 2 sumber and public elementary school 1 sukomangu have not shown optimal integration of context due to weak stakeholder involvement and the absence of distinctive literacy programs that reflect the school's identity.

The input evaluation emphasized that the availability of literacy facilities, the involvement of school principals, and teacher training have an important role in the implementation of the program. Public elementary school 1 gondang and public elementary school 1 bangsri show the compatibility between the activity plan and literacy logistics support. Teachers in both schools have received relevant training and are able to facilitate student interest-based literacy activities. On the other hand, public elementary school 2 sumber and public elementary school 1 sukomangu still need capacity strengthening because the collection of books is limited and there is no systematic teacher competency improvement program.

The evaluation of the process showed variations in the effectiveness of the implementation of literacy activities between schools. Public elementary school 1 gondang and public elementary school 1 bangsri run programs in a structured manner through reading habits, reading reflection, and the use of reading corners. Teachers are facilitators who actively build a literacy learning atmosphere through daily activities such as literacy journals and book discussions. Observations and survey results show that students show high enthusiasm for literacy activities in these two schools. On the other hand, public elementary school 2 sumber and public elementary school 1 sukomangu have not shown systemic integration of implementation. Literacy activities are still limited to routines without reflective reinforcement, and there is no adequate literacy learning evaluation system.

Product evaluation showed that the tangible results of the implementation of GLS were seen in the intensity of reading activities, journal writing, and documentation of student reading. The activity distribution graph shows that reading corner activities are the dominant activity that describes informal literacy habituation. Public elementary school 1 gondang and public elementary school 1 bangsri have consistent documentation practices, as well as literacy activities that are able to foster students' cognitive and affective aspects simultaneously. On the other hand, public elementary school 2 sumber and public elementary school 1 sukomangu have not shown the achievement of equitable literacy products because a literacy learning outcome monitoring system has not been formed. These findings affirm the importance of principal leadership and program sustainability as the main factors in producing quality literacy product achievements.

3. DISCUSSION

The evaluation of elementary school literacy policies shows the importance of a systemic approach in fostering a reading character. Literacy programs built based on school needs analysis, community support, and innovation in teaching methods produce more significant achievements than formal administrative programs. These findings are in line with research from [26], [27], [28] that the integration between the principal's leadership, teacher competence, and parental participation has an important contribution to the formation of a literacy culture.

Schools that successfully develop local context-based literacy programs show higher levels of readiness and community engagement. Public elementary school 1 gondang and public elementary school 1 bangsri prove that the involvement of the surrounding community, such as reading parks and village governments, is able to support the availability of reading materials and sustainably foster reading habits. Observations in these two schools show that students are used to filling out literacy journals, compiling reading summaries, and actively engaging in the presentation of reading results [29], [30], [31].

School leadership plays an important role in creating a consistent and sustainable literacy ecosystem. Principals at public elementary school 1 gondang and public elementary school 1 bangsri were identified as active in designing literacy policies, supporting teachers, and encouraging student and parent participation. The principal's commitment in setting the schedule of library visits, allocating the BOS budget for books, and

monitoring the implementation of literacy journals is the main differentiator from other schools that are not optimal. Research shows that the leadership role of school principals is a crucial factor in the successful implementation of GLS, because it is able to facilitate coordination between stakeholders and encourage consistency in literacy programs in educational units[32].

Teachers play a central role in integrating literacy into learning[33]-[35]. Teachers at two flagship schools have participated in literacy training, designed active reading corners, and developed reflective activities that encourage students to think critically about reading. Practices such as story sessions, storytelling competitions, and book quotation discussions have succeeded in increasing students' confidence and strengthening argumentative thinking. On the other hand, schools that have not provided systematic training show limitations in implementing classroom-based literacy strategies. These findings are in line with the study which emphasizes that teacher training is a fundamental element in integrating literacy into the thematic curriculum and developing literate teaching models by providing scaffolding to develop reading and writing comprehension in the academic school genre [36].

The evaluation of the GLS implementation process shows that reading habits need to be strengthened with holistic literacy development and learning strategies. A 15-minute reading program that stands alone is not enough to form a character who likes to read if it is not followed by contextual literacy activities. Successful schools show that the integration of reading materials into thematic assignments, written reflections, and group discussions is able to encourage more in-depth student engagement. The technical implementation of GLS will have an optimal impact when combined with relevant reading activities and involve students' active participation in processing the meaning of reading [37], [38].

Parent and community involvement has a significant impact on the success of the GLS program. Parents who are involved in storytelling, book provision, and reading supervision at home create an atmosphere of literacy that goes beyond the classroom. Schools that have not optimally involved parents have difficulty building literacy continuity between the home and school environments. These findings confirm that reading culture requires consistent cross-actor collaboration. Research also strengthens that family and community involvement is the main driving factor in internalizing reading habits as part of students' daily lives [2], [14].

The literacy products produced by students reflect the success of the ongoing literacy mentoring and evaluation process. Students from schools that already have a regular reading evaluation system show higher achievement in writing journals, presenting books, and showing enthusiasm for new reading. Schools that have not established a documentation and reading assessment system have difficulty in monitoring the development of students' literacy skills as a whole. Indicators of GLS success are not only seen from the implementation of the program, but also from the extent to which schools are able to document and follow up on literacy results in students' academic practices [39], [40].

A thorough evaluation of GLS programs based on the CIPP model shows that success is not only determined by the existence of policies, but depends on alignment between evaluation components. A strong context, ready inputs, consistent processes, and monitored products are indicators of the success of GLS implementation at the basic education unit level. The alignment of these four components shows the effectiveness of programs that not only have a short-term impact, but also shape the character of literacy in a sustainable manner. These findings are in line with the evaluative approach developed which emphasizes the importance of systemic mapping in evaluative data-driven educational decision-making so that programs have a long-term impact on student character formation [41].

These findings indicate that literacy in the current era can no longer be interpreted narrowly as a conventional reading activity, but must be understood as a complex skill that includes the ability to acquire, understand, and reconvey information critically and contextually. Students are not only required to recognize and memorize information, but also be able to analyze meaning, process messages, and express understanding in a form that is relevant to the environment and their needs. This condition emphasizes the urgency of strengthening digital literacy in the elementary school environment, because technological developments have changed the way students access and construct knowledge. Digital literacy is becoming an integral part of 21st century literacy competencies, which involve the skills of seeking, evaluating, and using digital information ethically and responsibly. Therefore, strengthening literacy needs to be directed at the development of cognitive, affective, and digital dimensions that are integrated in learning as an effort to form the character of lifelong learners.

These findings, when compared to previous studies and integrated across CIPP components, demonstrate a consistent pattern: literacy outcomes improve when institutional alignment, cultural adaptation, and pedagogical innovation are present simultaneously. This confirms that a program-based approach alone is insufficient without strategic leadership, teacher capacity building, and sustained community partnership. Generalizing from the case findings, a new interpretive understanding can be constructed—reading character in elementary education is not an isolated skill, but a cultural identity formed through structured support, reflective learning, and contextual relevance. This means literacy development must be reoriented from activity-based implementation to character-based formation.

The novelty of this study lies in its comprehensive mapping of GLS effectiveness using all four CIPP dimensions simultaneously, and in framing literacy not merely as a pedagogical target but as a school-wide ecosystem. While past research tends to isolate the success of GLS to process indicators, this study demonstrates that real transformation occurs only when context, input, process, and product are aligned with one another and oriented toward character-building.

However, this study is limited by its localized scope and lack of longitudinal tracking, which may restrict generalization to broader national settings. Further research should expand to multi-regional contexts and develop instruments that capture digital literacy integration and long-term reading behavior patterns. The implication of these findings is the urgency for policymakers to develop more systemic, context-driven literacy frameworks that go beyond compliance. Literacy training for teachers should be embedded in school culture, literacy materials must be adapted to local realities, and evaluation tools should focus not only on what students read, but how they respond and grow through reading.

4. CONCLUSION

This study answers the research objective by confirming that the effectiveness of the School Literacy Movement (GLS) in shaping students' reading character is not solely determined by reading activity implementation, but rather by the comprehensive readiness and alignment of four key dimensions: context, input, process, and product. The application of the CIPP evaluation model has revealed how these components interact systemically to support or hinder literacy culture in elementary schools. From the analysis of data, this study generates a new conceptual understanding: reading character is not a result of instructional routine alone, but a product of sustained institutional alignment between leadership commitment, teacher engagement, community involvement, and structured literacy integration. This principle offers a practical and theoretical lens for understanding literacy not just as skill development, but as a school-wide cultural formation process.

The implication of this finding is that GLS policies will only succeed when treated as part of an educational ecosystem, not as an isolated program. Therefore, policymakers and school leaders must design literacy initiatives that are adaptive to local contexts, supported by teacher training, and monitored through continuous, data-driven evaluation. Schools should embed literacy into their curriculum design, teaching practices, and community partnerships to ensure long-term cultural impact. However, this study has limitations in terms of geographic coverage and sample size, as it focuses only on selected schools in specific regions. As such, generalization must be made cautiously. Future research should involve broader and more diverse educational units, include longitudinal tracking of reading development, and develop specialized evaluation tools to measure deeper aspects such as students' intrinsic motivation to read and teacher pedagogical literacy capacity. By integrating systemic analysis with grounded field data, this study contributes to the discourse on literacy policy by offering both an evaluative framework and a conceptual proposition: a sustainable reading character emerges when literacy becomes a shared, structured, and contextualized educational culture.

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