



Effectiveness of Literacy Program in Primary Education

Windya Retno Ariyani¹, Sri Marmoah², Winarno³

^{1, 2, 3} Master Program in Elementary School Teacher Education, Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta, Indonesia.

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ABSTRACT

Purpose of the study: This study aims to evaluate the effectiveness of the School Literacy Movement (GLS) in shaping students' reading habits and literacy culture in primary education, particularly in rural elementary schools.

Methodology: A qualitative evaluation approach was used, adopting the Kaufman five-level evaluation model. Data were gathered through observation, structured interviews, and documentation across six elementary schools in the Sudirman cluster, Wonogiri District, using triangulation and interactive data analysis.

Main Findings: The study finds that the effectiveness of GLS implementation is closely linked to leadership commitment, teacher involvement, student participation, and documentation systems. Schools with structured routines, contextual innovation, and community support show stronger outcomes in reading habits, student expression, and collaborative literacy culture.

Novelty/Originality of this study: This study uniquely applies Kaufman's evaluation model in a rural education setting, capturing not only program performance but also the integration of literacy into school routines and culture. It presents a contextualized analysis of GLS, offering a practical framework for policy refinement and school-based literacy development.

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Corresponding Author:

Windya Retno Ariyani,
Master Program in Elementary School Teacher Education, Faculty of Teacher Training and Education,
Sebelas Maret University,
Jalan Ir. Sutami 36 A, Surakarta, Kota Surakarta, Jawa Tengah, Indonesia
Email: masranariyani@gmail.com

1. INTRODUCTION

The literacy skills of elementary school students should ideally develop through reading habits, the availability of decent reading materials, and the involvement of the education ecosystem as a whole. Schools should build a literacy culture from an early age so that students have basic skills in reading, understanding information, and expressing ideas in writing [1], [2]. The Indonesian government has responded to this need through the School Literacy Movement (GLS) policy which aims to foster literacy in the school ecosystem. Permendikbud Number 23 of 2015 emphasizes that the habit of reading before lessons, the provision of reading corners, and strengthening the involvement of teachers and parents are part of GLS's strategy in fostering students' literacy ethics [3].

"The habit of reading for 15 minutes before teaching and learning activities aims to foster ethics through strengthening literacy culture in schools."

This statement emphasizes GLS's position as a reading culture strategy that is not only technical, but fundamental and transformative. The implementation of the GLS policy has not shown even results in all basic education units in Indonesia. The results of observations at the end of September 2024 at the Sudirman Cluster, Bulukerto District showed that 15-minute reading activities were only carried out in 60% of classes. Supporting

facilities are also inadequate as only two of the six schools have standard libraries. The ratio of books to students is still 1:3, so students have not yet had equal access to reading materials. Teachers' competence in managing literacy is also not optimal because only 15 out of 48 teachers have participated in literacy training. This condition has an impact on the low achievement of students' reading skills, which is reflected in the results of the 2023 assessment that 45% of students have not reached the minimum standard of reading literacy.

The lagging literacy of Indonesian students is reflected in international data such as PISA and PIRLS. The 2018 PISA results put Indonesia in 72nd place out of 77 participating countries, with a score of 371 which is well below the OECD average of 487 [4]. The results of the 2016 PIRLS also showed a score of 397 for Indonesia, occupying the 46th position out of 50 participating countries (IEA, 2017) [5], [6]. This data shows that Indonesian students still face major challenges in reading comprehension skills. The literacy rate of Indonesian adults according to UNESCO (2016) is recorded at 95.38%, lagging behind other ASEAN countries such as Brunei (97.2%) and Singapore (97.05%).

A decline in reading interest has been observed among elementary school students, as reflected in recent surveys showing that only 35% of students engage in independent reading outside school hours. This phenomenon aligns with previous findings that identify home literacy environments and parental involvement as significant predictors of children's reading engagement [7]. Furthermore, parental participation in school literacy activities remains limited, reaching only 25% of student guardians. Documentation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) implementation highlights disparities across schools in fostering reading habits and developing literacy-supportive communities. These discrepancies suggest that the implementation of GLS has not yet been conducted in a systematic and sustainable manner [8].

Research has emphasized the necessity of structured support systems to ensure the success of literacy programs. Demonstrated that structured adaptation of evidence-based literacy programs by teachers led to an improvement of 0.12 standard deviations in student reading outcomes[9]. Confirmed that critical components such as 1:1 student-to-book ratios, professional development for teachers, and structured instructional guidelines significantly enhanced literacy achievement in primary education [10]. Emphasized that early reading success in under-resourced contexts requires systemic support and strategic intervention [11].

This study differs from prior research, which has generally examined the efficacy of isolated literacy intervention models or short-term experimental programs. In contrast, this research evaluates the effectiveness of a nationally mandated policy—GLS—as it is organically implemented in rural primary schools. Specifically, this study focuses on the Sudirman Cluster in Bulukerto District, capturing data from six schools that vary in infrastructure, teaching culture, and community involvement. Previous studies have yet to evaluate the GLS program comprehensively using a structured evaluation model in a rural context, thus leaving a research gap in understanding policy implementation across diverse educational settings [12], [13].

The novelty of this research lies in its use of the Kaufman model as an evaluative framework to assess the effectiveness of the GLS program through input, process, output, and impact dimensions. This multi-dimensional analysis is informed by triangulated data from observation, interview, and school documentation. Unlike existing studies that mostly apply the CIPP model or focus on urban schools, this study offers a contextualized evaluation that captures the dynamics of literacy policy implementation in rural schools. Furthermore, it addresses the call by UNESCO (2021) for locally grounded data to inform national education reform agendas[9].

This research has practical and theoretical significance. Theoretically, it contributes to the development of literacy evaluation frameworks anchored in national policy contexts. Practically, the findings provide empirical evidence to guide improvements in teacher training, parental engagement strategies, and literacy material provision. However, this study is limited by its focus on one school cluster in a rural district, which may affect the generalizability of findings to other regions. Future research could expand the scope by comparing urban and rural GLS implementations or by examining longitudinal changes in literacy behaviors post-intervention.

By situating this evaluation within the realities of rural schooling and drawing from grounded field data, this study offers actionable insights for educational stakeholders, particularly for school leaders and policy makers aiming to strengthen literacy ecosystems in primary education.

2. RESEARCH METHOD

This study uses a qualitative evaluative approach to assess the effectiveness of the implementation of the School Literacy Movement in the elementary school cluster of Bulukerto District[15]. This approach allows researchers to explore the meaning and dynamics of GLS programs based on data obtained from real interactions in the field. The evaluation was carried out systematically by comparing the program's achievements to the national literacy policy goals.

The evaluation model used in this study refers to five levels of evaluation from Roger Kaufman. Each level represents an important aspect in the implementation of the program from input to outcome. The first level evaluates inputs such as the availability of human resources, literacy facilities, and school policies. The second

level assesses the implementation process such as students' reading habits, the role of teachers, and literacy team management. The third level captures immediate outcomes such as increased reading interest and student engagement. The fourth level assesses outputs in the form of changes in literacy behavior and teacher competency improvement. The fifth level highlights outcomes in the form of social impacts such as the growth of literacy culture in the school environment and the community.

The research was carried out in six elementary schools that are members of the Sudirman Cluster, Bulukerto District, Wonogiri Regency. The implementation of the research lasted from February to April 2025. The research stages include the preparation of instruments, data collection, data reduction, presentation of findings, and drawing conclusions.

The subjects in this study consisted of school principals, teachers, students, parents, and school literacy teams. The principal is the main subject because he has authority in the GLS policy. Teachers are the implementing subjects because they play a role in reading activities and the development of classroom programs. Students are an indicator of achievement because they are the direct target of the program. Parents are data boosters because they participate in determining the success of reading habits at home. The school literacy team is a key informant because it plays a role in the coordination and management of the program.

This study uses three main techniques in data collection, namely observation, interviews, and documentation. Observation techniques are used to systematically record the symptoms, activities, and practices of the implementation of literacy programs that take place naturally in the school environment. Observations were carried out directly on the implementation of 15-minute reading activities, the use of literacy facilities, and the involvement of school residents. According to [16] explained that observation is a data collection technique by directly paying attention to phenomena that occur systematically and controlled.

The observation instrument was prepared based on the indicators of planning, implementation, and evaluation of the School Literacy Movement (GLS) program which refers to Kaufman's five levels of evaluation. Planning includes the infrastructure facilities available in the school, such as library rooms and reading corners. The implementation assesses routine reading activities, student involvement, and the use of literacy facilities. The evaluation observes the documentation of activities as well as the mechanism of supervision and recording of the implementation of the program. This grid of observation instruments was developed based on references [17] adapted to the context of literacy policy in Indonesia.

Interviews are used to dig up in-depth information from principals, teachers, and literacy teams. The interviews were conducted in depth and structured based on guidelines compiled based on evaluation indicators. The principal was interviewed about literacy policies, resource management, and program sustainability. Teachers were interviewed about class strategies, implementation constraints, and student literacy achievements. The literacy team was interviewed about program preparation, activity coordination, and follow-up evaluation.

Documentation is used to obtain secondary data in the form of policy documents, program reports, student work, and photos of activities. The documents used include literacy team work programs, activity attendance lists, literacy financial reports, and reflection notes. Documentation data is categorized based on the planning, implementation, and evaluation stages. Each document is verified for authenticity to support the validity of the research data. Here is the grid of the instruments used.

Table 1. Research Instrument Grid

Indicators	Sub Indicators	Observed Aspects	Item Number
Planning	Infrastructure	Availability of library space	1
	Infrastructure	Availability of reading corners	2
Implementation	Infrastructure	Availability of a comfortable reading area	3
	Activity 15 min read	Implementation of routine reading	4
	Activity 15 min read	Student involvement in reading	5
	Activity 15 min read	Teacher assistance while reading	6
	Utilization of Facilities	Use of the library	7
	Utilization of Facilities	Utilization of reading corners	8
	Utilization of Facilities	Use of literacy areas	9
	Citizen involvement	Teacher literacy activities	10
	Citizen involvement	Student literacy activities	11
	Citizen involvement	The role of the principal	12
Evaluation	Monitoring activities	Supervision of literacy activities	13
	Monitoring activities	Activity recording	14
	Monitoring activities	Activity visual document	15

The validity of the data is maintained through source triangulation and triangulation techniques. Source triangulation is done by comparing information from principals, teachers, students, and parents. Triangulation techniques are carried out by linking the results of observations, interviews, and documentation of the same phenomenon. These two triangulations ensure that the data analyzed is consistent, objective, and accurate.

Data analysis was carried out interactively using the Miles and Huberman models [17]. The first stage includes data reduction to filter out relevant information. The second stage involves presenting data in the form of narratives and tables. The third stage includes drawing conclusions based on verified field findings. This analysis helps researchers understand the effectiveness of GLS as a whole based on the evaluation framework used.

3. RESULTS AND DISCUSSION

3.1. Condition of Literacy Program Input

Elementary schools in the Sudirman Cluster have shown early awareness in supporting the implementation of the School Literacy Movement (GLS) through the provision of basic infrastructure. Field observations noted that the majority of schools already have library rooms, reading corners, and literacy areas that students can access. SDN 3 Sugihan is listed as the school with the highest facility readiness and the most diverse literacy program innovations. The school implements various excellent programs such as *ben ra linu*, *tuelish*, and *kagem bawa*, as well as providing reading facilities such as computers, internet, projectors, and active reading corners.

On the other hand, elementary school 2 Sugihan and elementary school 1 Domas still face limitations in the comfort of reading areas and budgeting. elementary school 1 Example and elementary school 1 Tanjung were previously assessed as very good based on the initial documentation, after the validation of the field documents were updated to be in the good category. Documentation from elementary school 3 Sugihan shows the existence of literacy journals, student portfolios, active libraries, and literacy activities that are integrated into school policies and culture.

The principal's interview corroborated the observation findings by showing that most schools referred to Permendikbud Number 23 of 2015 as the basis for the implementation of GLS. The Principal of elementary school 1 Tanjung, SA, emphasized that

"We make the spirit of literacy part of the mandate of the Law and national values such as the Youth Pledge."

All principals reported that the literacy team had been formally formed through a working meeting and supported by a principal's decree. Teachers also play an active role in the planning and implementation of literacy in the classroom. At SDN 2 Nadi, TN teachers developed an independent reading corner program and encouraged students to write reading summaries. TN states that

"We adapt the readings to the context of students' lives to make them more meaningful, even though the means are still limited."

The school literacy team also said that the division of tasks between members was based on the expertise and readiness of teachers, and was agreed in the school's official forum. At elementary school 2 Domas, for example, the task of monitoring the reading corner is carried out by the homeroom teacher, while the library staff manages the borrowing data.

The documentation of the implementation of the program strengthens the validity of the findings by showing the existence of the literacy team's decree, monthly literacy activity reports, and inventory of reading materials. However, the problem of budgeting is still a weakness. Of the six schools, only three explicitly mention the existence of financial support from BOS or BOSDA for the GLS program, while the other three schools do not have a special allocation of funds. The Principal of SDN 1 Domas, AR, stated that "we are still trying to set aside funds from other activities because there is no special budget for GLS in the RKAS."

Table 2. GLS Input Observation Scores in Six Elementary Schools

School	Library	Reading Angle	Comfort Area
SDN 3 Sugihan	4 (Excellent)	4 (Excellent)	4 (Excellent)
SDN 1 Tanjung	4 (Excellent)	4 (Excellent)	3 (Good)
SDN 2 Nadi	3 (Good)	4 (Excellent)	3 (Good)
SDN 2 Domas	3 (Good)	3 (Good)	3 (Good)
SDN 1 Example	4 (Excellent)	4 (Excellent)	3 (Good)
SDN 1 Domas	3 (Good)	3 (Good)	2 (Sufficient)
SDN 2 Sugihan	2 (Sufficient)	3 (Good)	2 (Sufficient)

Observation scores on the input aspect of the literacy program show that elementary schools in the Sudirman Cluster have different readiness in providing supporting facilities for the School Literacy Movement

(GLS). Elementary school 3 Sugihan occupies the highest position by obtaining *excellent scores* on all indicators, namely the library, reading corner, and comfortable reading area. This shows that the school has built a comprehensive and innovative literacy infrastructure, and has successfully integrated various literacy programs into the school culture systematically. The availability of an active library, comfortable reading room, and digital facilities such as computers and the internet are the advantages of elementary school 3 Sugihan in supporting students' reading habits.

Elementary school 1 Tanjung and elementary school 1 Example are in the next position, each obtaining *very good scores* on two indicators and *good* on one indicator. elementary school 1 Tanjung shows strength in the library and reading corner, although the reading area still needs to be improved in comfort. Likewise, elementary school 1 Exemplo has adequate library facilities and reading corners, but still needs to be optimized in terms of reading room layout to be more conducive for students. This condition indicates that both schools have a strong foundation in the implementation of GLS, but still have room for improvement in physical quality.

Elementary school 2 Nadi and elementary school 2 Domas showed scores that tended to be consistent in the good category in all three aspects. This shows that both schools have provided basic literacy facilities quite adequately, but have not achieved superior quality in terms of comfort and innovation in the use of reading rooms. Meanwhile, elementary school 1 Domas showed limitations in the comfort of the reading area which only received enough scores, although the other two aspects were still relatively good.

Elementary school 2 Sugihan recorded the lowest score in aggregate, with sufficient scores in the library and reading area, as well as good in the reading corner. These findings indicate that schools still face challenges in providing adequate and equitable literacy facilities for all students. Policy interventions are needed to improve the quality of reading facilities in this school, especially in the access and comfort of literacy spaces.

Overall, the difference in scores between schools shows that the quality of GLS program input is not even at the cluster level. This inequality reflects the need for data-driven policy support to improve the equality of facilities between schools, especially in rural areas. The results of the triangulation between observations, interviews, and documentation confirm that although most schools already have a clear literacy program structure, the quality of implementation and the availability of physical facilities still need to be strengthened through special funding and capacity building of educators in managing literacy programs effectively.

Table 3. Triangulation of Literacy Program Input Data

Aspects	Observation	Principal Interview	Teacher Interviews	Documentation
Library availability	✓	✓	✓	✓
Availability of reading corners	✓	✓	✓	✓
Convenience of reading area	✓	✓	✓	✓
Principal support	✓	✓	✓	✓
Budget allocation	X	✓	X	X

3.2. Literacy Program Implementation Process

Schools in the Sudirman Cluster have shown commitment to running the School Literacy Movement (GLS) program through various implementation strategies tailored to their respective internal conditions. In-depth interviews with six principals and teachers show that literacy programs are run with different characteristics. The Principal of elementary school 1 Example, ZH, emphasized that

"GLS is a mandatory program every morning and we monitor it through a daily monitoring book." The AR teacher from elementary school 1 Domas said that

"We carry out 15 minutes of reading once a week because we are still constrained by schedules and the number of books."

The SA teacher from elementary school 1 Tanjung added that

"We created a weekly reading theme with students so that they feel like they belong in this program."

The principal of SN from elementary school 2 Domas explained that

"Every morning students take turns appearing in front of the class to tell the contents of the book." The TN teacher from elementary school 2 Nadi said that

"Children tell stories in front of friends after reading, and it becomes part of the habit." The principal of MI from elementary school 2 Sugihan also said that

"We added a morning literacy quiz and students were asked to fill out a reading journal that was collected every Friday."

Teacher ZI from elementary school 3 Sugihan explained that

"We carry out integrated literacy which begins with the habit of reading, continues with reflection, and closes with writing activities every morning."

The literacy documentation in this school shows the integrated practice of GLS through the BEN RA LINU, TUELISH, and KAGEM BAWA programs, which actively involve students in presentations, reading summaries,

and the creation of written works. The school also provides tools such as LCD projectors and mini digital libraries that students use on a scheduled basis.

These statements are in line with the results of observations in the field. Observations show that elementary school 1 Conto and elementary school 2 Domas have carried out 15-minute reading activities every day on a scheduled basis, starting at 07.00. The activity was complemented by a session of student appreciation and simple reflection, such as a presentation of the content of the reading in front of the class. At elementary school 1 Tanjung, the weekly theme is agreed upon collectively between teachers and students, which are then used as joint reading materials. Elementary school 2 Nadi conducts two literacy sessions per week which include storytelling practices and reading aloud activities. Meanwhile, elementary school 1 Domas carries out limited reading activities once a week, and elementary school 2 Sugihan added innovations in the form of daily literacy quizzes to maintain students' reading enthusiasm.

Program implementation documentation also strengthens the validity of the implementation reported in interviews and observed in classroom practice. At elementary school 1 Example, there are daily monitoring books, literacy mading, and visual documentation of reading activities. Elementary school 1 Domas keeps manual notes on the reading corner and borrowed books. Elementary school 1 Tanjung has a weekly portfolio that contains a list of literacy themes and student writings. Elementary school 2 Domas documents activities in the form of literacy schedules and photo documentation of student presentations. Elementary school 2 Nadi keeps notes of student storytelling and reflection sheets of literacy activities. Meanwhile, elementary school 2 Sugihan records activities through daily student journals and documents the results of quizzes in the form of weekly evaluations.

Table 4. Comparison of the Implementation of Literacy Programs per School

Elementary School	Implementation Observation	Principal/Teacher Interview Key Quotes	Activity Documentation
1 Example	Daily routine at 07.00-07.15	"Literacy program is mandatory every morning with daily monitoring" - ZH	• Monitoring books• Classroom Madness• Activity photos
1 Domas	Weekly every Friday (15 minutes)	"We carry out 15 minutes of reading every Friday" - AR	• Borrowing notes• Reading lists
1 Tanjung	Daily with a weekly theme	"Students choose their reading theme every week" - SA	• Student portfolio• Theme schedule
2 Domas	Daily with student presentations	"Students take turns telling stories in front of the class" - SN	• Presentation schedule• Video recording
2 Nadi	2x a week + storytelling activities	"Children learn to read and tell stories at the same time" - TN	• Story notes• Student reflection
2 Sugihan	Daily with literacy quizzes	"Morning quizzes get students excited about reading" - MI	• Question bank• Daily score
3 Sugihan	Integrated diary (read-reflect-write)	"We integrate literacy with reflection and writing" - ZI	• Reflection journals• Thematic projects

The implementation of literacy programs in the Sudirman Cluster shows a pattern that varies between schools, depending on managerial readiness and teacher involvement. Elementary school 1 Example is an example of a consistent scheduled practice, characterized by the implementation of routine reading every morning and daily monitoring by the principal. ZH's statement that

"GLS is a mandatory program every morning and we monitor it through daily monitoring" showing the strength of literacy leadership supported by orderly documentation such as monitoring books and classroom mading. On the other hand, the implementation at SDN 1 Domas is still taking place on a limited basis, only once a week, due to technical constraints. The AR teacher admits that

"We carry out 15 minutes of reading once a week due to schedule limitations," which is reflected in the simple documentation in the form of reading corner notes and borrowed books.

Other schools feature a more contextual and innovative approach. SDN 1 Tanjung carries out literacy activities thematically, by involving students in the preparation of weekly reading themes as conveyed by SA,

"We created a weekly reading theme with students." Portfolio documentation and theme schedules support this practice. SDN 2 Domas emphasizes expressive habituation through the presentation of reading content by students every morning, as stated by SN that

"Every morning students take turns appearing in front of the class to tell the contents of the book." Meanwhile, SDN 2 Nadi and SDN 2 Sugihan presented a variety of activities such as storytelling and morning quizzes accompanied by literacy journals. The TN teacher from SDN 2 Nadi emphasized,

"The children told stories in front of their friends after reading," and the head of MI from SDN 2 Sugihan stated,

"We added a morning literacy quiz and students filled out a reading journal." Both show creative and well-documented implementation models, although not all schools have achieved a uniform level of integration.

Table 5. Triangulation of Data on the Implementation of Literacy Programs in Six Schools

Yes	Literacy Implementation Aspects	Interview	Observation	Documentation
1	Regular reading activities every morning	✓	✓	✓
2	Execution based on a weekly schedule	✓	✓	✓
3	Determination of the theme of reading with students	✓	✓	✓
4	Student presentation in front of the class	✓	✓	✓
5	Storytelling and reading aloud activities	✓	✓	✓
6	Literacy quiz and reading journal filling	✓	✓	✓
7	Monitoring and evaluation using journals/mading	✓	✓	✓
8	A Portfolio of Students' Writings	✓	✓	✓
9	Classroom reading corner utilization	✓	✓	✓
10	Student involvement in program development	✓	✓	✓

The results of triangulation from interviews, observations, and documentation showed that all schools had carried out routine reading activities, utilized reading corners, actively involved students, and monitored implementation through structured documents. A variety of implementations such as literacy quizzes, storytelling, weekly themes, and daily journals are proof that the GLS program in the Sudirman Cluster is not just a reading activity, but has developed into an adaptive and participatory literacy learning ecosystem. However, the implementation is not completely even in terms of intensity and depth, because there are still schools that carry out on a limited basis due to limited time and resources.

3.3 Direct Results of Program Implementation

The direct results of the implementation of literacy programs in six elementary schools in the Sudirman Cluster showed a positive impact on changing habits, student involvement, and reading enthusiasm in the classroom. Interviews with principals and teachers show that most students begin to show reading initiative without being commanded. At elementary school 1 Example, the principal of ZH said that

"Students are used to picking up their own books and reading before the teacher enters the classroom." Observations reinforce this statement with the discovery of the practice of self-reading every morning in almost all classes, as well as the calm atmosphere that forms before the lesson begins. Documentation in the form of literacy mading and student notes shows that this activity is not only taking place, but also being recorded and appreciated visually.

Elementary school 1 Domas has also undergone changes, albeit in a more limited intensity. The AR teacher said that

"Students start reminding their friends that today is the reading schedule," which shows the emergence of collective awareness even though time constraints are still an obstacle. Reading corner records show a slow increase in book borrowing in the last two months. Meanwhile, at elementary school 1 Tanjung, student involvement in determining the theme of weekly reading has an impact on increasing participation in class discussions. Guru SA added that

"Kids are more likely to be interested in learning because they're interested in learning." Student portfolios collected each weekend show an increase in vocabulary use and simple sentence structure.

Other schools also recorded relevant direct results. At elementary school 2 Domas, students showed courage in speaking in front of the class. The principal of SN said that

"Students are more confident when delivering the content of the reading in front of their friends." Observations found that the practice of reading presentations had become part of the classroom routine. At elementary school 2 Nadi, storytelling activities create a space for verbal expression that makes students more active verbally. The TN teacher explained that

"Students not only read, but also learn to compose stories from the books they read." The students' reflections in the documentation show that they feel happy and proud when telling stories in front of the class. A similar thing happened at elementary school 2 Sugihan, where morning literacy quizzes encouraged student involvement competitively. The head of MI stated that "every morning students scramble to answer quizzes because they feel challenged." The student journal showed consistency in reading recording and an increase in daily literacy quiz scores.

At elementary school 3 Sugihan, the direct results of the implementation of GLS are reflected in the increase in students' literacy expression through reflective and expressive activities. Guru ZI said that

"Every morning students not only read, but also write reflections and read favorite quotes from the books they read."

Observations showed that students actively filled out reflection journals, made inspirational quotes, and read their writings in class forums. Documentation in the form of student portfolios, citation books, and literacy shift schedules shows that the GLS program at this school has succeeded in creating a literate, participatory, and structured classroom atmosphere.

Table 6. Comparison of Direct Results of Literacy Program Implementation

Elementary School	Direct Observation Results	Interview Excerpts (Head/Teacher)	Supporting Documentation
1 Example	Students read independently before the lesson	"Students are used to picking up their own books and reading before the teacher enters." – ZH	• Literacy skills
1 Domas	Students remind each other of the literacy schedule	"Students began to remind their friends that today is the reading schedule." – AR	• Reading corner notes • Borrowed books
1 Tanjung	Students actively discuss reading themes	"Kids are more likely to be interested in reading because they are interested in reading." – SA	• Weekly portfolio • Reading reflections
2 Domas	Students confidently deliver readings	"Students are more confident in conveying the content of the reading in front of the class." – SN	• Presentation photos • Presentation journals
2 Nadi	Students are active in storytelling and storytelling	"Students not only read, but also learn to compose stories." – MR	• Reflection sheet • Storytelling notes
2 Sugihan	Students enthusiastically answer literacy quizzes	"Every morning students scramble to answer quiz questions because they feel challenged." – MI	• Daily journal • Quiz scores
3 Sugihan	Students actively reflect and read quotes	"Every morning students read, write reflections, and read book excerpts." – ZI	• Reflection journals • Citation books

Triangulation between interviews, observations, and documentation shows that the direct results of literacy programs have been reflected in three main indicators: increased reading habits, increased student courage in public speaking, and the emergence of a sense of student responsibility for literacy activities. These findings indicate that when the implementation is carried out regularly and accompanied by a variety of contextual activities, changes in students' literacy behavior can be formed naturally and comprehensively.

3.4 Literacy Program Output

The implementation of literacy programs in six elementary schools in the Sudirman Cluster has produced outputs that can be seen in the form of changes in the behavior of school residents, strengthening the documentation system, and integrating literacy values into daily school life. The principal of SDN 1 Example, ZH, explained that "teachers are now starting to actively record students' progress, and students periodically fill out their reading journals." Observations show that teachers have provided a dedicated space for literacy documentation such as classroom portfolio boards, reading schedules, and literacy mading that are updated weekly. School documentation shows that reading activities have been integrated into the classroom structure and supported by written reports from students and teachers.

At elementary school 1 Domas, AR teachers noted that

"There is an increase in teachers' awareness to provide additional reading and to compile borrowed books," indicating that literacy programs are beginning to encourage teacher responsibility for the availability of reading resources. The reading corner that was initially passive has now evolved into an interactive area where students stick short notes after reading. Meanwhile, elementary school 1 Tanjung showed a stronger output in the form of collaborative practices. Guru SA said that

"Students make a booklet based on a summary of reading with their classmates," which shows that literacy activities are starting to spark creativity and cooperation between students. Student portfolios and collaborative work are displayed in turn on the classroom.

The output of the program at elementary school 2 Domas can be seen in the formation of literacy-based school routines. The principal of SN explained that

"Every Monday we announce that students are good at reading and that is a motivation for other classes." School documentation shows the existence of weekly awards and reading frequency recordings as part of class reports. At elementary school 2 Nadi, the TN teacher added that

"Every student now has a reading card and we check it every Friday," which indicates the strengthening of the classroom literacy administration system. Students are also involved in selecting books for class collections based on the results of monthly reflection. Elementary school 2 Sugihan shows positive developments in teacher involvement in innovation. The principal of MI said that

"Teachers now routinely make literacy quiz questions and record the progress of student scores in the reflection journal." The quiz documentation and evaluation results show that teachers are not only running the program, but have begun to develop a system for monitoring students' literacy achievement in a measurable manner.

At elementary school3 Sugihan, the output of the literacy program can be seen in the form of active involvement of all school residents in documenting and strengthening literacy culture. Guru ZI said that

"Each student has a reflection journal, and the results of their reading excerpts are displayed in the school literacy mading."

In addition, students routinely create excerpts of the books they read and write them down in an inspirational quote book. Programs such as KAGEM BAWA and BEN RA LINU have encouraged students to write, discuss, and display their work collectively. Documentation shows the existence of student portfolios, daily quote cards, and weekly updated mading as part of the literacy achievement monitoring system.

Table 6. Literacy Program Outputs

Elementary School	Changes in Teacher & Student Behavior	Interview Quotes	Literacy Output Documentation
1 Example	• Teacher: Record student progress • Student: Fill in a regular journal	"Teachers are now starting to actively record the progress of students..." – ZH	• Reading journals • Portfolio boards • Weekly Mading
1 Domas	• Teacher: Add reading & be active in the reading corner • Student: Leave notes	"Teachers provide additional readings and compile borrowed books." – AR	• Borrowed books • Student reading notes • Class reading lists
1 Tanjung	• Students: Create a joint summary & rewrite the story	"Students make a booklet based on a summary of the reading..." – SA	• Group portfolios • Co-written work • Thematic reading boards
2 Domas	• System: Weekly awards • Class: Reading competition	"Every Monday we announce students who are good at reading..." – SN	• Weekly list of nominees • Reading frequency record
2 Nadi	• Students: Individual reading cards • Evaluation: Weekly routine	"Every student now has a reading card..." – TN	• Student reading cards • Weekly reflection recap
2 Sugihan	• Teacher: Compiles literacy quiz • Student: Actively answers	"Teachers routinely make literacy quiz questions and record progress..." – MI	• Quiz questions • Recap of student scores • Teacher's reflection journal
3 Sugihan	• Students: Writing citations & reflections • Publications: Thematic mating	"Every student has a journal of reflections and inspirational quotes." – ZI	• Citation books • Reflection journals • Portfolios • Thematic mating

Triangulation of data from the six schools showed that the output of literacy programs was not only limited to student outcomes, but also to changes in teachers' work cultures, monitoring systems, and collaborative practices of school residents. The integration of literacy in school policies, increased teacher initiatives, and active participation of students are indicators that this program has produced tangible outputs that are relevant to the goal of strengthening reading culture in elementary schools.

Evaluation of the implementation of the School Literacy Movement (GLS) in the Sudirman Cluster shows that school-based literacy efforts produce strong achievements when based on contextual reality and adaptive pedagogical leadership. Schools that successfully institutionalize literacy practices through consistent teacher engagement, responsive scheduling, and meaningful participation from students show higher literacy outcomes[18], [19], [20]. These findings are in line with various studies that highlight the importance of school-based innovation and the role of leadership in cultivating literacy in educational unit settings[21], [22]

In particular, SDN 3 Sugihan stands out as a school that has succeeded in developing integrated literacy practices through program innovations such as *BEN RA LINU*, *TUELISH* and *TO CARRY*. Literacy activities in this school are not only carried out regularly, but also contextualized by the habit of writing reflections, reading book quotes, and documenting reading activities in students' portfolios. The success of SDN 3 Sugihan shows that literacy developed in a reflective and expressive atmosphere is able to strengthen students' reading habits and ideas

conveying skills. Systematic documentation such as inspirational quotation books and literacy making supports the formation of a sustainable literacy culture in the school[23], [24].

SDN 1 Example and SDN 2 Domas are also examples of how daily reading routines, student presentation activities, and literacy monitoring journals create a sustainable literacy ecosystem. These practices are in line with Kim et al. (2017) and Piper et al. (2018) who emphasize the importance of structured implementation, active teacher engagement, and instructional scaffolding as key to improving reading attainment[25], [26]. These two schools not only provide dedicated time for literacy activities, but also integrate them into the school routine, making literacy part of the learning culture. These findings support the results of the study confirming that personalization in literacy practice strengthens motivation and reading comprehension[25], [26], [27]. On the other hand, schools that have not systematically engaged teachers tend to be stagnant in their literacy achievement

The implementation of the School Literacy Movement (GLS) across six elementary schools in the Sudirman Cluster reflects that literacy effectiveness is contingent upon contextual leadership, school-wide participation, and reflective instructional practices. Leadership commitment, especially from school principals, emerged as a determining factor in shaping the culture and operationalization of literacy programs. Schools with principals who actively allocated time, structured schedules, and invested in teacher development demonstrated a higher degree of program integration. This finding reinforces the theoretical construct of distributive instructional leadership [27], [28], [29], which emphasizes that shared leadership fosters instructional coherence and sustained reform efforts.

Interpretative triangulation of observation, interview, and documentation data indicates that schools engaging parents in home-based literacy supervision, storytelling, and book selection recorded stronger student outcomes. Which assert that family-school partnerships play a pivotal role in reinforcing reading behaviors beyond the classroom context [30], [31]. Moreover, literacy documentation such as student journals, reading portfolios, and literacy bulletin boards has been found to mediate the consistency of implementation and monitoring. Schools with structured documentation practices showed more transparent tracking of progress and clearer development pathways. These outputs validate Kaufman's evaluation model, which posits that the interplay between context, input, process, and product must be systematically aligned to achieve sustainable educational impact[32]. Conversely, literacy activities that lacked documentation appeared fragmented and vulnerable to discontinuation, underscoring the importance of an institutionalized literacy monitoring system.

Compared to earlier studies employing the CIPP model this study introduces a novel evaluative perspective by applying Kaufman's model to assess not only the internal program mechanics but also its broader societal influence. The study contributes a contextualized analysis that underscores literacy as a cultural practice embedded in school identity rather than a technical intervention. This reframing positions literacy as both a means of academic competency and a catalyst for character formation, especially when literacy activities encourage reflection, expression, and student agency [33], [34].

Nonetheless, this research is bounded by certain limitations. The geographic restriction to a single rural cluster limits the generalizability of the findings, and the absence of a longitudinal design constrains understanding of the sustainability and transferability of observed literacy behaviors. Furthermore, while digital literacy is a growing imperative, this dimension was not explored in the current study due to contextual constraints. These limitations highlight the need for expanded inquiry across varied settings and inclusion of emerging digital practices.

4. CONCLUSION

This study concludes that the effectiveness of the School Literacy Movement (GLS) in primary education is not merely determined by the presence of structured reading activities but hinges on the systemic readiness of schools to institutionalize literacy as a cultural and pedagogical foundation. Drawing on the Kaufman evaluation model, the research demonstrates that strong literacy outcomes are consistently associated with distributive leadership, sustained teacher involvement, proactive student participation, and community-based engagement.

Based on empirical analysis from six rural schools, this study generates a conceptual insight: literacy should be reframed not only as a functional skill but as an evolving school culture shaped by reflective practices, routine integration, and relational commitment. This perspective extends existing literacy discourse by emphasizing that habitual and expressive literacy behaviors emerge when schools position reading not as an isolated intervention but as an identity-forming process. Furthermore, this research proposes a practical-evaluative framework that integrates input, process, product, and societal outcomes, enabling stakeholders to assess literacy programs beyond superficial outputs. The framework emphasizes contextual adaptation, participatory implementation, and continuous reflection elements that together form the conceptual model of "Literacy as Cultural Praxis."

The implications of this model are multifold. Policymakers should support literacy not as a uniform directive but as a contextualized school movement tailored to local realities. School leaders are urged to prioritize capacity building for teachers and ensure that literacy routines are embedded within institutional rhythms. Future

literacy programs should incorporate reflective writing, expressive sharing, and documentation mechanisms to strengthen students' sense of agency. Given the study's limited geographical focus and temporal scope, further research is required to validate the proposed model across varied educational contexts, integrate digital literacies, and explore longitudinal patterns of reading behavior. Such research can advance a broader educational agenda where literacy becomes a sustained and character-building component of lifelong learning in the 21st century.

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