

Implementation of School Literacy Program in Improving Students' Reading Literacy Skills: A Qualitative Study at SD Negeri 2 Linggasari, Banyumas

Bamas Aprihadi Setiawan¹, Wanda Nugroho Yanuarto²

¹SDN 2 Linggasari, Kembaran, Banyumas

²Universitas Muhammadiyah Purwokerto

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ABSTRACT

Literacy is one of the problems faced by teachers at SD Negeri 2 Linggasari which of course has an impact on the learning process. This study aims to describe the impact of the implementation of the School Literacy Program in improving students' literacy skills at SD Negeri 2 Linggasari, Banyumas. The approach used is qualitative with data collection instruments in the form of questionnaires, interviews, observations, and documentation. Initial data shows that students' literacy skills in 2023 have decreased based on the results of the education report card. The subjects of the study included the principal, teachers, and students of SD Negeri 2 Linggasari who provided diverse perspectives on the effectiveness of the literacy program implemented. To overcome these problems, researchers implemented the School Literacy Movement through various literacy activities that are integrated into learning and the school environment. At the habituation stage, students are accustomed to reading or being read books other than textbooks, then discussion activities are carried out related to the books read. The development stage of literacy implementation is carried out with the aim of consistent student reading interest. At the learning stage, students are able to capture and re-explain the material given well. The results of the study showed that after the implementation of the literacy program, there was an increase in students' literacy skills in 2024. This finding indicates that the implementation of the School Literacy Program systematically and sustainably can have a positive impact on improving the literacy skills of elementary school students.

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Corresponding Author:

Bamas Aprihadi Setiawan

SDN 2 Linggasari, Kembaran, Banyumas

Email: setiawanbam1990@gmail.com

1. INTRODUCTION

Literacy is the ability to access, understand, and use something intelligently through various activities such as reading, viewing, listening, writing, and speaking (Hasanah & Silitonga, 2020). Literacy is considered an important component in realizing a country that is able to compete globally. Literacy is related to the demands of reading skills that lead to the ability to understand information analytically, critically, and reflectively. One of the literacy skills that must be mastered by students is reading (Dermawan et al., 2023). Reading is the process of writing words on paper and analyzing words from books (Rizka Nur Faidah¹, Rizma Okavianti², Putri May

Maulidia³, Eva Putri Muliyani⁴, 2024). Reading is understanding the content, ideas, or ideas both implied and explicit in a reading material (Ria Kristia Fatmasari, 2018).

Elementary School or SD Education Level is the foundation that forms students to have good habits, because Elementary School education level is the basis for secondary education level. One of the habits that must be applied is the habit of literacy by getting used to doing literacy (Pujiati et al., 2022). Reading literacy is an individual's ability to understand, use, reflect on and engage with written texts that aim to achieve goals, develop individual knowledge and potential to participate in society (Dermawan et al., 2023). The main purpose of reading is to obtain information from print media through the process of understanding. Specifically, reading is a skill aimed at recognizing letters and punctuation marks, recognizing the relationship between letters and punctuation marks with formal linguistic elements, and recognizing the relationship between form and meaning (Ria Kristia Fatmasari, 2018).

Releasing the results of the Programme for International Student Assessment (PISA) 2022 on the population of 15-year-old students for reading literacy, Indonesia's ranking in PISA 2022 rose 5 positions compared to the previous one. Despite the increase in ranking in PISA 2022, Indonesia recorded a decrease in scores in each assessment subject. In the subject of reading ability, Indonesia recorded an average score of 359, 117 points lower than the global average score of 476, and down 12 points from the previous edition. Indonesia's reading ability is at 84.9% for reading ability in Indonesia recorded an average score of 359, 117 points lower than the global average score of 476, and down 12 points from the previous edition. Indonesia's reading ability is at 25.46 percent, far below the OECD average of 73.75 percent.



Figure 1. PISA results

Based on the results of observations and questionnaires conducted by researchers, it shows that the level of students' reading literacy is still relatively low, where there are no students who visit the library, besides that there are no reading facilities in each class. This problem is also supported by the Education Report Card value obtained by SD Negeri 2 Linggasari in 2022, students' literacy skills got a score of 76.92%, while in 2023 it decreased by 10% with a score of 69.23%. Based on these results, it shows that student literacy at SD Negeri 2 Linggasari has decreased. To overcome this, researchers coordinated with the principal and teachers to find a solution so that literacy skills at SD Negeri 2 Linggasari can increase. Schools as learning organizations that strive to make all Indonesian citizens become citizens who are skilled at reading and can support them to learn for life are the focus of this milestone in the process of increasing the literacy rate of the Indonesian people (Santika & Toharudin, 2022).

o	Indikator	Capaian	Skor Rapor 2023	Definisi Capaian	Perubahan Skor dari Tahun Lalu	Skor Rapor 2022	Peringkat di Kab./Kota	Peringkat secara Nasional	Sumber Data
1	Kemampuan literasi Persentase peserta didik berdasarkan kemampuan dalam memahami, menggunakan, merefleksikan, dan mengevaluasi beragam jenis teks (teks informasi dan teks fiksi).	Sedang (69,23%) siswa sudah mencapai kompetensi minimum	69,23	40% - 70% peserta didik telah mencapai kompetensi minimum untuk literasi membaca namun perlu upaya mendorong lebih banyak peserta didik dalam mencapai kompetensi minimum.	Turun 10,00%	76,92	Peringkat menengah bawah (61-80%)	Peringkat menengah (41-60%)	Asesmen Nasional, Asesmen Kompetensi Minimum (Kementerian Pendidikan, Kebudayaan, Riset dan

Figure 2. Elementary School 2 Linggasari Education Report for 2023

Through Ministerial Regulation Number 23 of 2015 concerning the development of character in it, developing literacy movement habits, from the Permendikbud then giving birth to the School Literacy Movement (GLS). GLS is an effort made comprehensively to make schools a learning organization whose citizens are lifelong literate through public involvement (Santosa et al., 2019). GLS aims to create literate school citizens. Literacy can be interpreted as the ability to understand and apply various texts in community life. Literacy makes someone act according to the knowledge and abilities they have based on an understanding of the reading (Suyono et al., 2017).

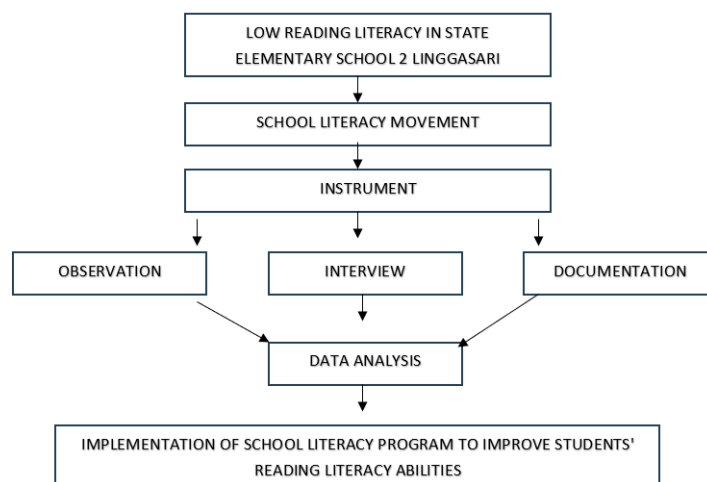
The general objective of the school literacy movement is to develop students' character through the cultivation of the school literacy ecosystem which is manifested in the School Literacy Movement (GLS) so that they become lifelong learners (Hanum, 2021). The School Literacy Movement (GLS) seeks to involve all school residents and the community as part of the education ecosystem. As a movement that seeks to strengthen the development of character, one of the activities in the school literacy movement is a 15-minute reading activity of non-subject books according to the level of students before the start of school hours.

This activity is carried out to foster students' interest in reading and also improve reading skills so that their knowledge is broader and better (Pujiati et al., 2022). The school literacy movement that will be planned and realized is through efforts to bring books and students closer together with the presence of class reading corners, a literacy-rich environment with the presence of reading corners in the school environment, and library revitalization with various learning support activities. Schools are also encouraged to develop various literacy activities according to conditions and needs. To ensure that the School Literacy Movement programs run optimally, schools are also emphasized to form a School Literacy Team. Several studies related to the School Literacy Movement have shown positive results, such as research conducted by Dian Pujiati in 2022.

The implementation of the School Literacy Movement at SD Negeri 01 Banjarejo has gone well. The three stages of school literacy, namely the habituation stage, the development stage, and the learning stage have been fulfilled, the forms of activities are the habit of reading 15 minutes before learning, literacy by being read by the teacher, reading individually and reading together, literacy bills in the form of questions, building a physical school environment rich in literacy, giving 66 awards, motivation and learning with videos. These literacy activities are a form of school support to increase the importance of literacy and foster students' literacy habits. The literacy activities in question are reading non-subject books, reading response journals, spelling, and writing (Prawira et al., 2023).

2. METHOD OF THE RESEARCH

This study uses a descriptive qualitative method to explore literacy activities carried out by teachers in the classroom to support students' reading literacy skills. The procedure of this study can be seen in the picture below.



The subjects in this study were 15 fifth grade students of SD Negeri 2 Linggasari Korwilcam Dindik Kembaran. The research was conducted at the school for five months in the even semester of the 2023/2024 school year. The main instrument in this study is the researcher himself, assisted by colleagues as observers as well, and with research instruments such as: Observation sheets, Interview guidelines, Documentation of Education Reports and student activities during GLS activities. This instrument is used to obtain data on the Implementation of the School Literacy Movement at SD Negeri 2 Linggasari.

In qualitative research, data collection techniques are carried out with participant observation, in-depth interviews, and documentation. Primary data in this study include primary data and secondary data. Primary data was obtained from interviews with principals, teachers, and students, as well as observations of various activities in the field. Secondary data was obtained from relevant books, school documents, archives, and other data owned by the school. Interviews, observations, and document analysis are the three most frequently used methods in qualitative research (Santika & Toharudin, 2022).

Primary Data data were obtained directly from the original source through the informants who were the subjects of the research. Data were obtained from field research, using data collection procedures and techniques by conducting observations and interviews, especially interviews with class teachers and fifth grade students of SD Negeri 2 Linggasari. Secondary Data in this study, data were obtained through a review of relevant literature, which included searching for reference sources in books in the library, documenting data through the use of photographs, and conducting direct observations at SD Negeri 2 Linggasari. This study collected data through interviews, observations, and documentation.

Data analysis techniques according to Miles and Huberman (in Hardani, 2020) are divided into three streams of activities that occur simultaneously. The three streams are (1) data reduction (2) data presentation or data display (3) drawing conclusions (Sugiyono, 2019). The data analysis carried out is inductive based on the facts found in the field and then constructed into a hypothesis or theory. To ensure the validity of the data, triangulation of sources and techniques was carried out, as well as member checking of informants. Validity was confirmed by comparing data from observations, interviews, and documentation.

3. RESULTS AND DISCUSSIONS

Based on the data obtained by the researcher through the interview process, observation and document analysis, the researcher will conclude several information findings regarding the Implementation of the School Literacy Movement in Improving Students' Reading Literacy Skills at SD Negeri 2 Linggasari.

3.1 Implementation of school literacy movement to improve reading literacy skills of students at SD Negeri 2 Linggasari.

The School Literacy Movement consists of three stages of implementation, namely the habituation stage, the development stage, and the learning stage. However, SD Negeri 2 Linggasari is still in the habituation stage. Literacy is an activity that needs to be instilled in students from an early age. This habituation aims to foster the reading literacy skills of grade V students. The following are the results of an interview between the researcher and the principal of SD Negeri 2 Linggasari. "How is the implementation stage of school literacy after being implemented at SD Negeri 2 Linggasari?". "For the stages, we have several programs, namely a 15-minute book reading activity, which is carried out before the lesson starts. Next, there is something called a reading corner or reading corner. So later in the class there will be a small library containing around 25 to 30 books. And finally, there is a schedule for visiting the library for all students. So we arrange for children to want to visit the library from grade I to grade VI students". The following are the habituation activities implemented in grade V of SD Negeri 2 Linggasari:

a. Reading Books for 15 Minutes

The 15-minute book reading activity is the first stage as a habit for students to read. In its implementation, it is carried out before learning begins in the morning after praying. The teacher directs students to choose a book in the reading corner to read for 15 minutes. The following are the results of an interview between the researcher and a class V teacher at SD Negeri 2 Linggasari: "How is the process of the 15-minute book reading activity that has been implemented in class V?". "The 15-minute book reading activity before the lesson has proven to be effective in the process of students' reading literacy, because previously there were some students who were not yet fluent in reading. After several months of implementing the 15-minute book reading, students who were previously not fluent in reading are now better and fluent".

Based on the results of observations and interviews on the implementation of the 15-minute book reading, it was also seen that in the first month there were still children who were not fluent in reading, and there were also children who changed the books they read. Then in the following month, it was seen that the children were quite enthusiastic about carrying out this 15-minute book reading activity before the lesson began. The purpose of the 15-minute book reading activity is to motivate students to enjoy reading, provide a pleasant reading experience, foster reading habits in students and make teachers role models for reading (Santosa et al., 2019).

b. Reading Corner

This reading corner is a small library in each class. The books available are limited but can be used during literacy learning. The reading corner contains 25 picture story books that students use as reading materials during literacy lessons. The reading corner is a mandatory facility in every class to attract students to love reading. The books available are picture story books about the origins of a region and fables. Students who do literacy in the reading corner read silently. The following are the results of the researcher's interview with the principal as

follows: "How do you and the teachers at SD Negeri 2 Linggasari design a reading corner in each class?". "This reading corner is one of the school's literacy programs, where in each class there is a mini library and students can read books in the reading corner in the classroom. We try to present books that are closer to students, for the books themselves, they are non-subject books so that students are interested in reading them."

Table 1. Number of Books Read

No	Student	1 st Month	2 nd Month	3 rd Month	4 th Month	5 th Month
1	AGS	2	3	3	4	5
2	AZK	2	2	3	4	3
3	AZP	2	3	3	4	5
4	DVN	1	2	2	2	4
5	DZK	1	2	2	3	4
6	FBN	1	2	2	2	3
7	FDL	1	2	2	2	3
8	IMM	2	2	2	3	4
9	KHS	1	2	2	3	3
10	NVL	2	2	3	3	5
11	FZR	1	2	1	1	2
12	RFL	1	2	2	2	3
13	RNT	2	3	4	6	8
14	SFL	3	3	4	6	9
15	WDY	2	3	4	5	8

Figure 1. List of books read by students

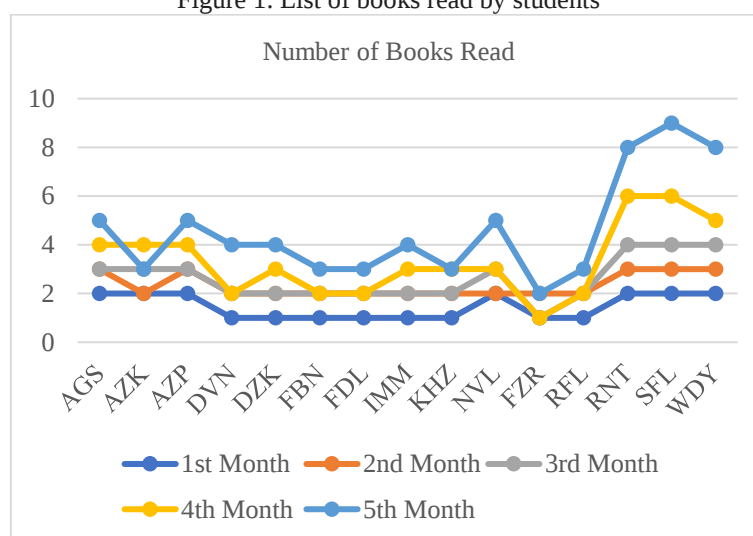


Diagram 1. Number of books read

From the data in table 1 and diagram 1 above, it can be concluded that there is an increase in the number of books read by grade V students each month. In the first month, the books read were still around 1 and 2 books, then there was an increase in the number of books read in the second to fifth months. The reading corner is an innovation in learning that can be a medium for students to learn good literacy and is able to develop student character through habits that can be implemented in the form of values and norms (Wihaya Kusumah et al., 2023).

In the classroom there is a reading corner that is arranged as attractively as possible. In arranging literacy facilities, the school involves parents. The goal is to create a comfortable, interesting and enjoyable classroom atmosphere for students so that it can foster interest in reading in students. The classroom reading corner is equipped with various reading books that are used as reading sources for students in reading. Reading books are neatly arranged according to theme or title to make it easier for students to choose the books they want to read.

c. Library Visit Schedule

The library visit schedule is one of the activities of the School Literacy Movement at SD Negeri 2 Linggasari. Each class has a library visit schedule that has been prepared by the school. The school library is

located in the school environment, precisely on the east side facing west next to the class VI room. In front of the library there is a visit schedule that is attached to the wall. On the terrace there is a trash can provided by the school to maintain cleanliness. Library visits are carried out in rotation between classes every week. Here is the visit schedule :

Table 2. Library Visit Schedule

No	Day	Class	Total
1	Monday	I	18
2	Monday	II	8
3	Tuesday	III	15
4	Wednesday	IV	18
5	Thursday	V	15
6	Friday	VI	14

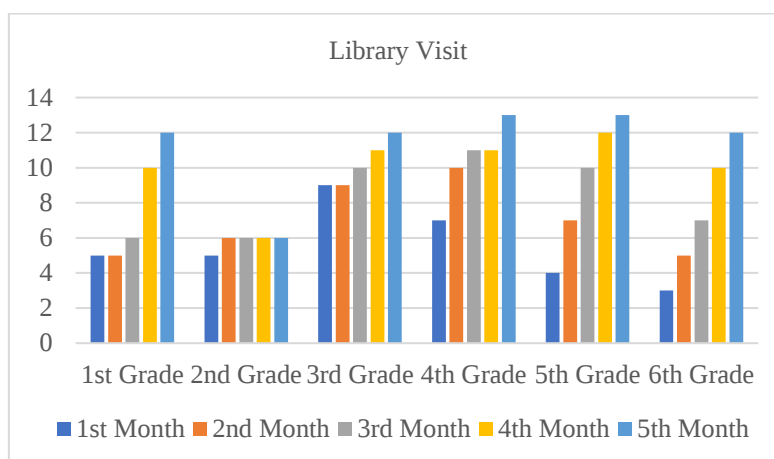


Diagram 2. Library Visitors

Based on the diagram above, there is an increase in the number of visitors to the library of SD Negeri 2 Linggasari every month for 5 months. This also indicates that the reading literacy of students at SD Negeri 2 Linggasari is increasing. Regularly visiting the library gives students access to various types of books and reading materials that may not be available at home.

Library visits are carried out once a week. To avoid clashes between classes, the school has prepared a rotating schedule for each class. The school library provides a variety of reading books to add reading resources for students. This experience not only broadens their horizons but also builds reading habits as part of their routine. The habit of reading in class, such as shared reading sessions or independent reading time, provides opportunities for students to enjoy reading in a structured and supportive environment (Ramadhan Lubis et al., 2024).

4. CONCLUSIONS

Based on the explanation above, it can be concluded that the School Literacy Movement at SD Negeri 2 Linggasari is running well and smoothly, as evidenced by the increasing reading literacy skills of grade V students of SD Negeri 2 Linggasari in each School Literacy Movement program. The 15-minute book reading activity can make students accustomed to reading books, then the presence of a reading corner will also make it easier for students to read books in class and with a schedule of visits to the library will be an encouragement for students to want to visit and borrow books. Obstacles that occurred during the School Literacy Movement activities included the lack of books in the library, then the books available were still old books and the absence of librarians to help manage the library. Supporting facilities are a supporting factor. So it is advisable to add books that are relevant to students' reading interests, teachers' ability to innovate in implementing GLS (Hanum, 2021).

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