

Evaluation of the Primary School Literacy Movement Program in the Selayar Islands

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ABSTRACT

This research aims to evaluate the implementation of the School Literacy Movement (GLS) program in elementary schools in the Selayar Islands. The focus of the research includes aspects of planning, implementation, supporting facilities, participation of school community members, and the impact of the program on improving the literacy culture of students. The research uses a descriptive evaluative approach with the CIPP model (Context, Input, Process, Product). The research subjects consisted of school principals, teachers, and students from several elementary schools in the Selayar Islands. Data collection techniques were carried out thru observation, interviews, documentation, and questionnaires. The data were analyzed qualitatively and quantitatively to obtain a comprehensive picture of the program's effectiveness. The research results show that the implementation of the School Literacy Movement in elementary schools in the Selayar Islands has been quite successful, especially in the activity of reading for 15 minutes before lessons begin. The support of the principal and teachers has been the main factor in the program's success. However, several obstacles are still found, such as limited reading collections, inadequate library facilities, low parental involvement, and suboptimal use of digital literacy media. From the aspect of results, the GLS program has a positive impact on students' reading interest, reading comprehension skills, and reading habits, although the improvement is not yet uniform across all schools. Based on the evaluation results, there is a need to improve literacy facilities, strengthen collaboration between schools and parents, and provide ongoing training for teachers in the development of innovative literacy activities. Thus, the School Literacy Movement Program in the Selayar Islands is expected to build a sustainable literacy culture and improve the quality of primary education.

1. INTRODUCTION

Education in the 21st century demands mastery of literacy competencies as fundamental skills that determine the competitiveness of individuals and nations in facing increasingly complex global dynamics. Literacy in the modern context is no longer understood merely as the ability to read and write, but rather encompasses the capacity to understand, interpret, evaluate, and use information effectively in various life contexts, especially in the digital era that demands continuous adaptation (Melati et al., 2025). Strong literacy mastery becomes the main foundation for students to develop critical thinking, creativity, and problem-solving skills that are highly needed in the competitive global job market. Indonesia ranks low in terms of reading ability and interest. The PIRLS survey shows that Indonesian students' reading skills are ranked 45th out of 48 countries, while the 2019 PISA survey places Indonesia 62nd out of 70 countries in terms of reading interest (Melati et al., 2025; Mayuni et al., 2020). Even when compared to other Southeast Asian countries, the reading culture of the Indonesian people is still very low (Ramdhani & Pratama, 2024). This condition shows that the literacy problem in Indonesia is not merely a technical learning challenge, but has become a national strategic issue. The root of the problem of Indonesia's low literacy achievement actually lies in the weak reading interest of students. Data shows that the UNESCO reading interest index in 2012

placed Indonesia at only 0.001, indicating that out of a thousand residents, only one person has the habit of reading regularly and consistently (Melati et al., 2025; Pitaloka, 2023). Primary education institutions face serious challenges in fostering and maintaining reading interest among their students (Shofiyuddin et al., 2021). The causes of this low reading interest are very varied and multidimensional, including less engaging teaching methods, minimal support from the family and community environment, and limited variation in reading materials that are available and easily accessible to students (Arima et al., 2022; Melati et al., 2025). The lack of transportation infrastructure and difficulties in the distribution of educational resources become structural obstacles that exacerbate literacy conditions in island regions (Elfarissyah et al., 2022). Schools in the archipelagic regions often face difficulties in obtaining adequate reading materials, access to quality teacher training, and ongoing technical support and supervision from the local government. This condition creates a significant disparity between literacy achievements in urban areas and island regions.

One of the strategic initiatives launched is the School Literacy Movement (GLS), which is designed to foster a culture of literacy within the school environment and enhance students' ability to comprehend reading texts in depth (Djatkiko, 2022). This program is supported by regulations from the Ministry of Education and Culture, which mandate a special allocation of 15 minutes each day for reading non-curricular books before lessons begin (Laksono & Retnaningdyah, 2018). In addition to GLS, the government also implements the Minimum Competency Assessment (AKM) as an evaluation instrument designed to measure and map the quality of student literacy nationally, which includes aspects of understanding, evaluation, and reflection on various types of texts (Djatkiko, 2022). Although various policies and programs have been formulated with a strong conceptual foundation, their implementation in the field instead shows paradoxical and concerning phenomena. In fact, the implementation of literacy programs in schools often does not achieve optimal results and, in some cases, is even contrary to the regulations and initial goals that have been set (Wanelly, 2019; Heryadi & Anriani, 2023). Many elementary schools in Indonesia, including those in Selayar Islands Regency, have been reported to not fully comply with regulations regarding the allocation of 15 minutes of reading time each day (Laksono & Retnaningdyah, 2018). Even more ironically, several literacy programs that have been implemented, including the School Literacy Movement, have not shown significant effectiveness in increasing students' reading interest, and there are even indications of a decline in average literacy scores in some schools (Melati et al., 2025). The lack of adequate supporting facilities, the insufficient understanding of teachers regarding innovative and effective literacy implementation strategies, and the availability of reading materials that do not interest students because they are not relevant to their life contexts (Mumpuni et al., 2021; Reyva et al., 2024; Melati et al., 2025). In island regions such as the Selayar Islands, these challenges become even more complex due to geographical factors that limit access to teacher training, uneven distribution of reading materials between islands, and the lack of ongoing supervision and support from the district education office. Facing the complexity of these issues, particularly in the context of elementary schools in the archipelago region with low literacy AKM scores, a comprehensive and systematic evaluation of the effectiveness of literacy programs becomes a crucial necessity. The evaluation in question is not merely an assessment of the output or final results of the program, but must encompass a deep understanding of the entire program cycle, starting from the underlying context and needs, the readiness of inputs or available resources, the quality of the implementation process in the field, to the impact and outcomes achieved by the literacy program (Melati et al., 2025). Unfortunately, most of the literacy program evaluations conducted so far tend to be partial, fragmentary, and not systematic, thus failing to provide comprehensive information about the factors that actually influence the success or failure of literacy programs in schools (Faisal et al., 2023).

Furthermore, the lack of evaluations specifically focused on schools with low student reading interest, especially those located in island regions with geographical challenges and resource limitations, constitutes a serious gap. To address the need for comprehensive evaluation, this study adopts the CIPP model (Context, Input, Process, Product) as a holistic and systematic evaluation framework.

The CIPP model, developed by Stufflebeam, offers an evaluation approach that not only measures the final outcomes but also deeply examines the contextual aspects underlying the program, the quality of inputs or resources allocated, the implementation processes occurring in the field, and the products or results achieved (Prayoga et al., 2023; Duman & Konuk, 2023). This model was chosen for its advantages in providing a comprehensive and flexible evaluation framework, capable of accommodating the complexities of educational programs and offering relevant information for program improvement decision-making (Turmuzi et al., 2022). The strength of the CIPP model lies in its holistic focus and strong orientation toward program improvement, rather than merely judging the success or failure of a program (Atma et al., 2024). This model is particularly relevant for evaluating literacy programs in elementary schools facing the challenge of low reading interest, especially in island regions with unique geographical and socio-economic characteristics (Turmuzi et al., 2022). The application of the CIPP model in the context of this research will enable a systematic identification of the gaps that occur between the planning, implementation, and outcomes of the literacy program. The context dimension will analyze the alignment of the literacy program with the specific needs of the school and the characteristics of the students, including the geographical conditions of the archipelago. The input dimension will examine the adequacy and quality of the resources supporting the implementation of the literacy program, including teacher competence, the availability of reading materials, and accessibility to resources in the archipelagic region. The process dimension will focus on analyzing the quality of the literacy program implementation, including obstacles related to geographical conditions and infrastructure limitations. Meanwhile, the product dimension will provide a comprehensive assessment of the results and impact of the literacy program, including changes in students' reading interest, changes in literacy behavior, the formation of a reading culture in schools, and the long-term impact of the program on students' overall literacy competence (Ratnaya et al., 2022). Based on the above description, the researcher is interested in conducting a study titled "Evaluation of the School Literacy Movement Program using the CIPP Model in Elementary Schools in the Selayar Islands."

2. METHODS

This research will use a mixed-methods approach with an explanatory sequential design, which sequentially integrates quantitative and qualitative methods to obtain a more comprehensive understanding of literacy program evaluation (Mardiana & Afriza, 2023) (Ramdhani & Pratama, 2024). This approach allows researchers to first collect and analyze quantitative data, and then follow it up with qualitative data to explain the quantitative results in more depth (Melati et al., 2025). This explanatory sequential design was chosen for its relevance in enabling the identification of patterns and relationships thru numerical data, which is then enriched with in-depth perspectives from the research subjects' experiences (Siregar et al., 2023). Moreover, this approach also allows for further investigation of unexpected findings from quantitative analysis, providing space for the exploration of narratives and contexts that cannot be revealed by numbers alone. This mixed-methods approach was specifically chosen to address the limitations of each individual method, where quantitative data can provide an overview of students' reading interests and program effectiveness, while qualitative data offers an in-depth understanding of the reasons behind those numbers and the perceptions of stakeholders toward the literacy program (Jaldemark et al., 2022). The integration of these two

methods will result in a holistic and contextual understanding of the effectiveness of the literacy program, especially considering the complexity of the interaction between students' reading interests and the implementation of the program in the field (Melati et al., 2025). This mixed-methods approach allows for a comprehensive analysis of various dimensions of the literacy program, from context, input, process, to product, in line with the CIPP evaluation model adapted in this study (Arendt et al., 2018) (Mangestuti & Aziz, 2023).

3. RESULTS AND DISCUSSION

RESULT

Student Survey Results

The context evaluation in this research aims to understand students' comprehension of the literacy program implemented at the school. Data on the context component were obtained thru the distribution of questionnaires to students, which included several indicators, namely students' understanding of the objectives of literacy activities at school, students' understanding of the importance of reading every day, and students' familiarity with various literacy activities at school. The results of the student questionnaire data processing on the context component can be seen in the table below.

Table 1. Context Evaluation Results on the Student Questionnaire

No	CIPP Component	Indicator	Percentage Criteria	Criteria
1	Context	Students' understanding of the purpose of literacy activities at school	94%	Very Good
2	Context	Students' understanding of the importance of reading every day	90%	Very Good
3	Context	Students' familiarity with various literacy activities at school	86%	Very Good

Based on Table 1, it can be seen that all indicators in the context component are in the very good category, as all percentages fall within the range of 81–100%. The indicator with the highest percentage is students' understanding of the purpose of literacy activities at school, with a score of 94%. This indicates that the majority of students have understood the purpose of the literacy activities conducted at school. 1) Input Evaluation. The input evaluation in this study aims to determine the availability of resources that support the implementation of the School Literacy Movement (GLS) program. The input component includes various aspects related to literacy infrastructure, the availability of reading materials, and teacher support in the implementation of literacy activities at school. Data on this component were obtained thru the distribution of questionnaires to students. The results of the student questionnaire data were then analyzed in percentage form and classified based on assessment criteria. The criteria include Very Good if it reaches 81–100%, Good if it reaches 61–80%, Satisfactory if it reaches 41–60%, Poor if it reaches 21–40%, and Very Poor if it reaches less than 21%. The results of the student questionnaire data analysis on the input component can be seen in the following table.

Table 2. Evaluation of Input on Student Questionnaire

No. Item	CIPP Component	Indicator	Percentage	Criteria
4	Input	Availability of reading corners or bookshelves in the classroom	89%	Very Good
5	Input	Availability of libraries or reading corners in the school	93%	Very Good
6	Input	Relevance of reading materials to students' interests	87%	Very Good
7	Input	Availability of reading materials at home	76%	Good
8	Input	Use of storybooks or supplementary books by teachers	88%	Very Good
9	Input	Teacher support for daily reading	95%	Very Good
10	Input	Teacher's teaching method being enjoyable and easy to understand	96%	Very Good

Based on Table 2, it can be seen that most of the indicators in the input component fall into the very good category. This indicates that the supporting facilities for literacy activities in the school are sufficiently available and receive support from teachers in their implementation. The indicator for the availability of reading corners or bookshelves in classrooms received a percentage of 89% with an excellent category. This shows that most classrooms have reading corners or bookshelves that students can use for reading. Furthermore, the indicator for the availability of libraries or reading corners in schools received a percentage of 93%, which falls into the excellent category. This indicates that the school has provided library facilities or reading corners that can support students' literacy activities. On the indicator of the suitability of reading materials with students' interests, a percentage of 87% was obtained, categorized as very good. This indicates that the reading materials available at the school are considered quite suitable for the interests and needs of the students. Meanwhile, the indicator of the availability of reading materials at home obtained a percentage of 76%, categorized as good. This result shows that most students have reading materials at home, although there are still some students who have limited access to reading materials in their family environment. Additionally, the indicator of the use of storybooks or supplementary books by teachers received a percentage of 88% with an excellent category. This shows that teachers have utilized various supplementary reading materials in learning activities to support the improvement of students' literacy. The indicator of teacher support for daily reading received a percentage of 95%, which falls into the excellent category. This indicates that teachers provide very good support for students' reading activities. Furthermore, the indicator of teachers' teaching methods being enjoyable and easy to understand received a percentage of 96%, which also falls into the excellent category. This indicates that the teaching methods used by teachers are considered capable of supporting students' literacy activities in the classroom. Overall, the results of the student questionnaire on the input component indicate that various resources supporting the implementation of the School Literacy Movement program have been well provided. Support for literacy infrastructure and the role of teachers in the learning process are important factors that contribute to the successful implementation of the literacy program in schools.

1) Process Evaluation The process evaluation in this research aims to understand how the implementation of the School Literacy Movement (GLS)

program takes place in school learning activities. The process component includes various literacy activities carried out during learning activities, such as routine reading activities, writing or storytelling activities after reading, discussion activities in learning, and student participation in various literacy activities. Data on this component were obtained thru the distribution of questionnaires to students. The results of the student questionnaire data processing were then analyzed in percentage form and classified based on assessment criteria. These criteria include Very Good if it reaches 81–100%, Good if it reaches 61–80%, Fair if it reaches 41–60%, Poor if it reaches 21–40%, and Very Poor if it reaches less than 21%. The results of the student questionnaire data analysis on the process component can be seen in the table below.

Table 3. Results of Process Evaluation on Student Questionnaire

No	CIPP Component	Indicator	Percentage	Criteria
11	Process	Implementation of 15-minute daily reading activities	85%	Very Good
12	Process	Storytelling or writing activities after reading	89%	Very Good
13	Process	Playing or discussing activities during learning	89%	Very Good
14	Process	Student participation in literacy competitions or activities	61%	Good
15	Process	Student enjoyment in reading and writing activities	94%	Very Good
16	Process	Student preference for the teacher's literacy teaching methods	96%	Very Good

Based on Table 3, it can be seen that most of the indicators in the process component fall into the very good category. This indicates that the implementation of literacy activities in schools has been quite good and involves students actively in various learning activities. The indicator for the implementation of the 15-minute daily reading activity achieved a percentage of 85% with an excellent category. This shows that the reading activity before learning has been carried out regularly as part of the School Literacy Movement program. Next, the indicator for storytelling or writing after reading obtained a percentage of 89% with an excellent category. This indicates that after the reading activity, students are also involved in follow-up activities such as retelling the content of the reading or writing down their understanding of the reading they have done. In the indicator for playing or discussing during learning, a percentage of 89% was obtained, which falls into the excellent category. This shows that the literacy learning process in the classroom not only focuses on reading activities but also involves interaction and discussion that can help students understand the learning material. Meanwhile, the indicator of student participation in literacy competitions or activities received a percentage of 61% with a good category. This indicates that student involvement in literacy activities outside of learning still needs to be improved so that more students can participate in various literacy activities. In addition, the indicator of students' enjoyment in reading and writing activities received a percentage of 94% in the very good category. This result shows that the majority of students enjoy participating in the reading and writing activities conducted at school. Next, the indicator of students' preference for the teacher's literacy teaching method received a percentage of 96%, which also falls into the very good category. This indicates that the teaching methods used by the teacher are considered engaging and easy for students to understand. Overall, the results of the student

questionnaire on the process component indicate that the implementation of literacy activities at the school has been going well. Routine reading activities, discussion activities, and the teaching methods used by teachers are important factors in supporting the successful implementation of the School Literacy Movement program in elementary schools. 1) Product Evaluation The evaluation of the product component aims to determine the results or impact of the implementation of the School Literacy Movement (GLS) program on the development of students' literacy skills. Data at this stage is obtained thru questionnaires given to students, which include several indicators such as improvement in reading skills, interest in reading, and students' reading habits. Table 4. Product Evaluation Results on Student Questionnaires

No. Item	CIPP Component	Indicator	Percentage	Criteria
17	Product	Improvement in students' reading ability	92%	Very Good
18	Product	Ease of understanding reading material compared to before	90%	Very Good
19	Product	Increased confidence when reading in front of the class	84%	Very Good
20	Product	Students' enjoyment of reading activities at school	93%	Very Good
21	Product	Increased interest in reading books	90%	Very Good
22	Product	Habit of reading at home or in the school library	84%	Very Good
23	Product	Diligence in seeking new reading materials	86%	Very Good
24	Product	Desire to continue reading	92%	Very Good

Based on the results of the student questionnaire, it was found that the indicator of improvement in students' reading skills received a percentage of 92%, which falls into the very good category. This indicates that the literacy activities conducted at the school are able to have a positive impact on students' reading abilities. Thru regular reading activities, students become more accustomed to reading various types of texts, thereby enhancing their reading skills. Next, the indicator of ease in understanding reading compared to before obtained a percentage of 90% with an excellent criterion. This result shows that students not only experience an improvement in reading ability but also in understanding the content of the reading they do. The habit of reading conducted continuously helps students in better understanding the information contained in the text. On the indicator of increased confidence when reading in front of the class, a percentage of 84% was obtained with an excellent criterion. This shows that the literacy activities conducted at school also have an impact on increasing students' confidence in reading or conveying the content of the reading in front of their classmates. The indicator of students' enjoyment of reading activities at school received a percentage of 93% with an excellent criterion. This result shows that the majority of students enjoy participating in the reading activities conducted at school. Literacy activities designed in an engaging manner by teachers can increase students' interest in reading activities. Next, the indicator of increased interest in reading books received a percentage of 90% with an excellent criterion. This shows that the literacy program at school is able to encourage students to be more interested in reading books, both textbooks and other reading materials. On the indicator of reading habits at home or in the school library, a percentage of 84% was obtained with an excellent criterion.

This result shows that literacy activities are not only carried out at school but are also starting to become a habit for students at home and in the school library. The indicator of diligence in seeking new reading materials received a percentage of 86% with an excellent criterion. This shows that students are starting to take the initiative to look for new reading materials that interest them. Lastly, the indicator of the desire to continue reading received a percentage of 92% with an excellent criterion. This result shows that the School Literacy Movement program has been able to foster students' motivation to continue reading and develop literacy habits in their daily lives. Based on the students' survey results, it can be concluded that the implementation of the School Literacy Movement program in the product component has shown very good results. The literacy program implemented in schools not only improves students' reading skills but also fosters their interest, habits, and motivation to continue reading

DISCUSSION

1) Discussion of Evaluation Context

Based on the research results, the context component shows a very good category. This indicates that the understanding of students, teachers, and parents regarding the School Literacy Movement (GLS) program is quite high. This high level of understanding shows that the GLS program has been well socialized within the school environment. Students not only know about the program but also understand its benefits in improving reading and writing skills. The support of teachers and the principal also strengthens the implementation of the program through the habit of reading before learning begins. The results of this study are in line with the research conducted by Fatonah (2023), which states that GLS involves all school members and the community in building a sustainable literacy culture. In addition, research by Aryani (2023) also shows that the GLS program is capable of enhancing students' reading culture through reading habits and a conducive literacy environment. Thus, the contextual aspect of this research indicates that the GLS program has a strong foundation for optimal implementation.

2) Discussion of Input Evaluation

The research results show that the input components are in the good to very good category, as indicated by the availability of literacy facilities such as reading corners, libraries, and teacher support. This shows that the school has provided sufficient resources to support the implementation of the GLS program. The role of teachers is also very important in creating a learning environment that encourages students to read actively. These results are in line with the research by Nurbaeti (2024), which states that the success of GLS is influenced by the availability of facilities and the support of the school environment. In addition, research by Khasanah et al. (2022) also emphasizes that the presence of reading corners and literacy facilities plays a significant role in increasing students' reading interest. However, there is still a limitation of reading materials at the students' homes, so family support needs to be increased to make the program implementation more optimal.

3) Discussion of Process Evaluation

Based on the research results, the process component falls into the very good category. This is evident from the implementation of the 15-minute reading activity, follow-up activities such as writing and discussions, as well as student involvement in literacy activities. The regular implementation of the program shows that GLS has been integrated into the learning process. Consistent reading activities can foster a reading habit among students. This result is in line with

research by Nofita (2024) which states that literacy activities such as regular reading, writing, and discussion can enhance students' literacy skills. In addition, research by Ningsih (2025) also shows that the implementation of GLS thru habituation and development stages can foster a literacy culture in schools. However, there are still obstacles such as uneven reading interest and limited reading materials, so innovation in program implementation is needed.

4) Discussion of Product Evaluation

The research results show that the product component falls into the very good category. This is marked by an increase in reading ability, reading interest, and student confidence. This change shows that the GLS program has a significant impact on the development of students' literacy. Students not only experience an improvement in reading skills but also begin to develop independent reading habits. These results are supported by the research of Kuswa, Sama', & Kuswandi (2025), which states that GLS significantly influences the increase in students' reading interest thru regular reading activities. Additionally, research by Lestari et al. (2023) also shows that GLS is capable of significantly improving students' reading literacy skills. Additionally, research by Syafitri & Yamin (2022) also shows that GLS has a positive and significant relationship with students' reading interest. Overall, the School Literacy Movement (GLS) program shows very good results in all CIPP components. This program successfully increases reading interest, literacy skills, and fosters a reading culture in schools. These results are in line with the research by Rosmiati, Umar, & Fahlia (2023), which states that the effective implementation of GLS can increase students' reading interest thru innovative literacy activities. However, there are still several aspects that need to be improved, such as the availability of reading materials and parental involvement. Therefore, the continuous development of the program is essential so that GLS can have a more optimal impact.

4. CONCLUSION

Based on the research and discussion regarding the evaluation of the School Literacy Movement (GLS) program using the CIPP model (Context, Input, Process, Product) in elementary schools in the Selayar Islands, it can be concluded that, in general, the GLS program has been running well and showing positive results, although there are still several aspects that need to be improved. In the context aspect, the GLS program has a fairly strong foundation, as evidenced by the good understanding of the importance of literacy among school principals, teachers, students, and parents. This program is also aligned with the national education goals of improving students' literacy skills. However, the geographical conditions of the archipelagic region still pose a challenge in the equitable implementation of the program. In terms of input, the availability of literacy facilities and infrastructure such as reading corners, libraries, and teacher support falls into the good to very good category. However, there are still limitations in the quantity and variety of reading materials, especially at students' homes, so family support has not been optimal. In terms of process, the implementation of the GLS program has been going well, especially thru activities such as reading for 15 minutes before lessons, discussion activities, and the integration of literacy into learning. Student participation and enthusiasm are also quite high. However, there are still obstacles such as uneven reading interest, limited reading materials, and geographical factors that affect the consistent implementation of the program. In terms of product, the GLS program shows a very positive impact on improving reading skills, reading interest, and students' confidence. In addition, reading habits have begun to form both at school and at home, as well as an improvement in students' learning outcomes. Overall, the School Literacy Movement (GLS) program in elementary schools in the Selayar Islands has been quite effective and has had a positive impact on improving students' literacy.

However, to achieve more optimal results, strengthening in the aspects of resources, program implementation, and support is still needed.

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