

Implementation of School Literacy Movement at Elementary School

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Abstract

Background – The School Literacy Movement (GLS) aims to build a reading culture and improve students' literacy skills. However, its implementation in rural elementary schools often faces obstacles such as limited facilities and inconsistent support, requiring in-depth analysis of its supporting environments.

Purpose – This study aims to: (1) Describe and understand the physical environment of the school literacy movement (GLS), (2) the role of the principal as an educator in the character development program To describe and understand the social environment of the school literacy movement (GLS) (3) Describe and understand the academic environment of the school literacy movement (GLS) at SD Negeri 1 Tanggel, Randublatung District, Blora Regency.

Method/Approach – The method used is qualitative research with a case study type. This study is located at SD Negeri 1 Tanggel Randublatung Blora. Data collection techniques use observation, interviews and documentation. Validation of data validity uses triangulation techniques with data sources. Data analysis techniques use data collection, data reduction, data display and conclusions.

Findings – The results of the study show that: (1) the physical environment of the school literacy movement (GLS) includes a) the classroom environment has a reading corner used for independent reading. b) the office environment has media and posters. c) the school yard environment has a gazebo and reading garden, (2) the social environment of the school literacy movement (GLS) includes a) Appreciation. b) social support, c) budget support, (3) the academic environment of the school literacy movement (GLS) includes a) classroom learning b) reading movement 15 minutes before the lesson starts, c) Library visit movement during free time or on a certain schedule.

Conclusions – The successful implementation of the GLS at SD Negeri 1 Tanggel is influenced by the synergy between physical infrastructure, social dynamics, and academic routines. The active involvement of all school stakeholders, especially the principal and teachers, plays a crucial role in sustaining literacy culture. However, further development and innovation are needed to strengthen the literacy ecosystem in the school environment.

Novelty/Originality/Value – Recommended that the principal improve the quality of the School Literacy Movement by adding several types of programs to support the literacy activities carried out and increasing the commitment of all school residents in carrying out school literacy activities, including teachers who teach to further develop various reading strategies carried out by all educators.

Keywords: Implementation, Literacy Movement, Elementary School.

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INTRODUCTION

The school literacy movement (GLS) is an effort made to cultivate, develop, and instill literacy comprehensively and sustainably (Suslawati et al, 2021). Several activities and completion of facilities and infrastructure are carried out as evidence of the implementation of GLS in elementary schools. Activities that can be implemented by teachers in cultivating literacy in elementary schools include observing, creating, informing, appreciating, posting, and exhibiting (Aryani & Purnomo, 2023). Meanwhile, facilities that support the activities of the School Literacy Movement (GLS) include the availability of classroom reading corners, reading areas around the school environment, environmentally rich texts, and developing reading interests (Rusniasa et al, 2021). The School Literacy Movement (GLS) is a program that is carried out over a long period of time so that it requires several stages of implementation. There are three stages of implementation of the School Literacy Movement (GLS), namely habituation, development, and learning (Sidiq et al, 2023). Habitual activities are carried out by reading for 15 minutes (the teacher reads a book, and students read together silently, adjusted to the context or targets of the school).

After the habit of reading is formed, it will then be directed to development and learning. Variations in Activities can be a combination of receptive and productive skill development (Isnaeni et al, 2024). The school environment is the initial stage of the school literacy movement which is designed to foster the interest of school residents in texts and reading activities (Yulianingsih et al, 2024; Sidiq et al., 2023). To foster students' interest in reading at the habituation stage, GLS does not only focus on utilizing the library, but also tries to create a reading environment in every corner of the school. This will make it easier for students to create a pleasant reading atmosphere. GLS is carried out not only by students but also by all school residents. Teachers, principals, and even parents must provide examples for students to carry out reading activities. With the cooperation of various parties and the readiness of all school parties, this program will increasingly influence students' reading interests. Based on the description above, it is important to improve literacy programs in elementary schools. Therefore, the implementation of appropriate policies is needed

Policy implementation emphasizes actions, both carried out by implementing parties, organizational groups and private individuals (or groups), which are directed at achieving the goals set in a previous policy decision (Aguilera et al, 2024). These actions, at one time, try to transform decisions into operational patterns, and continue these efforts to achieve both large and small changes mandated by certain policy decisions. Based on a preliminary study, so far, SD Negeri 1 Tanggel, even though it is in a forest edge area, has a school literacy movement as a leading program. In addition, SD Negeri 1 Tanggel has many achievements and is a pilot school in the Biddik Korwil Randublatung District. One of these advantages is the existence of a school literacy program that won 1st place at the Village and Dabing levels as a school that can organize literacy programs appropriately, effectively and sustainably. The results of temporary observations of several literacy programs carried out by SD Negeri 1 Tanggel include 1) Compulsory library visits; 2) Making a class or school bulletin board every week/month; 3) reading non-subject books before starting learning; 4) making a literacy tree on each class bulletin board; 5) Memorizing new vocabulary and writing it in the form of sentences; 6) Holding a literacy competition every semester; 7) Making a mini library/Literacy Corner in the classroom along with a cozy or comfortable reading spot.

The purpose of the School Literacy Movement is to make schools a place for literate learning and to make school residents literate in reading and writing, science, digital, numeracy, finance, culture, and citizenship (Retnasari et al, 2021). The purpose of literacy activities is to make the education sector in Indonesia "literate" who are intelligent and able to compete with the progress of the times (Khairani & Tambak, 2023). Scope is interpreted as a limitation. The scope of literacy means limitations in literacy. The scope of literacy consists of: a. Physical space of the school (literacy facilities and infrastructure). b. Social and affective environment (support and active

participation of all school residents). c. Academic environment (literacy programs that foster interest in reading and support learning activities in elementary schools) (Rance et al, 2023).

Based on this theory, there are 3 scopes of literacy consisting of physical scope, social and affective environment, and academic environment. The physical space of the school is used as a place for literacy to be carried out, the social and affective environment means that school residents are involved in literacy activities, and the academic environment means that literacy activities need to be linked to learning activities. This is done to foster interest in students.

Steps for Implementing the School Literacy Movement

According to Nasution (2020), Implementing the Literacy Movement in Elementary Schools which includes several stages, namely: 1) Habituation Stage; 2) Development Stage; 3) Learning Stage; 4) Types of Literacy. The term literacy has begun to be used on a wider scale but still refers to the basic literacy skills or competencies, namely the ability to read and write (Rakhmawati & Mustadi, 2022). Iteration is free from illiteracy in order to understand all concepts functionally, while the way to obtain literacy skills is through education, there are several types of literacy including: a. Health literacy is the ability to obtain, process and understand basic information about health and what services are treated in making the right health decisions; b. Financial Literacy is the ability to make assessments of information and effective decisions on use; c. Digital Literacy is the basic technical ability to run computers and the internet, which is added to understanding and being able to think critically and also evaluate digital media and being able to design communication content; d. Data Literacy is the ability to obtain information from data, more precisely the ability to understand the complexity of data analysis; e. Critical literacy is an instructional approach that advocates for the adoption of a critical perspective on text, or in other words, this type of literacy can be understood as the ability to encourage readers to be more active in analyzing text; f. Visual Literacy is the ability to interpret, create meaning from information in the form of visual images; g. Technology Literacy is a person's ability to work independently or in collaboration with others effectively; h. Statistical Literacy is the ability to understand statistics; i. Information literacy is the ability possessed by a person in recognizing information (Shofwan & Fakhrudin, 2024).

Obstacles in the School Literacy Movement

There are several obstacles faced in the implementation of the school literacy movement. According to Kartikasari & Nuryasana (2022) that the inhibiting factors in the implementation of the school literacy movement are two main obstacles, namely: 1) Funding constraints; the use of funds in the implementation of the school literacy movement is very important, because in all aspects related to the procurement of reading sources and the provision of facilities and infrastructure, schools must have funds to anticipate it. 2) Technical constraints; Namely those related to reading books available in the classroom, before carrying out literacy activities 15 minutes before learning begins, students usually take books in the reading corner, as a result the books in the reading corner will run out and if they are not replaced, students will get bored with the same reading books.

In addition to the factors mentioned earlier, there are several other factors that can hinder the implementation of the school literacy movement in the implementation of the school literacy movement, namely: 1) Student factors; there are still students who are less enthusiastic in literacy activities as shown by playing alone, walking, and running around, or staying seated and not looking for books, until finally the teacher has to remind them that it is time for reading activities. 2) Teacher factors; the teacher factor is the low awareness of teachers about the importance of literacy activities and the teacher's lack of understanding of the implementation of the literacy movement. This causes teachers to be unable to apply literacy strategies continuously according to the specified time. This is as found in the one of research where literacy activities have not been fully implemented routinely (Prawira et al, 2023). 3) School factors; school factors are the limited physical facilities such as libraries, book collections and reading rooms, and the lack of funds owned by the school to overcome these limitations. An inadequate library makes students feel uncomfortable and uninterested in visiting the library. The lack of book collections further

reduces students' interest in visiting the library, so that schools are less able to optimize the library as a means to support literacy activities.

According to Kartikasari & Nuryasana (2022), there are several solutions to overcome obstacles in implementing the literacy movement in Elementary Schools, namely: 1) Good commitment from the principal to implement the school literacy movement; 2) The role of teachers and students and other school components in making the school literacy movement a success; 3) Availability of adequate facilities and infrastructure to carry out school literacy activities; 4) Student Factors, Students' enthusiasm for carrying out literacy activities/habituations in reading; 5) Teacher Factors, There is teacher support by always providing direction, motivation and facilitators during literacy activities; 6) School Factors, such as: a) The existence of adequate physical facilities and infrastructure such as a comfortable library, adequate enrichment reading books, reading corners/reading corners, and learning tools. b) There is an adequate budget allocation for book procurement. c) Active participation of school residents in literacy activities. This causes the literacy activities carried out to run smoothly; 7) Parental Factors in literacy activities by donating books and providing motivation to students at home (Kartikasari, 2022). This comprehensive analysis of the school literacy movement, its implementation, supporting factors, and challenges, therefore, significantly contributes to understanding the multifaceted dynamics of literacy cultivation in elementary schools, providing actionable insights for policymakers and practitioners aiming to enhance reading culture and overall educational quality in similar contexts.

METHODS

This study uses a qualitative method with a case study approach, which is very suitable for understanding complex phenomena in a particular context. By choosing SD Negeri 1 Tanggel as the research location, we aim to obtain a detailed picture of the implementation of the School Literacy Movement (GLS) in a particular environment. The case study approach allows researchers to analyze and explore information in depth (Alam, 2021), thereby revealing the various dynamics and factors that influence the success of the literacy program in the school.

For data collection, the methods used include observation, interviews, and documentation. Through observation, researchers can see directly how GLS is implemented in the field, including interactions between students, teachers, and the physical environment of the school. Interviews were conducted with various parties, such as the principal, teachers, and students, to find out their views and experiences related to the literacy program. In addition, documentation also serves as an important source of information, including literacy activity records, reports, and teaching materials, to provide a more comprehensive context for the data obtained.

To ensure the validity of the data, a triangulation technique was used. Triangulation aims to verify data obtained from various sources and methods (Donkoh & Mensah, 2023). By comparing information from observations, interviews, and documentation, researchers can ensure that the findings are objective and accountable. This triangulation process is very important in qualitative research, because it can increase the credibility of research results.

After the data is collected, data analysis is carried out through several stages, namely collection, reduction, presentation, and drawing conclusions. Data collection initially includes recording and organizing relevant information (Khoja et al, 2023). Furthermore, data reduction is carried out by filtering the necessary data and grouping information based on certain themes or categories. After the data is organized, data presentation steps are carried out to present information in the form of narratives, tables, or diagrams that facilitate understanding. Finally, conclusions are drawn to find the meaning of the analyzed data and formulate recommendations based on research findings. Through this method, it is hoped that this research can contribute to the development of GLS in other schools and strengthen commitment to literacy activities.

RESULTS AND DISCUSSION

Physical Environment Supporting Literacy

The results of this study indicate that the implementation of the School Literacy Movement at SD Negeri 1 Tanggel successfully created a highly supportive physical environment for literacy activities. We identified the presence of dedicated reading corners in each classroom, functioning as effective spaces for students to engage in independent reading. Furthermore, the school's bulletin boards not only served as informational mediums but also actively displayed engaging and educational literacy content, encouraging students to interact with texts beyond their textbooks. Additional facilities, such as gazebos and reading gardens located within the schoolyard, proved to be ideal spots for students to enjoy reading during breaks, fostering a conducive and enjoyable atmosphere for literacy.

These findings are highly consistent with Andrade et al (2024) concept of the school's physical environment as a crucial component of literacy scope, which emphasizes the importance of accessible facilities and infrastructure. The establishment of reading corners, bulletin boards, and outdoor reading areas at SD Negeri 1 Tanggel directly reflects efforts to create a rich "physical space of the school." The physical design of learning environments, including accessible reading nooks and engaging displays, significantly predicts students' intrinsic motivation to read and their time spent on literacy activities (Orun, 2024). This suggests that investment in the physical environment is not merely cosmetic but directly impacts student literacy behaviors. Similarly, the availability of comfortable and visually appealing spaces like gazebos and reading gardens aligns with recommendations from one of research who found that varied and inviting reading spaces outside traditional classrooms foster a more relaxed and voluntary engagement with texts, contributing to stronger reading habits (Tupas et al, 2023).

Social and Academic Environments Supporting Literacy

This research also revealed significant support from the social environment, particularly from parents. This support manifested through their active participation, such as donating books to the school library and engaging in various literacy activities organized by the school. Effective communication between the school and parents, facilitated by circulars delivered through children, further strengthened this cooperative relationship in fostering student literacy development. This positive social environment proved crucial for building community commitment to enhancing the literacy culture within the school.

The academic environment demonstrated an effective learning process in supporting literacy activities. Our study found that students were provided with a dedicated schedule for at least 15 minutes of reading before lessons commenced. This routine not only improved their reading skills but also mentally prepared them for studying. Regular library visits were also conducted, ensuring wider access to diverse literacy resources and allowing students to explore various types of reading materials that enrich their knowledge. These practices reflect the habituation and development stages of GLS implementation, as outlined by Putri et al (2025), where consistent reading habits and varied activities are key.

The observed parental and community support at SD Negeri 1 Tanggel aligns well with the concept of the social and affective environment within the scope of literacy (Putri et al, 2025). Parents actively have a strong role for literacy and children's reading outcomes (Ha, 2023). Parental involvement, particularly through book donations and participation in school literacy events, significantly correlates with higher student reading engagement and literacy outcomes (Hillier, 2021). This highlights that synergy between home and school significantly strengthens the literacy ecosystem. Meanwhile, the consistent 15-minute reading schedule before lessons and regular library visits exemplify a conducive academic environment. Structured reading routines, such as sustained silent reading (SSR) programs, are effective in fostering reading fluency and comprehension when consistently implemented over time (Mastore et al, 2025). This empirical evidence supports the positive impact of routine academic literacy activities observed in this study.

Based on these comprehensive findings, we recommend that the School Principal further

strengthen their commitment and support for this literacy program. This can be achieved by introducing additional programs that promote reading, such as organizing reading competitions, facilitating book discussions, or enhancing existing literacy facilities. Furthermore, involving more community elements, including local residents or non-governmental organizations, can enrich students' learning experiences and cultivate a broader culture of literacy within the surrounding community. Thus, the implementation of the School Literacy Movement at SD Negeri 1 Tanggel demonstrates positive developments and provides substantial benefits for students in advancing their literacy skills. This program not only encourages students to read more but also cultivates a lifelong love for literacy, which will be invaluable for their future learning and overall development.

CONCLUSION

Based on the results of research on the implementation of the School Literacy Movement (GLS) at SD Negeri 1 Tanggel, Randublatung District, Blora Regency, it can be concluded that: School Physical Environment: Availability of facilities such as reading corners in the classroom, bulletin boards containing literacy materials, as well as gazebos and reading gardens in the school yard that support student reading activities. These facilities create an atmosphere that supports and attracts students' interest in participating in literacy activities. Social Environment: Strong support from parents through book donations and involvement in literacy activities is an important aspect of the success of GLS. Communication between the school and parents also appears effective, thus contributing to the creation of a culture of literacy in the school environment. Academic Environment: Classroom policies requiring students to read for 15 minutes before class, as well as regular visits to the library, increase students' access to reading materials and foster interest in reading. Overall, the implementation of the School Literacy Movement at SD Negeri 1 Tanggel showed positive results, which contributed to improving students' literacy skills.

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