

## Evaluation of the School Literacy Program in Improving Students' Reading Skills at SD Negeri Rancagong 3

Dinda Purwaningrum<sup>1</sup>, Nur Alfi Ramadhaniyati<sup>2</sup>, Nazwa Hilda Safira<sup>3</sup>, Ilfi Intansari<sup>4</sup>

<sup>1,2,3,4</sup> Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah A.R Fachruddin, Tangerang, Indonesia.

Corresponding Author: [dindapurwaningrum4@gmail.com](mailto:dindapurwaningrum4@gmail.com)

**Abstract:** This study aims to evaluate the implementation of the school literacy program in improving the reading skills of grade 2C students at SD Negeri Rancagong 3. Literacy is a fundamental component for success in all subjects, yet international studies such as PISA and PIRLS indicate that Indonesian students' reading proficiency remains relatively low. In response, the government launched the School Literacy Movement (GLS) to cultivate a reading culture from an early age. This research employs a qualitative approach using a case study method. Data were collected through observation, interviews, documentation, and questionnaires, and were analyzed through data reduction, data presentation, and verification stages. The evaluation covers three main aspects: input (availability of resources), process (implementation of literacy activities), and output (improvement in students' reading interest and ability). The findings show that the reading corner and the 15-minute reading activity before class effectively increased students' reading interest gradually. However, the program still faces challenges such as limited book variety, lack of teacher training, and minimal parental involvement. Overall, the literacy program at SD Negeri Rancagong 3 has made a positive contribution to promoting a literacy culture at the elementary school level, though further improvements in implementation strategies and multi-party support are still needed.

**Keywords:** school literacy, reading skills, 15-minute reading program, reading corner, program evaluation

### INTRODUCTION

Reading ability is one of the essential components in the field of education, serving as a foundation for students to understand, analyze, and evaluate information in various forms. Reading is not merely an activity of recognizing letters and words, but also involves comprehending the content of the text and thinking critically about the information presented. In a global context, literacy skills are a key indicator in assessing the quality of a country's education system. Reading skills play an important role in our lives because

knowledge is acquired through reading. Reading ability and skills serve as the foundation for individuals to gain knowledge, develop skills, and shape attitudes. Therefore, these skills must be well mastered by students from an early age (Nurul Fauziah et al., 2020). Reports from international studies such as PISA (Programme for International Student Assessment) and PIRLS (Progress in International Reading Literacy Study) indicate that Indonesian students' reading literacy remains at an alarming level. These results highlight the urgent need for serious attention to strengthening the culture of literacy within the school environment (Tjalla, 2010). Education is an important means of improving the quality of human resources. One of the key goals of education is to develop individuals with strong character. Building character requires a long-term process, particularly through educational experiences from primary to secondary levels (Priasti & Suyatno, 2021).

As a response to the issue of low literacy skills, the government, through the Ministry of Education and Culture, has initiated various literacy programs, such as the National Literacy Movement (Gerakan Literasi Nasional/GLN) and the School Literacy Movement (Gerakan Literasi Sekolah/GLS). These programs aim to build a literacy ecosystem that supports the improvement of students' reading interest and abilities. At the educational unit level, schools have begun implementing various strategies such as providing reading corners, conducting 15-minute reading activities before lessons, organizing literacy competitions, training literacy-oriented teachers, and integrating literacy into the curriculum. However, although many schools have implemented these programs, their effectiveness in improving students' reading skills has not yet been systematically mapped.

Evaluation of school literacy programs is essential to ensure that each planned activity truly contributes to improving students' reading competencies. Evaluation is not only aimed at measuring outcomes, but also at examining the implementation process, the program's relevance to students' needs, the involvement of teachers and parents, as well as the availability of supporting facilities and infrastructure. In this context, evaluation serves as a reflective tool for schools to identify obstacles, challenges, and opportunities in implementing literacy programs. Moreover, the evaluation results can serve as a reference for improving and developing literacy programs in the future.

This study focuses on the evaluation of a school literacy program in an elementary school

as a case study. The evaluation was conducted using a qualitative approach that examined three main aspects: input (resources and planning), process (implementation of literacy activities), and output (students' reading proficiency outcomes). Through interviews, observations, and document analysis, this research aims to describe the extent to which the implemented literacy program has contributed to enhancing students' interest in and ability to read. In addition, the study identifies supporting and inhibiting factors that influence the success of the program's implementation.

Through this evaluation, the school is expected to gain a comprehensive understanding of the effectiveness of the literacy program that has been implemented. The findings of this study are expected not only to provide valuable input for the school in designing more targeted programs but also to contribute to broader efforts in improving the quality of education. Given the importance of literacy in supporting learning success across all subject areas, strengthening school literacy programs should become a priority in every educational policy, both at the micro level (school) and macro level (national).

## RESEARCH METHODOLOGY

This study employs a qualitative approach using a case study method aimed at gaining an in-depth understanding of the implementation of school literacy programs within a real-life context. This approach was chosen because it allows for a comprehensive depiction of the processes, interactions, and meanings that emerge within literacy activities in the school environment. The data collected are descriptive in nature, consisting of narrative information that reflects actual field conditions. Data collection techniques include direct observation of literacy activities, in-depth interviews with various stakeholders such as teachers, students, and the school principal, as well as documentation of supporting materials such as activity schedules, program reports, and photos. These three techniques are applied triangulatively to enhance data validity and provide a comprehensive overview of the literacy program implementation under study.

### Research Location and Time

This research was conducted at SD Negeri Rancagong 3, located at PHGC+6CG, Jl. Veteran Pos II No.3, Rancagong, Legok District, Tangerang Regency, Banten 15820, during the odd semester of the 2019/2020 academic year. The location was selected based

on the researcher's consideration due to the implementation of a literacy program carried out at the school.

### Research Subject

The subject of this research is the homeroom teacher of class 2C at SD Negeri Rancagong 3. The homeroom teacher was selected as the main subject because of their central role in the implementation of the literacy program at the school. Moreover, the homeroom teacher is considered the most knowledgeable and relevant source of information needed for this study. As an educator who interacts directly with students on a daily basis, the teacher also has empirical experience in observing students' literacy development, the challenges encountered, and the effectiveness of the learning strategies applied. Therefore, the involvement of the homeroom teacher in this research is expected to provide a comprehensive and accurate picture of the implementation of the literacy program at SD Negeri Rancagong 3.

### Data Collection Techniques

The data collection techniques in this study include observation, field notes, interviews, documentation, and questionnaires. Interviews were conducted directly with the grade 2C teacher at SD Negeri Rancagong 3 as the main informant to gather information regarding the implementation of the literacy program in the classroom. In addition, the researcher also conducted observations of literacy activities taking place in class 2C, complemented by field notes to record various important events or findings during the observation process. The documentation technique was used to collect data from relevant documents such as lesson plans (RPP), students' works, and literacy activity reports. Furthermore, the researcher also used a questionnaire by providing a set of written questions to the grade 2C teacher to obtain additional data in a more systematic and measurable manner.

### Research Instruments

In this study, the researcher serves as the primary instrument, as they are directly involved in the data collection process in the field. As a qualitative instrument, the researcher is considered effective in exploring in-depth and contextual data in line with the research objectives. To support this process, the researcher also employed supporting instruments

such as observation guides, interview guidelines, field notes, and documentation. The use of these various instruments aims to strengthen the validity of the data and obtain more comprehensive information regarding the implementation of the literacy program in class 2C at SD Negeri Rancagong 3.

### Data Analysis Techniques

The data analysis technique in this study was carried out in accordance with scientific procedures in qualitative research. The data analysis method used consists of three stages: data reduction, data presentation, and verification or conclusion drawing.

The first stage, data reduction, aims to simplify and sort the complex raw data into a clearer and more detailed form. The reduced data is obtained from interviews, observations, and field notes, which are then categorized based on the focus of the research.

The second stage is data presentation, which involves displaying the reduced data in a systematic narrative form or in relevant frameworks and charts. This presentation aims to assist the researcher in understanding and interpreting the collected data more easily, particularly in relation to the implementation of the literacy program at SD Negeri Rancagong 3.

The third stage is data verification, which is the process of drawing conclusions based on the data that has been analyzed. The conclusions are formulated in concise and clear statements that still capture the essence of the research findings as a whole. The results of this analysis process are expected to clearly reveal the reality of the implementation of the school literacy movement in class 2C at SD Negeri Rancagong 3.

### Data Validity

In this study, data validity was ensured through credibility testing using the triangulation method. This step aims to enhance the trustworthiness of the data obtained during the research process. The type of triangulation used in this study is technique triangulation, which involves verifying the validity of the data from the same source using different approaches or techniques. These techniques include observation, interviews, field notes, and documentation.

By comparing the data obtained through these various techniques, the researcher can

ensure the consistency and validity of the collected information, making the research findings more accurate and scientifically accountable.

## **RESEARCH RESULTS AND DISCUSSION**

The school literacy program is a strategic initiative aimed at fostering a culture of reading among students from an early level of education. In addition, the implementation of the character-building program to instill a love of reading is intended to encourage Indonesian society to develop a genuine interest and habit in reading (Priasti & Suyatno, 2021). At SD Negeri Rancagong 3, the implementation of the literacy program is carried out through a structured and continuous approach, involving the active participation of teachers, students, and support from the school environment. Based on the results of observations, in-depth interviews with the 2C homeroom teacher, and documentation gathered throughout the research process, the program has shown several improvements, although it also faces some challenges..

### **Input Aspect**

The input aspect includes resources, planning, and the readiness of supporting infrastructure for the implementation of the literacy program. Based on the interview with the 2C classroom teacher, it was revealed that the school has provided a reading corner in every classroom, including class 2C, which is the focus of this study. These reading corners are equipped with a variety of children's storybooks, popular science books, and students' literary works, all arranged in an attractive manner. The teacher plays an active role in selecting reading materials that are appropriate to the students' developmental level and interests.

However, the teacher also mentioned that the reading corner's book collection remains limited in both quantity and variety. This may reduce students' enthusiasm, especially for those who require more diverse and challenging reading materials. In addition, there are still limitations regarding teacher training related to the effective management of the literacy program. Literacy activity planning in the classroom largely depends on the initiative and creativity of the classroom teacher, without comprehensive technical guidelines from the school.

Parental involvement in supporting reading habits at home is also relatively low, which

means the reinforcement of a literacy culture is not yet fully optimized within the family environment.

#### Process Aspect

In the process aspect, the implementation of literacy activities in class 2C is carried out consistently every morning before lessons begin, through a 15-minute reading session. During this activity, the teacher reads a storybook aloud to the class, followed by a discussion with the students about the story's content, the characters, and the moral messages that can be drawn. This read-aloud method has proven effective in capturing students' attention and creating an enjoyable and interactive learning atmosphere.

In addition, students are given the opportunity to choose their favorite books from the reading corner and read them independently. Some students also show enthusiasm by bringing their own books from home to read at school. As a follow-up activity, students are encouraged to rewrite the story content in the form of summaries or simple illustrations. This strategy promotes active student engagement and reinforces reading comprehension skills.

Nevertheless, the implementation of literacy activities still faces several challenges. Not all students show the same level of enthusiasm for reading. Some students struggle to stay focused, especially during independent reading sessions. Home environment factors, such as the lack of reading habits in the family and minimal parental supervision, contribute to this issue. Moreover, the time allocated for literacy activities is still relatively short and has not yet been fully integrated into all subject areas.

#### Output Aspect

The results of the literacy program implementation show a significant increase in students' reading interest. This is evident from the rising frequency of students independently accessing the reading corner, as well as their active participation in post-reading discussions. The teacher stated that students in class 2C are now more accustomed to and enthusiastic about reading storybooks before starting lessons. This change extends not only to cognitive aspects but also to affective dimensions, such as growing self-confidence in expressing opinions and increased empathy towards the characters in the stories they read.

Students' reading comprehension skills have also begun to improve. According to the teacher's observations, students are now better able to retell story content in the correct sequence and use more varied vocabulary. In addition, some students have started to demonstrate the ability to draw conclusions and answer oral questions related to the reading content effectively. However, not all students have reached the same level of reading ability. There are still students who require intensive guidance to understand the text, particularly those from families with limited access to reading materials.

Overall, the implementation of the literacy program at SD Negeri Rancagong 3 has made a tangible contribution to enhancing the reading culture among students in class 2C. These findings are in line with previous research by Fauziah et al. (2020), which stated that providing reading corners and encouraging read-aloud routines can foster students' reading interest and strengthen character through literacy activities.

## CONCLUSION

Based on the research conducted on the evaluation of the school literacy program at SD Negeri Rancagong 3, it can be concluded that the program has made a positive contribution to increasing students' interest and reading abilities, particularly in class 2C. The implementation of the literacy program through routine 15-minute reading sessions before lessons and the provision of engaging reading corners has proven effective in fostering students' reading habits. Teachers, as facilitators, play a central role in creating a learning environment that supports literacy activities.

In terms of input, the availability of facilities such as reading corners and the involvement of teachers are the program's main strengths, although there are still shortcomings in the quantity and variety of book collections and in parental engagement, which remains suboptimal. From the process aspect, literacy activities are carried out consistently and are integrated into classroom learning, but further improvements are needed in terms of teacher training and cross-subject integration. Regarding the output aspect, there has been an observable improvement in students' reading comprehension and active engagement with reading content, although this progress has not been evenly distributed among all students.

Overall, this school literacy program demonstrates that with the right strategies and a supportive environment, elementary students' reading interest and literacy skills can be gradually improved. This evaluation also highlights the importance of collaboration among schools, teachers, students, and parents in creating a sustainable literacy ecosystem. Therefore, strengthening the literacy program should continue through expanding reading collections, enhancing teacher training, and encouraging parental involvement to cultivate a holistic reading culture both at school and at home.

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