



Evaluation of the School Literacy Movement in Primary Schools

Meri¹; Sofyan²; Yanto³

¹Manajemen Pendidikan, University of Jambi, Indonesia

²Teknologi Pendidikan, University of Jambi, Indonesia

³Pendidikan Bahasa dan Sastra, University of Jambi, Indonesia

¹Corresponding Email: merikuja@gmail.com, Phone Number: 0853 xxxx xxxx

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Abstract: This research aims to evaluate the implementation of a literacy program based on predetermined indicators, with the expectation that the findings will benefit future policy formulation. The research used a qualitative approach, specifically the Context, Input, Process, and Product (CIPP) evaluation. Data collection involved interviews and observations. The School Literacy Movement is a government initiative aimed at improving literacy levels in Indonesia. In the Muaro Jambi District, a primary school serving as an implementer of the School Literacy Movement experienced a decline in literacy education based on educational report card scores. After conducting the research, it was found that the school already had clear goals in the context, but it required additional inputs such as integrating the vision and mission to motivate teachers and students, establishing a School Literacy Team (TLS), implementing Standard Operating Procedures (SOP), and optimizing the use of facilities and resources. In the process, academic supervision and creativity in finding appropriate learning media were still needed, along with personalized guidance for students to identify their learning styles to ensure that the outcomes aligned with the intended goals. The research highlights the importance of various factors in implementing the literacy program, and the findings can contribute to improving future literacy policies in schools.

Abstrak: Tujuan penelitian ini adalah mengevaluasi pelaksanaan program literasi telah dijalankan dengan menggunakan indikator yang telah ditentukan dengan harapan hasil penelitian dapat bermanfaat untuk perumusan kebijakan selanjutnya. Penelitian dilakukan dengan metode kualitatif dengan metode evaluasi konteks, input, proses dan produk (CIPP). Pengumpulan data dilakukan melalui wawancara dan observasi. Gerakan Literasi Sekolah sebagai wujud dorongan pemerintah terhadap sekolah agar nilai literasi Indonesia bisa meningkat. Suatu sekolah dasar di Kabupaten Muaro Jambi sebagai salah satu implementor Gerakan Literasi Sekolah mengalami kemunduran berdasarkan nilai rapor pendidikan di bagian literasi. Setelah dilakukan penelitian ditemukan bahwa berdasarkan konteks, sekolah sudah memiliki tujuan yang jelas namun masih membutuhkan input seperti integrasi visi misi guna memotivasi guru dan murid, pembentukan Tim Literasi Sekolah (TLS) Standar Operating Procedure (SOP) dan optimalisasi pemanfaatan sarana dan prasana. Dalam prosesnya masih dibutuhkan supervisi akademik dan kreativitas dalam mencari media serta pendampingan pribadi terhadap murid untuk mengenali gaya belajar agar produk yang dihasilkan dapat sesuai dengan tujuan.

A. Introduction

The Preamble of the Constitution of the Republic of Indonesia in 1945 emphasizes the importance of advancing the public's welfare and enhancing the nation's intellectual life. This section serves as a reference for the elements of the state in formulating policies. Since 1945, Indonesia has been continuously accelerating its efforts to achieve this goal and improve the country's education quality. However, the progress of time and the impact of globalization continue to occur, compelling individuals to adapt to these changes. One fundamental aspect crucial for the learning process is literacy, a fundamental human right that is important for social development, providing skills, empowering us to transform our lives, improving health standards, and increasing the ability to earn higher incomes (Begum, 2020). Literacy also aims to instill good character and enable students to be able to do distance learning (Martaulina, 2021).

The Ministry of Education and Culture of Indonesia is responsible for directly improving the quality of human resources in the country through the education process. The government aims to achieve a baseline of 71.04% for the literacy culture in Indonesia by 2024, while Indonesia was at 55.03% based on the 2019 baseline (Purnamasari, 2021). However, according to the results of the Education Report 2021, the average output or achievement of literacy skills in elementary schools throughout Indonesia is still below the minimum competency level. This finding is further supported by the latest Programme for International Student Assessment (PISA) results, ranking Indonesia as the 10th lowest of 79 countries regarding literacy skills (Nur'aini et al., 2021).

Recognizing the less-than-ideal condition, the government has emphasized improving literacy as one of the policy directions in the Ministry of Education and Culture's strategic plan. The National Literacy Movement, based on Ministry of Education and Culture Regulation No. 23 of 2015, is an ongoing program to enhance literacy quality. The National Literacy Movement comprises three programs: The School Literacy Movement, the Family Literacy Movement, and the Community Literacy Movement. In this study, the author will evaluate the School Literacy Movement in elementary schools.

The School Literacy Movement (GLS) is a collaborative effort supported by various stakeholders to transform schools into learning organizations where all members possess lifelong literacy skills in reading, writing, numeracy, science, digital, financial, cultural, and civic literacy. The GLS program in elementary schools consists of three stages: habituation, development, and learning. The habituation stage aims to cultivate an interest in reading and can involve activities such as reading for 15 minutes before lessons start. Students are encouraged to choose good reading materials, preferably non-academic books that interest them. The reading activity can be conducted through reading aloud by the teacher or silent reading. The teacher provides feedback and initiates discussions related to the books being read. This stage is followed by creating a literacy-rich environment and resources. It begins by enriching the collection of reading materials that support reading activities. Utilizing available facilities within the school's physical environment, such as the library, reading

corners in classrooms, reading areas, the cafeteria, the health unit, and other spaces. This stage also involves engaging the community.

The next stage is the development stage, which involves interactive read-aloud, effective reading, shared reading, and independent reading. Interactive read-aloud involves the teacher reading aloud and inviting students to respond to the story. Guided reading involves assessing the different reading abilities of the students and grouping them accordingly. The teacher then teaches thinking and reading strategies to enhance comprehension. In shared reading, the teacher models reading first, and then the students take turns reading. In independent reading, students are free to choose reading materials they enjoy and read them independently.

The final stage is the learning stage, which involves teachers seeking effective teaching methods to develop students' literacy skills. To support this, teachers can conduct action research in the classroom. Then, the teacher develops their lesson plans by utilizing various media and teaching materials, implements the lessons by maximizing the use of literacy facilities and infrastructure to facilitate learning, and applies various reading strategies to enhance students' understanding of the learning materials.

The author aims to evaluate the context, input, process, and product of the School Literacy Movement program conducted by a school in Muaro Jambi District. The objective is to determine whether the program has been implemented according to the predetermined indicators and to ensure that the research findings can be useful for formulating future policies. The CIPP evaluation model will systematically collect information about program activities, characteristics, and outcomes to assess the program, improve program effectiveness, and/or inform decisions about future programs.

B. Method

This study employs an evaluative research design using a qualitative and case study approach. The research is conducted in an elementary school located in Muaro Jambi Regency. Data is collected through interviews and observations. The study involves five informants, including the school principal and four teachers. The research also involves observing the teachers and students involved in implementing the School Literacy Movement (GLS) program. The sampling technique used is opportunistic purposive sampling. The validity of the data is tested through triangulation and member-checking techniques. The evaluation model used is the CIPP method, which will discuss the context, input, process, and product of the literacy movement in the school. The core concept of this model is symbolized by the acronym CIPP (Context, Input, Process, Product), which stands for evaluating the context, input, process, and product entities. Context evaluation assesses needs, problems, assets, and opportunities to help decision-makers determine goals and priorities and assist groups within and outside the organization in evaluating objectives, priorities, and outcomes. Input evaluation assesses alternative approaches, competing action plans, personnel plans, and budgets for feasibility and potential cost-effectiveness to meet targeted needs and achieve goals. Decision-makers use input evaluation in selecting

among competing plans, writing funding proposals, allocating resources, assigning staff, scheduling work, and ultimately helping others evaluate plans and budgetary efforts. Process evaluation assesses the implementation of plans to help staff carry out activities and then assist user groups in evaluating program performance and interpreting results. Product evaluation identifies and assesses outcomes to help staff maintain a company focus on achieving important results and ultimately assist wider user groups in measuring the success of efforts in meeting targeted needs (Stufflebeam, 2003). According to Basuki & Anriani (2023), evaluation using the CIPP model is considered efficient due to its fundamental, comprehensive, and integrated approach. Therefore, the most suitable evaluation model to consider in formulating learning program policies is the CIPP model, as stated by Zulkifli (2023). The interview instrument consists of questions based on the CIPP evaluation model and the GLS guidelines for elementary schools. Data analysis in this study is based on the CIPP model of program evaluation. The research procedure conducted by the researcher is as follows:

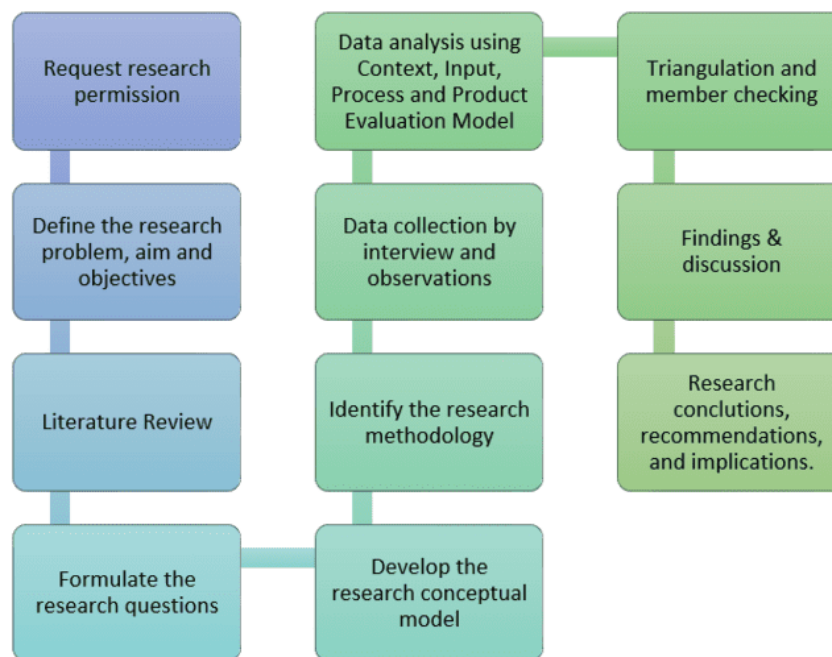


Figure 1. Research Flow

C. Result and Discussion

Result

The research findings describe the evaluation results of implementing the School Literacy Movement (GLS), which include the context, input, process, and product.

a) Context

The evaluation of the context discusses school-related data regarding the program being evaluated, starting from the program's background to its objectives. The first aspect discussed in the context evaluation of the GLS program in an elementary school in Muaro

Jambi Regency is that the school has been actively implementing the program since 2021. This was a follow-up to the school's collaboration with a local educational foundation, which provided training to the school principal and several teachers on reading culture, school management, active learning, and other related topics. This collaboration sparked the principal's desire to innovate learning activities, especially in reading culture, due to the school's suboptimal literacy scores. Based on education report data for the years 2021 and 2022, there has been a decline in literacy scores in the school, as detailed below:

Table 1. Comparison of Literacy Score in Educational Report Values

Indicator Name	2021	2022	Difference	Value Range
Literacy Skills	2.03	1.82	-0.21	1-3
Informational Text Reading Competence	59.63	49.37	-10.26	0-100
Literary Text Reading Competence	57.58	52.12	-5.46	0-100
Accessing and Locating Text Content Competence (L1)	64.9	54.57	-10.33	0-100
Interpreting and Understanding Text Content Competence (L2)	57.28	50.33	-6.95	0-100
Evaluating and Reflecting on Text Content Competence (L3)	59.38	48.52	-10.86	0-100

Aside from the adaptation period, the school faced challenges due to the pandemic, which resulted in implementing the literacy movement starting in 2021, but face-to-face schooling only resumed in mid-2022. The practice of teaching and learning was also affected by the pandemic, as schools had to remain closed from 2020 until mid-2022.

The school principal stated that everything should start from within oneself, including innovations within the school. Based on information from the class teacher, there are still students in both lower and upper grades who cannot read fluently, have difficulty understanding what they read, and exhibit careless reading habits. According to the obtained information, the purpose of this movement is to foster reading habits and stimulate interest in reading, which will positively impact the students' abilities. Another goal of the literacy movement in the school is to encourage teachers to provide optimal guidance and instruction.

b) Input

Input evaluation discusses factors related to supporting the evaluated program, such as human resources, budget, regulations, facilities, and infrastructure, among others. Based on data from the Ministry of Education and Culture (Kemdikbud), here is a brief profile of the school that is relevant to the input evaluation:

Table 2. School Profile

Accreditation	B (Score 81) in 2022
Number of Teachers	24

Accreditation	B (Score 81) in 2022
Number of Class Groups	18
Number of Classrooms	13
Number of Students	489
School Management	School-Based Management
Curriculum	2013
Facilities and Infrastructure	Library, Speedy Internet Access, student sanitation facilities

The school's literacy movement involves community engagement, creating a literacy-rich environment, and implementing activities such as 15 minutes of reading, summarizing reading materials, interactive reading aloud, guided reading, shared reading, and independent reading. The school has also established a bulletin board (making), although its level of activity may be limited. Several activities carried out by the school align with the guidelines outlined in the School Literacy Movement Handbook for Elementary Schools.

This movement requires the support of the school principal's innovative spirit and collaborative efforts among teachers to achieve the school's vision and mission. The role of the principal is crucial in establishing an instructional leadership team for improved student academic outcomes (Sharif, 2020). Teachers play a vital role in shaping students' character and academic abilities. An effective teacher is one who has attained the necessary competencies in their role and functions, such as classroom management, subject matter knowledge, teacher characteristics, and interpersonal relationships (Kaur, 2019). The school has teachers who specialize in specific subjects. Based on the information provided, only 2 out of the total number of teachers in the school are not subject specialists, but they are pursuing further studies to meet academic qualifications. The principal stated that around 70% of teachers have begun to adapt to this movement, while the remaining 30% will continue to be motivated and supported to improve literacy activities further. Both teachers and students require adaptation time, whether it is adapting to new routines or learning patterns.

Moreover, the new program started offline in mid-2022. Since the onset of COVID-19, students in Indonesia have had to adapt to new learning cultures and remote learning. Social media has become a tool used by students to face these challenges. Therefore, when they return to books, teachers and students need adaptation time (Syam, 2022). Another aspect is that this movement does not have a program implementation team or a school literacy team. According to the GLS handbook, a School Literacy Team (TLS) is needed to coordinate and ensure that activities are carried out as intended, ensure the availability of books, organize publication works, oversee the library, and so on.

The school consists of 13 classrooms for 18 classes. Other buildings include 1 principal's office, 1 library, and 1 health unit (UKS). Due to the fewer classrooms compared to the number of classes, some classes are rotating, and some classrooms need to be divided using partitions. The library consists of several bookshelves and large tables with several

chairs. The majority of the library's collection comprises both old and new textbooks. However, some books have not been properly organized, including the levelled books provided by the local educational foundation, which are stacked in the corner of the library room.



Figure 2. School Library

Each classroom has a reading corner and a bulletin board that can be utilized. However, in classrooms that are used on a rotating basis, the utilization of the bulletin board is not fully maximized as the work displayed by the previous class is replaced by the subsequent class, and so on. Additionally, each classroom has a reading corner, except for those that have been divided due to space limitations.



Figure 3. The Students Select Books to Read in the Classroom Reading Corner

The school endeavours to collaborate with parents in supporting the implemented programs. The reading corners and bulletin boards in each classroom are a testament to the contributions made by parents. The school utilises resources to purchase books through the School Operational Assistance (BOS) funds. Additionally, the school head annually procures electronic equipment like laptops, computers, and other tools to aid teachers and

staff in their teaching and learning endeavours. The school also partners with the local Education Foundation to provide training on active learning, reading culture, community participation, school-based management, and other relevant topics, enhancing the school head's and teachers' knowledge.

The implementation of the literacy movement necessitates support from the school budget. BOS funds are allocated for the purchase of books, while parents contribute to infrastructure items such as cabinets, seating mats, and materials for the bulletin boards. It is important to note that the books provided for this movement are primarily reading books rather than textbooks.

However, the school currently lacks standardized regulations for the literacy movement. Presently, the movement relies on the school head's appeal for teachers and students to actively participate. Moreover, few literacy activities or competitions are organized among schools in the local district, resulting in limited opportunities to showcase literacy skills. The school also lacks established routines that could provide a platform for students to showcase their creativity.

c) Process

The process evaluation examines the implementation of activities, the encountered challenges, the employed strategies, and how the process aligns with the existing indicators.

In the initial stage, the principal convened a meeting to discuss the School Literacy Movement program. Subsequently, a meeting with parents was held. The school principal developed a plan for the literacy movement program after receiving support from parents regarding the necessary facilities, such as cabinets and classroom bulletin board supplies. This plan was then coordinated with teachers, students, and parents. The provision of books was sourced from the school's BOS (School Operational Assistance) budget and through parents' voluntary contributions. The reading corner was established within the classroom space, with the 15-minute daily reading activity scheduled to take place there. The provided bulletin board was not confined to a small board but also included an illustrated tree on the wall, which served as a display area for students' works. The bulletin board was designed to be visually appealing, aiming to motivate students to decorate the classroom with their literacy creations.



Figure 4. The Reading Corner in the Classroom

The school day begins at 07:30, and the literacy activity commences in the morning with a 15-minute reading session before classes start. The available books in the reading corner are used, although students can bring their reading materials. In addition to books, teachers incorporate various literacy media, such as videos or other internet-sourced materials, to provide diversity in learning.

The reading activity can be conducted in different ways: students reading while the teacher listens, the teacher reading while students listen, or the teacher using media to play a story-reading video. Afterwards, students are asked to create a summary of the story in a designated book for summarizing purposes. The task of summarizing the story is completed at home and collected the following day for teacher review. To stimulate students' imagination and comprehension, teachers encourage them to include relevant illustrations in their story summaries to make them more engaging. Furthermore, students are prompted to retell what they have read or heard using their own words.

During this stage, the teacher encounters several challenges related to media usage and students' abilities. Limited and unengaging reading materials can make students feel bored and demotivated. Some students struggle with comprehension, making it difficult to discuss their reading outcomes. Based on teacher interviews, a personalized approach is adopted to understand the preferences of individual students. Additionally, group presentations for short stories are used to help students gain confidence in expressing their understanding, particularly for those with strong comprehension skills. Another challenge lies in the teacher's ability to identify the most effective approach for teaching literacy to different students. According to the interviewed teachers, they actively seek the most suitable approaches for each student. Some students comprehend better when the reading is done by someone else, some when they read independently, and others when they hear the sound and see illustrations.



Figure 5. The Student is Reading Aloud Their Written Work in Front of the Class

Another issue that has been identified is the uneven implementation of the literacy movement among teachers. While some teachers have adapted to the new system, others have not fully embraced it. Although most teachers have started implementing the program, there is still a lack of consistency. The School Principal has stated that regulations regarding the implementation of the program are currently being drafted and will be approved soon.

During the fasting month, the 15-minute reading activity is replaced with reading the Quran. Additionally, the pandemic has significantly impacted the process, as literacy activities had to be conducted online. It is widely acknowledged that almost all schools have experienced learning loss during the pandemic, and this school resorted to online learning during that period. According to the School Principal, carrying out literacy activities during the pandemic was challenging due to distance limitations and the lack of direct supervision.

In addition to the familiarization and development stages mentioned earlier, during the teaching and learning stage, the teachers at the school strive to implement active learning. Active learning involves two-way teaching, where students are actively engaged, and effective teaching methods are employed to enhance student understanding. Teachers develop lesson plans and utilize available media and teaching materials to capture students' interest. Various media and learning tools are used to provide hands-on experiences with the subject matter, and students are encouraged to participate in discussions with their peers. Throughout the learning process, students are prompted to express their understanding through questions posed by the teacher. In subjects such as Indonesian language or science, students are asked to communicate the results of their discussions and understanding in front of the class, followed by reflection with their classmates guided by the teacher. This approach aligns with the focus of activities outlined in the School Literacy Movement Guidebook.



Figure 6. The Students are Actively Engaged in the Learning Process

Despite not all teachers effectively implementing it, the School Principal, as the individual responsible for managerial oversight, conducts regular academic supervision to ensure that teachers make efforts to implement active learning.



Figure 7. Academic Supervision by the School Principal

d) Product

In terms of outcomes, it is mentioned that teachers who participate in the literacy movement claim to have gained new knowledge and feel motivated to learn more about literacy. While not all teachers experience this, it still aligns with one of the initial goals of the literacy movement, which is to support teachers in their continuous learning.

According to information from the homeroom teacher of class 4B, several students can create coherent and fluent stories that captivate listeners and effectively convey the presented stories. Students also consistently submit summaries, although the quality varies from good to less satisfactory.

Furthermore, the school achieved first place in the Muaro Jambi District level competition for the Syahril Qur'an Recitation Performance (PKPS). Syahril Qur'an is a form

of recitation where Quranic verses are presented poetically without relying on the written text and explained spontaneously, without referring to the written content of the recited verses. Other student works include story summaries, poetry, and displays on the classroom bulletin board (making).



Figure 8. School Students Won Several Awards

Discussion

In terms of context, the school implemented the School Literacy Movement (Gerakan et al. or GLS) with the goal of improving students' literacy skills. This goal aligns with the research findings of [Wulandari & Haryadi \(2020\)](#), which indicate that the school literacy movement positively influences reading interest and positively affects reading skills. Several studies have shown that the School Literacy Movement (GLS) has a positive impact on students reading interest and achievement ([Rianda et al., 2019](#); [Prasetia et al 2022](#); [Safitri et al., 2019](#); [Wibayanti et al., 2020](#)). Similarly, a study by [Lestari et al \(2021\)](#) found that a literacy culture positively impacts science subjects. One part of literacy, namely media literacy, is even very useful in the digital era because it can help students more easily understand, analyze and gain knowledge from electronic media independently ([Hidayat, 2021](#)). These relevant studies support the conclusion that the literacy movement affects students' abilities in reading and writing and other subjects and their character and knowledge development. Another goal of the program is to enhance teachers' motivation and teaching abilities, which is consistent with the research by [Kadir et al \(2022\)](#), demonstrating that a literacy culture in schools positively influences teachers' professionalism.

Regarding input, the school has implemented literacy activities according to existing guidelines and has similarities with previous research conducted by [Darif \(2022\)](#). The school also faces challenges identified in prior studies, such as the absence of a program team and standardized regulations governing the implementation of the GLS program in this particular school ([Destrianto, 2021](#)). Research conducted by [Dugang \(2020\)](#) indicates that schools with effective teamwork result in effective schools. Other challenges include the

limited availability of books and budget constraints (Anisa et al., 2021; Sukma & Sekarwidi, 2021).

During the implementation process, the GLS program encountered significant challenges in the school, which had an impact on the outcomes not meeting expectations. These challenges align with previous research, such as the decline in quality due to the pandemic (Sofinatun & Musringudin, 2022), not all teachers fully implementing the program (Sulistyo, 2017), uncomfortable library conditions (Sukma & Sekarwidi, 2021), and teachers struggling to recognize students' learning styles. Understanding students' learning preferences would assist teachers in selecting suitable learning activities and facilitate students' reception of information (Wiedarti, 2018).

Based on the findings, compared to the presence of students who still cannot read at higher grade levels and the declining educational report scores, the literacy activities conducted by the school have not yielded the expected outcomes. This is evident from the decrease in educational report scores. Although the scores still meet the minimum competency, 1.82 only reaches 61% of the maximum score of 3 when expressed as a percentage. According to Depdiknas (Idrus, 2014), a 71-100% percentage range indicates high program quality and demonstrates program success. Therefore, it is highly recommended to continue developing and improving the implementation of this program with the support of adequate facilities and infrastructure and by requiring optimal expertise from all relevant parties.

D. Conclusion

After evaluating the context, input, process, and output of the School Literacy Movement program, the research findings indicate that the school requires this program to enhance student's literacy skills and motivate teachers to provide optimal support and teaching. However, the quality of program implementation still needs improvement as some indicators have not been fully executed. Enhancements can be made by improving the quality of input and addressing challenges during the program implementation process. These improvements aim to enhance the outcomes and products of the literacy program.

Recommendations for the school principal and teachers in terms of input are as follows: 1) Integrate the vision and mission of the School Principal, Teachers, and Students to ensure a shared vision and collaboration towards common goals; 2) Establish a School Literacy Team (TLS) following the guidelines of the School Literacy Movement set by the government. This team should include all education-related elements in the school and be responsible for the program's implementation and sustainability; 3) Form teacher working groups in the school to provide a space for teachers to engage in discussions and exchange ideas; 4) Implement standardized Standard Operating Procedures (SOP) for the School Literacy Movement to ensure consistency and effectiveness; 5) Optimize the utilization of facilities and infrastructure, such as arranging book placements and seating in the library and utilizing empty school bulletin boards for creative purposes.

Recommendations for the school principal and teachers in terms of the process are as follows: 1) Discuss the progress of the literacy movement in every teacher and school principal meeting to address potential issues and find solutions; 2) Conduct academic supervision of the literacy movement's implementation to ensure its effectiveness; 3) Encourage teachers to be creative in providing reading materials, including searching for resources online, writing their own stories, and promoting student-created stories; 4) Provide personal guidance to address the lack of understanding and help teachers effectively utilize students' learning styles.

Recommendations for the school principal and teachers in terms of the output are as follows: 1) To assess students' progress, organize and evaluate student products, such as story summaries, poems, and certificates. 2) To motivate and appreciate students' skills, provide platforms for showcasing students' creativity, such as periodic performances or exhibitions; 3) Pay attention to developing students' interest in books and reading activities and adjust teaching approaches accordingly.

Future researchers should expand the research sample by involving multiple primary schools to gain a comprehensive understanding of the School Literacy Movement's implementation and effectiveness. This would allow for a better analysis of variations in program implementation, challenges faced, and outcomes achieved. Additionally, exploring the transferability of successful practices and identifying common factors contributing to program success would provide valuable insights.

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