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# The effect of the  implementation of the literacy movement on the reading ability of V grade students at sokoharjo elementary school

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**ABSTRACT**

The literacy movement at Sokoharjo Elementary School is implemented through a reading corner program, flashcards, and biographical texts of heroes, designed to create an engaging reading environment for students. Gerakan Literasi Sekolah (GLS), with its reading corner, offers access to a diverse range of reading materials. GLS utilizes flashcards to improve vocabulary recognition and quick comprehension. Additionally, the literacy movement with biographical texts of heroes enriches general knowledge and motivates students through inspirational stories. This study aims to measure the effect of the literacy movement program on the reading ability of fifth-grade students at Sokoharjo Elementary School. A quantitative approach, utilizing an experimental design, was employed in this study. To measure its effect, a Paired Sample T-Test statistical test was used, which showed a substantial average difference between the results of the initial test (pre-test) and the final test (post-test) of students. These findings demonstrate that the literacy movement has been successful in enhancing the reading abilities of fifth-grade students at Sokoharjo Elementary School. Thus, the literacy movement can be recognized as an effective method for improving students' reading abilities.

*ABSTRAK*

*Gerakan literasi di SDN Sokoharjo diimplementasikan melalui program pojok baca, flash card, dan teks biografi pahlawan yang dirancang untuk menciptakan lingkungan membaca yang menarik bagi peserta didik. Gerakan Literasi Sekolah (GLS) dengan pojok baca menyediakan akses ke beragam bahan bacaan, gerakan literasi menggunakan flash card untuk meningkatkan pengenalan kosakata dan pemahaman cepat, serta GLS dengan teks biografi pahlawan memperkaya pengetahuan umum dan memotivasi peserta didik melalui kisah inspiratif. Penelitian ini bertujuan untuk mengukur pengaruh program gerakan literasi terhadap kemampuan membaca peserta didik kelas V SDN Sokoharjo. Pendekatan kuantitatif dengan desain eksperimen digunakan dalam penelitian ini. Untuk mengukur pengaruhnya, digunakan uji statistik Paired Sample T-Test yang menunjukan perbedaan rata-rata yang substansial antara hasil tes awal (pre-test) dan tes akhir (post-test) peserta didik. Temuan ini membuktikan bahwa gerakan literasi berhasil meningkatkan kemampuan membaca peserta didik kelas V SDN Sokoarjo. Dengan demikian, gerakan literasi dapat diakui sebagai metode yang efektif untuk meningkatkan kemampuan membaca peserta didik.*

*Kata Kunci: biografi; gerakan literasi; kemampuan membaca*

# INTRODUCTION

Literacy is an important skill that enables a person to read, write, and understand the information conveyed, allowing them to interpret texts effectively (Simbolon, 2023; Arifin & Ismail, 2023). Reading is a crucial activity for accessing knowledge, news, and information, as well as for developing thinking skills and sparking new ideas (Subakti & Prasetya, 2020). Reading is considered a fundamental aspect of human life. Reading is an effective method to learn new things or achieve progress in life (Zahra et al., 2023). Therefore, reading skills become the foundation for enriching knowledge that supports their overall learning process.

Literacy holds an important position and is recognized as one of the aspects in assessing the human resource condition of a country. Unfortunately, the literacy skills of students in Indonesia still face serious challenges. Data from the 2018 Programme for International Student Assessment (PISA) shows that out of 79 participating countries, Indonesia ranked among the bottom 10 with an average score of 371 in reading, 379 in mathematics, and 396 in science. This data indicates that Indonesian students are still lagging behind students in ASEAN countries (Fitri, 2024). This data indicates a significant gap that needs to be addressed immediately in improving the quality of literacy in Indonesia. Reading activities, as one aspect of creating a literate society, need to be instilled earlier, especially for elementary school-aged children, as an effort to foster positive habits.

Students' reading abilities are influenced by several fundamental issues, including the availability of books, environmental conditions, and parenting patterns (Tihurua, 2024). In addition, the presence of places for reading, such as libraries, also affects their interest in and habits of reading (Aulia & Hadiapurwa et al., 2023). Some students have difficulty accessing quality reading materials that are appropriate for their age. In addition, economic conditions and the lack of parental awareness in accessing books at home also hinder students from obtaining the reading materials they need. Furthermore, the learning system, which is still relatively monotonous and teacher-centered, has not been able to stimulate students' interest in reading. In Indonesia, books that are relevant for elementary schools in some schools are considered inadequate. Other factors contributing to this problem include the high cost of books and the limited facilities and collections in libraries (Anjani et al., 2019; Arya et al., 2024).

The state of reading literacy skills in Indonesia in 2019 was still concerning, marked by a low national-level score. Nine provinces were identified as having low literacy levels, and one province even showed a very low condition. According to a survey conducted by the Ministry of Education and Culture in 2019, although there was an increase in reading interest in some areas, unfortunately, the reading interest of students at the elementary level still showed worrying figures (Suryanti, 2025).

Realizing the urgency of this issue, the Indonesian government through the Ministry of Education and Culture (Kemendikbud) has launched a presidential priority program that focuses on improving students' reading and writing skills through a culture of literacy. Following the National Literacy Movement or Gerakan Literasi Nasional (GLN) program, Kemendikbud issued technical guidelines regulating the implementation of literacy in schools, families, and communities. Efforts to promote reading activities are also supported by government regulations, such as the Peraturan Pemerintah Republik Indonesia Nomor 24 tahun 2014 tentang Pelaksanaan Undang-Undang Nomor 43 tahun 2007 tentang Perpustakaan (concerning the Implementation of Undang-Undang Nomor 43 tahun 2007 on Libraries) and Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2015 tentang Penumbuhan Budi Pekerti (concerning the Development of Character), both of which focus on character development. To achieve this goal, schools are required to provide 15 minutes each day before class hours for non-curricular book reading activities.

Literacy plays a very important role and is in line with the goals of education in Indonesia, especially at the elementary school level where the focus of learning is on strengthening literacy. The concept of literacy itself is complex, constantly evolving, and continuously interpreted and defined from various perspectives (Rumaf & Wahyuningsih, 2020). Simply put, literacy is the ability to read and write, or what is known as being literate (Hermawan *et al.*, 2020).

In the context of this study, the concept of literacy will be specifically focused on the aspect of reading ability. In other words, literacy in depth refers to students' reading skills. This ability plays a crucial role in learning because it helps students to analyze and understand the content of the texts they read (Muliawanti et al., 2022). Through a solid reading ability, students are able to understand or comprehend sentence structures, vocabulary, as well as implied meanings in a text. This skill becomes the main key to mastering various types of reading, including books, articles, stories, and various other forms of information. The urgency of this research lies in concrete efforts to improve students' reading skills due to its fundamental role in the learning process and academic achievement.

Based on the initial observations conducted, fifth-grade students at SDN Sokoharjo are not yet accustomed to literacy activities, resulting in low reading skills. The main indicators include the students' slow reading speed compared to age standards, difficulties in understanding the content of texts such as identifying main ideas and summarizing, and limited vocabulary that often hinders comprehensive understanding. In addition, the students' interest in reading is also very low, as seen from the infrequent visits to the school library and the lack of initiative to read outside of class hours. Although the literacy program has been implemented, students' interest in reading remains low because literacy activities have not been optimal in fostering a strong reading culture among students. The concerning condition of the SDN Sokoharjo library, which is rarely used for learning or literacy, also contributes to lowering students' enthusiasm for reading (Prasriharmni et al., 2022). It is important to instill a reading culture in students through innovative activities in the implementation of the School Literacy Movement or Gerakan Literasi Sekolah (GLS).

GLS is implemented with the main goal of creating a literacy culture, both in terms of reading and writing, so that students have optimal reading skills. The implementation of GLS significantly increases students' interest in reading and their reading comprehension abilities (Anjani et al., 2019). This shows that the implementation of GLS can improve students' reading skills comprehensively, covering both interest and level of understanding. Literacy implementation in elementary schools not only fosters reading interest but also helps students understand texts more deeply, according to Faizah in "Seri Manual GLS: Literasi Visual dalam Pengembangan Budaya Literasi di Sekolah (GLS Manual Series: Visual Literacy in Developing a Literacy Culture in Schools)." Therefore, it is important to optimize the implementation of literacy programs in schools so that GLS objectives can be achieved effectively.

Based on the previous explanation, the implementation of GLS has a positive impact on students' reading skills and learning outcomes. This study specifically aims to examine the effect of GLS implementation on the reading ability of fifth-grade students at SDN Sokoharjo. The approaches studied include the use of reading corners, literacy habituation with flashcards, and literacy learning using biographies of heroes. All of these efforts are aimed at improving the reading literacy skills of fifth-grade students at SDN Sokoharjo.

# LITERATURE REVIEW

## Implementation of the Literacy Movement

Literacy is a cognitive skill that combines literacy abilities such as writing, reading, and speaking to understand the meaning and substance of a text or speech (Sholeh et al., 2021). This ability serves as the main means for students to develop their critical thinking and analytical capacity. GLS, as a collaborative step, aims to encourage a love of reading and create a literacy-supportive environment for students to become true learners. GLS has been implemented in various regions in Indonesia, with elementary schools being chosen as the main target of GLS, considering that at the age of 6-12, students' literacy potential is still very young and needs to be developed (Abustang, 2023).

The GLS program is implemented gradually throughout Indonesia, adjusted to the readiness level of each school. This readiness consists of several aspects, including school readiness (covering facilities, reading materials, and literacy infrastructure), individual readiness within the school environment, and support from various other parties (such as community involvement, institutional support, and related policies). The time required for each stage of implementation varies, depending on the specific conditions of each school.

GLS has three main phases designed to develop and strengthen students' literacy competencies. It begins with a routine of engaging reading activities. The goal of this stage is to cultivate a love of reading from the start within the school environment. Next, the activities focus on developing reading interest. These activities are aimed at enhancing students' literacy skills comprehensively. Finally, the focus is on literacy-based learning. At this peak stage, reading activities are directly integrated into the learning process. The final stage aligns with the independent curriculum, which emphasizes the importance of reading a variety of materials beyond textbooks, such as general knowledge books, hobby books, and even multimodal texts. These readings can even be connected to specific subjects.

GLS is basically an effort to guide students to develop morally through various initiatives or activities related to literacy. To address the low literacy skills of students, innovation in teaching is a must for teachers (Hafis *et al.*, 2022). Students who grow up in an environment that values literacy will be exposed to and master various fundamental skills. This includes language proficiency as well as numeracy skills. Implementing the habit of reading is a crucial first step in creating a strong literacy culture, which will ultimately produce intelligent and characterful individuals. Moreover, the skills to search for, understand, filter, and solve problems are the main foundation for developing students' critical thinking and reasoning abilities.

## Reading Ability

Reading is an important cognitive activity that focuses on extracting information from a text. Faizah, in 'Seri Manual GLS: Literasi Visual dalam Pengembangan Budaya Literasi di Sekolah (GLS Manual Series: Visual Literacy in Developing a Literacy Culture in Schools),' explains that reading involves engagement in cognitive processes to understand the information presented in the text. The aspects of reading that need attention are mechanical skills and comprehension skills. Mechanical skills are the foundation and include three processes: recording (associating writing with sounds), decoding (converting visual symbols into words), and meaning (understanding basic meaning). Beyond that, reading also requires deeper comprehension. This level of understanding allows readers to interpret, evaluate, and even create new ideas from the text.

Considering the crucial role of reading in the progress of individuals and the nation, one effective approach to improving this ability is by transforming schools into learning organizations. To achieve this goal, the Ministry of Education and Culture (Kemendikbud) has launched the GLS program as a collective effort to engage all stakeholders in schools and the community to jointly create the foundation of an educational

ecosystem. This initiative has shown positive impacts, particularly in enhancing students' scientific literacy and reading literacy. The sustainability of GLS is important so that other types of literacy, including numeracy, digital, financial, cultural, and civic literacy, can improve harmoniously (Juliana et al., 2023). With GLS, students' knowledge will indirectly expand and their curiosity will increase (Rusniasa et al., 2021).

# METHODS

The research method uses a quantitative approach to investigate the impact of a specific treatment on other variables in a controlled situation. The experimental design applied is the One-Group Pretest-Posttest Design. This study involves a single participant group that is measured before and after the intervention (Sugiyono, 2023). Here is the design table for the One-Group Pretest-Posttest:

**Table 1.** One-Group Pretest-Posttest Design

| $O_1$ | x | $O_2$ |
|---|---|---|

Description:
$O_1$ = Pretest score before treatment
X = Treatment
$O_2$ = Posttest score after being given the behavior
*Source: Sugiyono, 2023*

All fifth-grade students of SDN Sokoharjo serve as both the population and the sample. The main objective is to investigate the effect of the school literacy movement on the reading ability of SDN Sokoharjo students. Research data were obtained through observation, tests (pre-test and post-test), and documentation. The test used consisted of 20 multiple-choice objective questions with varying levels of difficulty, ranging from simple to complex.

After all the research data has been collected, the next stage is data analysis using SPSS 26. Statistical data analysis in the study is carried out through initial analysis and final analysis. The first step is to perform a normality test to ensure the assumption of normally distributed data. In the final analysis stage, a T-test (Paired Sample T-Test) is conducted, intended to compare the average test results before and after the treatment is given (students' reading ability). The testing criterion is that H0 is rejected if the Sig. (p-value) < α (where α = 0.05). The hypothesis tested using the T-test (Paired Sample T-Test) in this study is:

H0 : There is no effect of the implementation of literacy movements on the reading ability of fifth-grade students at SDN Sokoharjo

Hα : There is an effect of the implementation of literacy movements on the reading abilities of fifth-grade students at SDN Sokoharjo

# RESULTS AND DISCUSSION

The research consists of three stages, namely the first stage, initial measurement where students undergo a pre-test before participating in the literacy program to identify their initial abilities. The next stage is the implementation of the school literacy movement program, which includes a reading corner, literacy activities using flashcards, and literacy activities using hero biography texts. Finally, the final measurement is conducted by administering a post-test after the program to assess the differences in students' reading abilities at the beginning and at the end of the program.

## Normality Test Results

**Table 2.** Normality Test Results

**Tests of Normality**

| | Kelas | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Nilai Ujian | Pretest | .123 | 10 | .200[*] | .982 | 10 | .974 |
| | Postest | .193 | 10 | .200[*] | .964 | 10 | .827 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

*Source: Research, 2023*

Based on the Shapiro-Wilk normality test, the pre-test and post-test data are normally distributed. This is seen in the Shapiro-Wilk significance (Sig.) values, with the pre-test score at 0.974 and the post-test score at 0.827. Both are greater than 0.05. Since both variables show Shapiro-Wilk Sig. values greater than 0.05, the data to be tested by the researcher are confirmed to be normally distributed.

## Homogeneity Test Results

**Table 3.** Homogeneity Test Results

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Nilai Ujian | Based on Mean | 1.238 | 1 | 18 | .281 |
| | Based on Median | 1.152 | 1 | 18 | .297 |
| | Based on Median and with adjusted df | 1.152 | 1 | 17.176 | .298 |
| | Based on trimmed mean | 1.234 | 1 | 18 | .281 |

*Source: Research, 2023*

Based on the Homogeneity Test results, the significance value (Sig.) for students' reading ability in the test of homogeneity of variances is 0.281. Since 0.281>0.05, it can be concluded that the variance of students' reading ability data, both before and after GLS, is homogeneous.

## Paired Sample T-Test Results

**Table 4.** Paired Sample T-Test Results

**Paired Samples Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pretest - Postest | -15.500 | 21.009 | 6.644 | -30.529 | -.471 | -2.333 | 9 | .045 |

*Source: Research, 2023*

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**Hypothesis**

H0 : μ1 = μ2, There is no significant difference between students' reading abilities before the literacy movement and their reading abilities after the literacy movement.

H1 : μ1 ≠ μ2, There is a significant difference between students' reading abilities before the literacy movement was carried out and their reading abilities after the literacy movement was carried out.

Reject $H_0$ if:

- • If the calculated t value > t table value or the calculated -t value < -t table value, then reject H0
- • If the significance value < alpha (0.05), then reject H0

There is a significant difference that indicates the reading ability of fifth-grade students at SDN Sokoharjo before and after participating in GLS. This finding is based on a Sig. value of 0.045 < 0.05. Furthermore, statistical analysis shows that the calculated t-value is −2.333, while the t-table value for df=9 at two-tailed 0.05 is −2.262. Therefore, 0.045 < 0.05 and the calculated t-value (−2.333) < t-table value (−2.262), the null hypothesis (H0) is rejected. This explicitly indicates a significant difference in students' reading ability before and after the implementation of GLS. Thus, it can be concluded that GLS indeed has a significant effect on the reading ability of fifth-grade students at SDN Sokoharjo.

**Discussion**

The implementation of GLS at SDN Sokoharjo is carried out through reading corners, flashcards, and hero biography texts. In the reading corner, students are allowed to freely take the books they want to read. Developing reading skills with the reading corner as an initial method is effective in fostering reading habits in students (Diana & Juairiah, 2022). A fun and participatory approach is very important in cultivating literacy habits because it can increase students' motivation to learn to read (Fitriati et al., 2022). Other researchers revealed that through the use of national figures' biographies in literacy activities, students' reading interest can be increased because the stories of heroes often arouse their curiosity about history (Anjani et al., 2019).

**Figure 1.** Reading Corner
*Source: Research, 2023*

GLS with this reading corner is conducted on Mondays and Tuesdays, each session lasting 15 minutes. After finishing reading, students are required to record the title, characters, and a summary of the story from the book they have read. Additionally, students are encouraged to present the key points of the story, which often sparks informal discussions among them about the reading. This activity is in line with the guidelines set out in the Literacy Movement Guide in Elementary Schools (Yunianika, 2019).

During the implementation of GLS, books are placed in a reading corner designed within the classroom. The concept of this reading corner is a tactic to improve students' reading skills by turning a corner of the room into a simple library. Developing children's reading skills through a reading corner is considered a crucial and effective effort, as well as instilling the habit of reading from an early age. Childhood is regarded as the most appropriate time to form this habit so that it continues into adulthood (Kusuma & Sari, 2023).

The reading corner provided in the classroom serves as an environment that supports and motivates students to read. With a comfortable corner and an interesting collection of books, students become more motivated to explore various types of reading materials. This change can be seen from the increased frequency of students taking books and reading during their free time, which was previously spent more on other activities.

**Figure 2.** Literacy Familiarization with Flash Cards
*Source: Research, 2023*

GLS using flash cards is carried out twice a week, on Wednesdays and Thursdays. Literacy habituation activities through playing flash cards are conducted for 15 minutes before the lesson begins. This activity involves the use of flash cards, starting from the introduction of simple words to more complex sentences. Flash cards with frequently encountered key words in the texts to be read can help students speed up word recognition and sharpen their reading skills. The need for an engaging and participatory approach in literacy habituation can increase students' motivation to learn to read (Andini et al., 2025). In practice, teachers can engage students in playing flash cards to recognize simple words, then gradually move on to more complex sentences step by step. Learning about vocabulary is important in developing a reading culture because limited vocabulary will hinder students in understanding the texts they are reading (Babayiğit et al., 2022).

This program helps students quickly and accurately recognize new words, which is an important foundation for fluent reading. This improvement is reflected in fewer mistakes in word pronunciation and an increased reading speed. With a richer vocabulary, students no longer read word by word, but begin to understand the overall meaning of the text better.

**Figure 3.** Literacy Habituation with Biography Texts
*Source: Research, 2023*

GLS, which utilizes hero biography texts, is conducted twice a week, every Friday and Saturday. This method has proven to be an effective strategy not only for developing students' reading skills but also for instilling values of heroism. The inspiring life stories contained in hero biographies help students sharpen their reading abilities while also expanding their historical knowledge and understanding of moral values. Then, students summarize what they have learned after reading and present it in front of the class. The use of biographies of national figures can increase students' interest in reading, as heroes' stories often spark their curiosity about history (Anjani et al., 2019). The use of story elements in the learning process can make it easier and faster for students to understand the material (Anjarini & Pangestika, 2022; Şimşek & Direkçi, 2023). This helps students connect what they read with real life, making the reading process more meaningful and relevant. This change is reflected in students' ability to retell the content of the text in more detail and demonstrate a deep understanding of the storyline and characters.

The reading and comprehension skills of students are crucial, and GLS plays an important role in it (Alfiana et al., 2023). The importance of GLS which shows that the implementation of GLS affects students' reading comprehension abilities (Anjani, 2019). Similar research shows that the implementation of school literacy movements has a significant positive effect on reading skills (Wulandari & Haryadi, 2020). The stages of cognitive development in early grade students must begin with strengthening initial reading skills as the main foundation for further learning (Rahmadani & Anas, 2025).

GLS not only impacts reading ability but can also foster students' interest in reading (Rusniasa et al., 2021). The school literacy movement shows an increase in reading interest after this program was implemented, which is supported by research (Salma, 2019). Other research shows that the implementation of literacy in elementary schools contributes to increasing students' interest in reading, which ultimately broadens their knowledge and shapes their behavior (Arsya & Safitri, 2019). In general, previous studies have focused more on these two aspects: students' reading ability and reading interest.

Unlike previous studies, this study focuses on improving elementary school students' reading skills through a reading corner strategy, the use of flash cards, and the introduction of hero biographies tailored to their needs. Nevertheless, this research also successfully instills a reading culture among the students, as evidenced by their tendency to read outside of the scheduled literacy program.

# CONCLUSION

The School Literacy Movement (GLS) has a significant impact on improving students' reading abilities. The combination of creating a conducive environment, developing media, providing reading materials, and the types of reading materials are some of the factors that influence the outcomes of the GLS program implementation. The development of a literacy culture involves a continuous process that begins with teaching and is followed by habituation. Through consistent reading habits, students can develop strong reading character and habits, which in turn leads to an overall improvement in reading skills.

# AUTHOR'S NOTE

The author states that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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