



Evaluation of the implementation of the *gerakan literasi sekolah* program using context, input, process, product, outcome at SMAN 1 Anjongan

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Article Info

Article history:

Received January 20th 2026

Revised February 19th 2026

Accepted March 18th 2026

Keywords:

Gerakan Literasi Sekolah;

CIPPO Evaluation Model;

Literacy Culture; Reading

Habits

ABSTRACT

This study evaluates the implementation of The *Gerakan Literasi Sekolah* at SMAN 1 Anjongan using the Context, Input, Process, Product, and Outcome (CIPPO) model. Employing a qualitative approach through interviews, observations, and documentation, data were collected from principals, teachers, the *Tim Literasi Sekolah* (TLS), and students through interviews, observations, questionnaires, and document analysis to evaluate the context, input, process, and product components of The *Gerakan Literasi Sekolah* (GLS). The findings indicate that in the context aspect, the GLS program has clear direction and policy foundations, though students' literacy skills remain low, and the *Tim Literasi Sekolah* legality needs strengthening. The input aspect reveals committed human resources and basic facilities, but limited funding and literacy training. The process aspect shows the 15-minute reading activity and journals are implemented, yet class consistency and teacher involvement as literacy models require improvement. The product aspect demonstrates tangible outputs such as student works, posters, and a more literate environment. Finally, outcome aspect shows positive impacts on students' reading habits, the development of school literacy ecosystem, and efforts toward performance recognition through the school operational assistance program. Overall, the implementation of The *Gerakan Literasi Sekolah* is progressing well but still requires stronger institutional support, collaboration, and sustainability efforts.



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INTRODUCTION

Improving the quality of education in a country cannot be separated from the quality of literacy of its people. A high level of literacy reflects the ability of citizens to access, understand, and utilize information critically and productively in a competitive global era (Darling-Hammond, 2017; Taufiq et al., 2024). Literacy is not just a basic reading and writing skill, but a long-term investment and is fundamental that allows individuals to adapt and innovate based on information from various sources, both text, visual, and digital media (OECD, 2019; Mullis, 2017). As a strategic step, the government initiated a *Gerakan Literasi Sekolah* (GLS) which is strengthened through Permendikbud No. 23 of 2015 concerning *Growth of Ethics*. This program aims to build a literacy culture in the educational environment through reading habits for 15 minutes before learning, providing literacy facilities, and project-based activities (Supriyadi, 2021; Sutrianto et al., 2016).

Various studies show that the implementation of the GLS is able to improve students' reading and critical thinking skills. The results of the 2022 Programme for International Student Assessment (PISA) study report an increase in reading scores in countries that implement integrated literacy programs. Data from the Ministry of Education, Culture, Research, and Technology in 2023 also shows that the active involvement of students in literacy activities has a positive effect on their intellectual maturity and academic achievement. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 2023 also emphasized that literacy skills are closely related to educational participation and learning success. In the context of reading, literacy extends beyond technical decoding

skills to include motivational aspects that influence reading interest and academic achievement. High reading motivation encourages students' engagement in literacy activities and positively affects learning outcomes (Baker & Wigfield, 1999). Consistently, previous studies emphasize that strong literacy skills are essential for academic success, as they enable students to process and interact with learning information continuously (Kurniawati, 2024).

The ideal literacy program is characterized by systematic planning, adequate literacy support, the involvement of all school members, the establishment of a *Tim Literasi Sekolah* (TLS), and continuous evaluation of its implementation (Syahidin, 2020). To ensure effective implementation, the Ministry of Education and Culture issued the literacy program Guidelines for Senior High Schools, which outline three stages of implementation: habituation, development, and learning. However, the implementation of literacy program at State Senior High School 1 Anjongan continues to face several challenges. Based on preliminary observations and interviews, students' literacy achievement remains below national standards, as indicated in the school's Education Report. Additional challenges include low student interest in reading, limited book collections, suboptimal library utilization, and the absence of an official decree establishing the TLS. These findings are consistent with previous studies indicating that the effectiveness of literacy program is strongly influenced by institutional capacity and stakeholder collaboration (Antoro et al., 2021; Khasanah & Fu'adi, 2025; Munthe et al., 2024). Furthermore, other studies report that weaknesses in the organizational structure of the TLS and insufficient program socialization contribute to low levels of student participation in literacy activities (Danar & Rosdiana, 2021; Kusmiati et al., 2023; Rachmawati et al., 2024).

Based on these conditions, an in-depth evaluation of the implementation of the GLS at State Senior High School 1 Anjongan is necessary to examine the extent to which the program has achieved its objectives in fostering a school literacy culture. The Context, Input, Process, Product, and Outcome (CIPPO) evaluation model was employed because it provides a comprehensive framework for assessing program relevance, resource availability, implementation effectiveness, achievement of outcomes, and long-term impact (Fitzpatrick et al., 2011; Michael Quinn Patton & Campbell-Patton, 2021). Theoretically, this study contributes to the body of knowledge on educational program evaluation using the CIPPO model. Practically, the findings are expected to serve as a reference for schools in improving the quality and sustainability of GLS implementation, strengthening literacy culture, and supporting improvements in school performance and education report outcomes. From both theoretical and practical perspectives, literacy is a fundamental competence that enables individuals to understand and interpret various forms of communication, including textual, visual, and audio media (Bastin, 2022; Syafrial, 2023).

Therefore, this study aims to evaluate the implementation of the GLS at SMA Negeri 1 Anjongan using the CIPPO model, which encompasses the aspects of context, input, process, product, and outcome. Through this evaluation, it is hoped that the effectiveness of the program's implementation, the challenges encountered, and recommendations for improvement can be identified to enhance the quality of the GLS implementation within the school environment.

RESEARCH METHODS

This study employs a qualitative method with an evaluative design. A qualitative approach is used to examine phenomena in depth, in which the researcher serves as the main research instrument (Asari & Irawan, 2024). Informants were selected using purposive sampling and snowball sampling techniques, while data were collected through source triangulation, time triangulation, and method triangulation, and subsequently analyzed inductively (Abdussamad & Rapanna, 2021). This approach produces narrative descriptions in the form of empirical findings that represent reality as it occurs in the field. An evaluative design is applied to examine the effectiveness and achievement of educational programs holistically by understanding the behavior, perceptions, and motivations of research participants (Ibrahim, 2018). In this context, evaluation not only functions to assess program success but also serves as a basis for formulating policy recommendations that consider the value, benefits, and sustainability of the program. Therefore, this study focuses on evaluating the implementation of the GLS at the habituation stage at State Senior High School 1 Anjongan using the Context, Input, Process,

Product, and Outcome (CIPPO) model, which is an extension of the CIPP model developed by Stufflebeam. This model incorporates both formative and summative evaluations to provide a comprehensive overview of the achievement of program indicators. This approach allows researchers, acting as evaluators, to interact directly with the context of program implementation, enabling a deeper understanding of the dynamics and background of the observed phenomena an aspect that is difficult to achieve through a purely quantitative approach. The participants in this study are as follows.

The research participants in this study consisted of 71 individuals from SMAN 1 Anjongan, including the principal (1 person), vice principals (3 people), teachers (3 people), head of the library (1 person), parents or school committee members (3 people), and students (60 people). Data were collected through interviews, observations, and document analysis, following qualitative research procedures (Creswell & Creswell, 2017). The data were analyzed using the interactive analysis model of Miles & Huberman (1994), which includes data reduction, data display, and conclusion drawing and verification. The analysis was organized based on the Context, Input, Process, Product, and Outcome (CIPPO) evaluation model to obtain a comprehensive understanding of the implementation of the GLS program.

The data collection instruments were designed according to the CIPPO components, covering indicators such as the background and policy of GLS implementation, the readiness of the TLS and human resources, the availability of literacy facilities, the implementation of literacy activities, and the outcomes of the program in improving students' literacy skills and achievements. The validity of the data was ensured through triangulation of sources, time, and methods, which involved comparing information from various participants, collecting data at different stages of program implementation, and using multiple techniques such as interviews, observations, and documentation to ensure the consistency and credibility of the research findings (Carter et al., 2014; Nurfajriani et al., 2024; Saadah et al., 2022).

RESULTS AND DISCUSSION

Results

The context evaluation focuses on analyzing students' literacy needs related to the implementation of the 15-minute reading activity at the beginning of lessons within the GLS at the habituation stage. This evaluation also examines the existence of policy legitimacy, the establishment of the TLS, and recommendations derived from the Education Report Card. Data were gathered through interviews with the principal, vice principals, and teachers, supported by observations and documentation. Through these multiple sources of information, the evaluation seeks to obtain a comprehensive understanding of the contextual conditions that influence the implementation of literacy programs in the school environment. In addition to identifying students' literacy challenges, the context evaluation also considers how institutional policies, leadership support, and organizational structures contribute to the sustainability of literacy activities within the school.

Evidence from multiple sources indicates that the 15-minute reading activity at SMAN 1 Anjongan plays a strategic role in fostering a literacy culture at the habituation stage. This activity is not merely a routine conducted before lessons begin; rather, it functions as a cognitive intervention designed to help students gradually overcome limitations in understanding, analyzing, and summarizing texts. By providing regular opportunities for students to interact with reading materials, the activity encourages the development of consistent reading habits and strengthens students' engagement with written information. Teachers also guide students to record short reflections or summaries of what they read, which supports the development of reflective writing skills and deepens their comprehension of texts.

Furthermore, the regular implementation of this activity contributes to several positive learning outcomes. Students become more motivated to read, demonstrate improved concentration at the start of lessons, and develop greater confidence in expressing their ideas through written reflections. These processes collectively strengthen students' critical thinking foundations, as they learn to interpret information, identify key ideas, and construct personal responses to reading materials. Over time, the habituation stage is expected to create a supportive literacy environment in which reading becomes an

integral part of the school culture rather than an isolated instructional activity. As a result, the 15-minute reading program serves as an important entry point for developing broader literacy competencies that support students' academic learning and intellectual development.

From a policy perspective, the implementation of the GLS has strong legitimacy, as it is based on Regulation of the Minister of Education and Culture Number 23 of 2015 on Character Development and Regulation of the Minister of Education and Culture Number 21 of 2016 on Content Standards. These regulations have been internalized into school planning documents, including the Annual Work Plan and the GLS implementation guide of SMAN 1 Anjongan, which serve as technical references for literacy activities. Although the TLS has been formed and is functioning, it has not yet been formally legalized through an official decree. Therefore, strengthening the legal basis remains necessary to optimize the involvement of all school stakeholders. The input evaluation analyzes system support, human resources, facilities, funding, time allocation, and alternative strategies. This evaluation draws upon interviews, observations, and documentation involving the principal, vice principals, teachers, the head of the library, the school committee, parents, and students.

The findings reveal that human resource readiness to support the GLS has begun to develop, although coordination among stakeholders remains suboptimal. Interviews with school leaders indicate that awareness of the importance of literacy activities has gradually increased, and several teachers have shown commitment to supporting the 15-minute reading activity before lessons. However, the principal explained that the TLS still operates informally without formal legalization through an official decree. This condition results in unclear task distribution and weak coordination among team members, which limits the effectiveness of planning, monitoring, and evaluating literacy activities at the school level.

The vice principal for curriculum reported that while some teachers consistently guide students during the 15-minute reading activity, the implementation remains uneven across classes. In several classes, teachers actively supervise reading activities and encourage students to complete literacy journals, whereas in other classes the activity is not carried out consistently. Meanwhile, the vice principal for public relations highlighted limited communication among teachers, homeroom teachers, and the TLS. As a result, literacy activities tend to rely heavily on individual teacher initiatives rather than coordinated institutional efforts, indicating the need for stronger collaboration and clearer organizational management within the program.

The head of the library explained that although literacy facilities such as libraries and reading corners are available, the collections are still dominated by textbooks, with limited literary and enrichment materials. Students acknowledged the benefits of literacy activities but expressed limited understanding of the role of the TLS. Observational evidence further confirms that the 15-minute reading activity is not consistently implemented across classes, and the TLS lacks a structured monitoring system. Documentation also suggests that coordination and evaluation meetings related to the GLS are not conducted regularly.

Financial documentation indicates that the school allocated IDR 18,419,300 (approximately 1.87% of total School Operational Assistance for Education Unit Performance funds) for literacy activities, which is significantly below the recommended allocation of 10%. These funds are primarily used for procuring non-textbooks and developing simple reading corners. Literacy training for teachers and members of the TLS has not yet become a priority, as the school currently focuses on government-led deep learning training. However, coordination meeting records dated September 18, 2025 show that the school plans to conduct in-house literacy training in 2026. The process evaluation examines the extent to which the GLS has been implemented, the quality of its implementation process, and its alignment with established guidelines. Data were obtained through interviews, observations, and documentation.

The data suggest that the GLS has been implemented at SMAN 1 Anjongan since 2021 and primarily focuses on literacy habituation. According to the principal, the 15-minute reading activity has been integrated into daily learning routines. However, the vice principal for curriculum noted inconsistencies in implementation, as some teachers arrive late or fail to complete literacy journals regularly. The vice principal for public relations reported technical constraints, including limited reading materials and weak coordination between the TLS and implementing teachers.

The head of the library emphasized that first-period teachers play a critical role in guiding literacy activities and assessing student journals, although supervision from the TLS and school leadership remains limited. Teachers of grades XI and XII acknowledged that the GLS is conducted daily but not uniformly across all classes, as evidenced by incomplete reading journals and missing teacher verification. Parents appreciated the initiative but expressed expectations for greater discipline and sustainability. Students reported higher motivation when teachers actively accompany literacy activities. Field observations confirm that the 15-minute reading activity is officially scheduled and conducted in most classes. However, inconsistencies persist due to teacher delays and schedule changes. Documentation also indicates the absence of systematic attendance records and monitoring reports. Literacy schedules are not displayed in public areas such as bulletin boards, which limits transparency and oversight.

The product evaluation assesses tangible outputs generated by the implementation of the GLS. The findings demonstrate that SMAN 1 Anjongan has implemented visual literacy activities, including student-created reading campaign posters displayed in classrooms, libraries, and school corridors. Although these activities reflect student creativity and participation, their implementation remains uneven due to limited materials and insufficient funding support. The TLS and teachers have attempted to create a text-rich environment through posters, motivational quotes, and educational infographics. Students' visual works also address themes of environmental awareness and healthy living. However, publication and documentation remain limited and have not yet been integrated into a digital system.

The outcome evaluation focuses on the short- and long-term impacts of the GLS. Evidence gathered from interviews and documentation suggests that its implementation has positively influenced students' literacy culture at SMAN 1 Anjongan. School leaders and teachers confirmed that the 15-minute reading activity has fostered sustainable reading habits. Improvements in literacy indicators on the Education Report Card, although modest, reflect positive trends. Students' written works, including short stories, poems, and articles displayed in classrooms and bulletin boards, provide tangible evidence of enhanced writing and critical thinking skills. Literacy exhibitions conducted through the Pancasila Student Profile Strengthening Project further illustrate the growing literacy culture.

The school has begun transitioning from the habituation stage to literacy development and learning stages through improved facilities, curricular integration, and planned capacity-building for teachers and the TLS. Documentation of literacy portfolios and archives supports the school's preparation to obtain School Operational Assistance for Education Unit Performance funding. Although this funding has not yet been obtained, the school recognizes the importance of systematic documentation, publication, and reporting as indicators of educational performance. Overall, the implementation of the GLS at SMAN 1 Anjongan contributes meaningfully to improving students' literacy competencies while strengthening sustainable school governance.

Discussion

The context evaluation indicates that students' literacy skills at SMAN 1 Anjongan remain relatively low and require serious attention. Based on interviews with the school principal, teachers, and the head of the library, low scores in the National Assessment particularly the Minimum Competency Assessment and the Learning Environment Survey reflect limited abilities among students in understanding, analyzing, and summarizing written texts. These limitations suggest that many students still struggle to interpret information critically, connect ideas within a text, and express their understanding in written form. Such conditions indicate that literacy development has not yet become an integral and consistent part of students' learning habits, thereby requiring systematic intervention from the school.

In response to this condition, the 15-minute reading activity before lessons has been implemented as a habituation strategy to enhance students' reading interest, reflective writing skills, and critical thinking. Through this activity, students are encouraged to engage with various reading materials regularly so that reading gradually becomes part of their daily learning routine. Teachers guide students to record short reflections in literacy journals after reading, which helps strengthen comprehension and encourages students to process information more deeply. Over time, this routine is expected to cultivate positive

reading habits, increase concentration before formal learning begins, and gradually improve students' ability to analyze and summarize texts.

From a policy perspective, the implementation of the GLS refers to Regulation of the Minister of Education and Culture Number 23 of 2015 on Character Development and is integrated into the school's Annual Work Plan. This policy framework provides a formal basis for schools to implement literacy activities as part of character education and learning culture development. However, despite the existence of these policy references, the absence of formal legalization for the school literacy management structure has limited coordination among program implementers. The TLS operates informally, which results in unclear task distribution, limited monitoring mechanisms, and inconsistent implementation across classes. Strengthening the organizational structure through formal policy endorsement is therefore necessary to ensure better coordination and accountability in managing literacy programs.

Findings from the Education Report Card show that literacy achievement remains in the low category, encouraging schools to strengthen teacher mentoring, provide reading materials aligned with students' interests, and involve parents in fostering reading habits at home. These recommendations highlight the importance of a holistic literacy ecosystem that extends beyond classroom activities. Schools are encouraged to develop a text-rich environment, diversify reading materials, and promote collaboration between teachers, students, and families in supporting literacy development. These findings are consistent with previous studies emphasizing that the effectiveness of school literacy programs depends on systematic planning, adequate infrastructure, institutional support, and collaboration among all school stakeholders and the wider community (Antoro et al., 2021; Rachmawati et al., 2024).

The input evaluation shows that SMAN 1 Anjongan demonstrates basic readiness to support the implementation of the GLS, particularly at the literacy habituation stage. However, this readiness has not yet reached an optimal level due to the absence of formal institutional legitimacy that clearly defines roles, responsibilities, and coordination mechanisms. Interviews with the principal, vice principals for curriculum and public relations, the head of the library, and students indicate that literacy support activities have been carried out, including motivation and technical guidance for teachers. Nevertheless, coordination and evaluation functions remain limited, causing literacy activities to rely heavily on individual initiatives, particularly those of homeroom teachers and first-period teachers. The functions and roles of the school literacy management structure have also not been evenly socialized among school members. These findings align with previous research indicating that institutional literacy teams play a crucial role in the success of school literacy programs; however, without formal legitimacy, a clear work structure, and effective communication, coordination tends to be suboptimal (Danar & Rosdiana, 2021).

Beyond institutional aspects, interviews and observations reveal that human resources, infrastructure, funding, and training have not been systematically integrated. Although teachers and education staff demonstrate positive commitment, literacy activities are not consistently implemented across all classes. Libraries and reading corners are available, yet collections of non-textbooks remain limited and reading spaces are less attractive to students. Financial support for literacy activities is relatively small and not sustainably planned, confirming findings by Khasanah & Fu'adi (2025) that insufficient funding allocation constitutes a major barrier to program sustainability. Furthermore, the absence of structured literacy training for teachers reduces the potential impact of literacy initiatives, as noted by Khotimah, Akbar, & Cholis (2018). Overall, the input readiness of the GLS at SMAN 1 Anjongan can be categorized as emerging.

Process evaluation shows that the GLS at SMAN 1 Anjongan has been implemented continuously since 2021, based on interviews, observations, and documentation involving school leaders, teachers, education staff, and students. Literacy activities include the 15-minute reading practice before lessons, utilization of literacy facilities, documentation through reading journals, and follow-up activities in the form of oral and written responses. Although the level of implementation varies across classes, the continuity of these activities provides an initial foundation for building a sustainable literacy culture. This finding supports previous studies emphasizing that consistent literacy routines are essential for developing effective reading habits (Kholidah et al., 2023; Rachmawati et al., 2024). Teachers and education staff have begun to serve as literacy role models; however, some teachers accompany students passively without actively engaging in reading, indicating the need to strengthen teacher roles through mentoring

and reflective practices (Fikriyah et al., 2022). In addition, literacy-focused professional development for educators remains limited, and existing facilities such as libraries and reading corners are underutilized. These conditions highlight the need for both internal and external training programs, as well as improved management of literacy infrastructure, to foster a more vibrant literacy environment that supports students' active engagement in reflective reading and writing (Kurniawan et al., 2023; Taufiq et al., 2024).

Product evaluation indicates that the GLS at SMAN 1 Anjongan has generated tangible literacy outputs, despite existing limitations. Students have participated in producing reading campaign posters and written works, including poems, short stories, and short articles, which are displayed in classrooms, corridors, and other school areas. These activities foster creativity and strengthen both visual and textual literacy, consistent with previous findings (Rachmawati et al., 2024; Widoyoko, 2013; Wiratsiwi, 2020). Additionally, literacy products addressing themes of hygiene, health, and environmental awareness demonstrate the integration of literacy with moral and social values. Text-rich environments in areas such as school gardens and canteens further support contextual learning and literacy engagement (Bastin, 2022; Khasanah & Fu'adi, 2025). Overall, these outputs contribute positively to students' reading interest, literacy skills, and academic engagement.

Outcome evaluation shows that the implementation of the GLS at SMAN 1 Anjongan has had a positive impact on students' literacy development, particularly in establishing regular reading habits, encouraging participation in simple writing activities, and involving students in literacy exhibitions. Although literacy indicators on the Education Report Card have not yet shown significant quantitative improvement, observable changes in student behavior reflect the strengthening of literacy habits. This finding is consistent with research indicating that routine literacy activities enhance reading comprehension and motivation (Rachmawati et al., 2024).

Program sustainability is also beginning to emerge through teacher capacity-building efforts, the development of classroom reading corners, and encouragement for students to produce written works. These initiatives reflect the school's commitment to integrating literacy into daily learning practices, supported by collaboration among school leaders and teachers (Humaidi et al., 2024). Furthermore, the preparation of documentation and evidence related to literacy achievement demonstrates institutional readiness to position literacy as an indicator of school performance (Fatayan, 2022). Overall, the GLS at SMAN 1 Anjongan has contributed to fostering a culture of reading and writing, strengthening character development, and enhancing critical thinking skills within a developing literacy ecosystem.

CONCLUSION

Based on the results and discussion using the Context, Input, Process, Product, and Outcome (CIPPO) evaluation framework, the implementation of the *Gerakan Literasi Sekolah* (GLS) at State Senior High School 1 Anjongan shows generally positive progress but still requires several improvements. From the context aspect, the program has a clear direction in responding to students' literacy needs, although formal institutional policies supporting literacy management are still limited. From the input aspect, the school already has basic resources such as committed teachers, libraries, and reading corners, but the utilization of facilities, funding support, and literacy training for teachers are not yet optimal.

From the process aspect, literacy activities such as the fifteen-minute reading program, reading journals, and follow-up responses have been implemented regularly, although consistency across classes and teacher involvement as literacy role models still need strengthening. In terms of product, the program has generated tangible outputs such as reading journals, literacy posters, student writings, and a more text-rich school environment. Finally, from the outcome aspect, GLS has contributed to improving students' reading habits and gradually strengthening the school's literacy culture, although continued collaboration and program development are needed to ensure long-term sustainability and stronger literacy outcomes.

This study has several limitations. First, the study was conducted at only one school, so its findings may not be generalizable to other educational settings. Second, this study employed a qualitative evaluation approach that primarily relied on interviews, observations, and document analysis, without in-depth quantitative measurements of students' literacy achievements. Therefore, future research is

recommended to involve more schools and adopt a mixed-methods approach to provide more comprehensive evidence regarding the effectiveness of the GLS program.

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