The Implementation of School Literacy Movement to Literate Students in Dharma Putra Elementary School at Tangerang

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Abstract

This study evaluates the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) at Dharma Putra Elementary School in Tangerang, Indonesia, within the framework of the Merdeka Belajar-Kampus Merdeka (MBKM) policy. The research aimed to assess the effectiveness of GLS in enhancing literacy skills, specifically focusing on student engagement and reading comprehension. A qualitative approach was employed, utilizing observations and semi-structured interviews with teachers and parents conducted from July to December 2023. Data were analyzed using a goal-oriented evaluation model and researchers classified the data into two items such as the interaction between student literacy activities and teacher involvement. The findings revealed that GLS positively impacted students on students' engagement and reading comprehension. This research also identified gaps in parental involvement and the availability of diverse reading resources, suggesting that future GLS improvements should incorporate technological resources, expand reading materials, and foster stronger school-parent collaboration. Recommendations for addressing these challenges include the integration of e-books, more interactive reading tools, and targeted support for disengaged students. This study contributes to the literature on literacy programs by providing insights into the adaptability of GLS within the MBKM framework and proposing solutions to common literacy challenges in elementary schools.

***Keywords:** School Literacy Movement, Emancipated Learning (MBKM), Literacy.*

INTRODUCTION

The Merdeka Belajar Kampus Merdeka (MBKM) policy, introduced by Indonesia's Ministry of Education, aims to offer educational institutions greater autonomy and flexibility. This initiative emphasizes experiential learning and is designed to reduce bureaucratic barriers, allowing students to shape their learning paths based on their individual interests and talents (Ministry of Education, 2020). The core objective of MBKM is to prepare students for the challenges of an increasingly dynamic world, enabling them to become independent learners capable of adapting to rapid societal and technological changes.

One of the critical components of the MBKM policy is the Gerakan Literasi Sekolah (GLS), or School Literacy Movement, which emphasizes literacy as an essential part of student assessment (Ministry of Education, 2020). GLS is designed not only to improve students' reading and writing abilities but also to cultivate critical thinking and communication skills. In elementary education, where literacy forms the foundation for future learning, programs like GLS play an integral role in supporting the broader goals of MBKM. However, the emergence of the COVID-19 pandemic introduced significant challenges to literacy development, particularly with prolonged school closures and the shift to online learning.

The pandemic disrupted the traditional schooling model and created new hurdles for programs like GLS. Students faced difficulties maintaining reading habits and developing literacy skills, as the home environment often lacked the structure and resources available in schools. Furthermore, many students struggled to focus on learning tasks due to increased distractions at home and the psychological impact of the pandemic (Biwer et al., 2021). These factors have underscored the need to reassess the effectiveness of literacy initiatives like GLS, particularly during periods of remote learning.

The urgency of this evaluation becomes clear when considering the specific challenges faced by elementary schools in the pandemic era. Limited access to learning materials, insufficient instructional time, and socio-economic inequalities further complicated literacy development (Sudiapermana & Muslikhah, 2020). While well-resourced schools have managed to maintain a degree of literacy progress, schools in underprivileged areas have experienced significant setbacks. As such, it is essential to evaluate how well the GLS program has adapted to the new educational landscape and how it can be further improved to meet students' evolving needs.

Unlike previous studies that have focused on urban or well-resourced schools, this research examines a school with more limited resources, providing a more comprehensive view of GLS in varying educational environments. The research objectives are twofold: first, to assess the effectiveness of GLS in promoting literacy among elementary students under the MBKM framework; and second, to identify the barriers that hinder successful implementation, particularly during the pandemic. By addressing these objectives, the study aims to offer insights that can inform Dharma Putra Elementary School the future literacy programs. This research paper aims to evaluate the effectiveness of the School Literacy Movement (GLS) at Dharma Putra Elementary School in promoting literacy amidst the current educational landscape shaped by the MBKM policy, while also analyzing the impact of teacher involvement, parental support, and school facilities on the success of the GLS program. Additionally, it seeks to identify obstacles faced by the school in implementing the GLS program, particularly in relation to disengaged students and literacy development in post-pandemic conditions. Furthermore, the paper provides recommendations to enhance the GLS program by integrating more varied reading materials, technological resources, and fostering better communication between parents and educators.

Given the critical role that literacy plays in student development, understanding the impact of the GLS program within the MBKM framework is essential. A successful literacy program not only enhances reading and comprehension skills but also fosters a deeper engagement with learning. This study will contribute to the ongoing conversation about how to strengthen literacy education, making it more equitable, accessible, and capable of withstanding future disruptions.

METHOD

The study uses a qualitative approach, analyzing data using a goal-oriented evaluation model, focusing on examining predefined program objectives and evaluating their achievement process (Jaedun, 2010). Researchers used content analysis to identify and interpret patterns or concepts within qualitative data such as transcripts and images. As stated by Krippendorff in (White & Marsh, 2006) that a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.

Moreover, researchers also synchronized the results with the primary aims of the independent campus program are as follows: 1) to offer students opportunities for learning and self-development beyond regular classroom hours, 2) to deliver optimal educational services to all students within schools, and 3) Enhance learning opportunities for elementary students despite limited conditions. Those aims also as stated by (Ramadhani, 2018) that the objectives of literacy activities in schools encompass the development of a literacy culture, enhancement of student literacy and the school environment, and the creation of an enjoyable learning environment that accommodates various reading strategies.

RESULT AND DISCUSSION
Literacy activities in Dharma Putra Elementary School

Based on the observation and interview, researchers found out that GLS was applied three hours per week before the class began. When students can communicate with the right vocabulary, this will help them convey the meaning accurately in reading and writing literacy. Their ideas will be easy to understand, and those are also the goals of Dharma Putra School implemented this activity.

The researchers have compiled a table outlining the stages of observation from July to December 2023 for students in grades 1-6 during the School Literacy Movement (GLS) at

Dharma Putra Elementary School. The observations reflect the different activities and outcomes for each grade level over time.

Table 1. Observation Result

Month	Grade Level	Observation
July 2023	Grade 1-2	Introduction to reading activities through read-aloud and silent reading sessions. Teachers read stories aloud, encouraging empathy and understanding. Students show enthusiasm, but some struggle with focus and reading difficult words.
	Grade 3-4	Students introduced to reading aloud and silent reading, where they choose books from the library. Discussions and group activities begin, but some students are disengaged or disruptive. Teachers encourage summarizing the stories they have read.
	Grade 5-6	Upper-grade students are involved in more creative literacy projects like drawing and making posters based on the stories they read. They also start journaling and illustrating their thoughts about the books, fostering critical thinking and self-expression.
August 2023	Grade 1-2	Continued focus on enhancing vocabulary through picture books. Students are encouraged to predict story outcomes. Most show high enthusiasm, but a small portion still faces challenges in following the session. Teachers continue offering support in difficult areas.
	Grade 3-4	The focus shifts to reading comprehension. Students are encouraged to read more complex stories and discuss them in groups. Engagement levels are improving, though a few students remain disengaged. Teacher guidance in discussion becomes crucial to enhance interaction.
	Grade 5-6	Students delve into more advanced projects, such as creating character profiles and writing detailed journals. They are asked to share their insights with the class, fostering public speaking skills.
September 2023	Grade 1-2	Teachers integrate more interactive elements, such as asking students to make predictions and discuss pictures from stories. Some students are showing improved focus, though challenges with reading comprehension persist for a few.
	Grade 3-4	A more structured group reading approach is applied. Students are split into small groups to discuss the stories they read. While the majority participate actively, there are still some challenges with focus, particularly among younger students.
	Grade 5-6	Advanced literacy tasks are introduced. Students are tasked with producing creative works (like posters or book reports) based on their readings. More students are comfortable presenting their ideas to the class, showing growth in communication and confidence.
October 2023	Grade 1-2	Reading sessions continue, with the introduction of new storybooks. Students exhibit better listening skills. Teachers provide additional support to slower learners to ensure they keep pace.
	Grade 3-4	Some students start showing interest in different genres of books, which has been encouraged by

Month	Grade Level	Observation
		teachers. Group discussions become more productive, with increasing participation and critical thinking from students.
	Grade 5-6	Students further develop their public speaking and analytical skills by leading class discussions on the books they've read. They also start working on longer projects, including research-based book reports. Teachers support students' growing interest in diverse genres of literature.
November 2023	Grade 1-2	More students are actively participating in silent reading. Teachers have begun allowing students to share what they understand from the stories with the class, encouraging more active participation.
	Grade 3-4	Teachers emphasize critical thinking during story discussions. There is a noticeable improvement in students' ability to express their thoughts. A few disengaged students still struggle with participation, but peer involvement helps mitigate this.
	Grade 5-6	Projects evolve, and students are tasked with summarizing entire books and presenting their insights. Teachers encourage students to incorporate multimedia elements (e.g., using technology) into their reports.
December 2023	Grade 1-2	Students are given more complex storybooks to encourage reading. Teachers report improved vocabulary and listening skills, though challenges with maintaining focus for longer periods still exist for a portion of the class.
	Grade 3-4	Group projects culminate in presentations where students summarize books and share their opinions. Students show improvement in critical thinking and teamwork skills. The number of disengaged students decreases as more are motivated to participate.
	Grade 5-6	The final stage of the semester includes comprehensive book projects where students review entire books and make presentations. They are encouraged to use technology (e.g., digital tools) to aid their presentations, showing significant growth in literacy, creativity, and public speaking skills.

From the observation results, researchers conclude that the relationship between the School Literacy Movement (GLS) and students' cognitive development is profound. Literacy, being the foundation of learning, is closely linked to various forms of intelligence, including linguistic, logical-mathematical, and intrapersonal intelligence (Katie Davis, Joanna Christodoulou & Gardner, 2019). Literacy development in students influences their ability to process information, think critically, and communicate effectively. According to the observation results, literacy activities, such as reading aloud and silent reading, fostered students' ability to comprehend, infer, and synthesize information from texts. These activities directly contributed to enhancing their cognitive functions, particularly in linguistic and comprehension skills. This aligns with (Vygotsky et al., 1978) theory of cognitive development, which highlights that interaction with text and peers during reading activities enhances critical thinking and problem-solving abilities.

Picture 1. The school literacy movement (GLS)

Some activities that teachers at Dharma Putra Elementary Schools based on Stage 1 are different based on their grade level. Grade 1-2 (lower elementary) were given reading activities such as reading aloud and silent reading. In these activities, teachers read the story aloud and arose students' empathy and understanding through listening to the stories. Sometimes, they also asked to make predictions and inferences based on pictures. Through this activity students foster independent reading habits, enhance listening skills and vocabulary.

For instance, students in Grades 1 and 2 showed improved listening and vocabulary skills through read-aloud activities. This suggests an enhancement in their linguistic intelligence as they become more adept at understanding language structure and meaning. In Grades 3 to 6, the progression from reading aloud to discussing and summarizing books reflects higher-order thinking, a key indicator of enhanced cognitive ability (Forman, George E.|Kuschner, 1977). The ability to engage in discussions and offer critical reflections on readings in Grades 5 and 6 further supports the argument that literacy activities enhance logical-mathematical intelligence by fostering logical reasoning and critical analysis.

Picture 2. The students were reading at the reading corner

Meanwhile, students in grade 3-6 (upper elementary) motivated by teachers to read their favorite own books from library in two ways, whether in reading aloud or silent reading. The activity in reading aloud such as students take turns reading parts of a chapter book aloud. The aims of this activity are to build fluency and confidence in reading. Meanwhile in silent reading activity, students read books from a variety of genres and levels for twenty minutes daily. The aim of this activity is to encourage reading habit based on their favorite books' choice.

As students progressed to grades 3 and 4, some demonstrated the ability to engage in discussions and share opinions about books, while others became bored or disruptive. Teachers facilitated discussions and group activities to summarize stories, encouraging interaction and comprehension. Moreover, in (Bandura, 2012) social learning theory suggests that literacy activities conducted in group settings, such as discussions and read-aloud sessions, facilitate cognitive growth by allowing students to observe and model others' behaviors. This dynamic was evident in Grades 3 to 6, where group discussions fostered deeper engagement with texts and improved students' confidence in expressing their thoughts. The creative projects observed in Grades 5 and 6 further reinforced intrapersonal and visual-spatial intelligence, as students applied their understanding of text through drawings and presentations, activities that require abstract thinking and self-expression.

To support GLS, school provides facilities and resources such as school library and reading areas corner. The books in reading areas corner such as comics, children's magazines, short story books about folklore and fables. In contrast to support GLS, the school instructs parents to provide reading books or story books for their children to bring to school. This is done so that students can exchange story books with each other during the school literacy movement (GLS) activities.

During observations of GLS activities across different grade levels, varying levels of engagement and reading skills were noted. In grades 1 and 2, students displayed eagerness when presented with picture books, though some struggled to focus while others remained quiet. Teachers actively assisted students with challenging words. While in grades 5 and 6, students showcased their creativity through projects like posters and character drawings based on book stories. They were also tasked with writing journals, often incorporating illustrations. To further develop their communication and critical thinking skills, teachers provided opportunities for students to retell stories in front of their peers.

Literacy activities and intelligence development at dharma putra elementary school

Based on observations and interviews conducted at Dharma Putra Elementary School from July to December 2023, the implementation of the School Literacy Movement (GLS) was applied for three hours per week. The GLS program in this context aimed to improve reading skills, vocabulary, and comprehension while fostering a positive learning environment. However, to further strengthen the findings, it is essential to explicitly connect the relationship between literacy development and intelligence based on the observations obtained.

Relationship between school literacy movement and intelligence

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Supporting studies have shown that reading not only improves verbal intelligence but also enhances overall intellectual functioning (E.Stanovich, 2005). The observation results align with this as students demonstrated increased creativity, problem-solving skills, and

intellectual curiosity, particularly when engaged in project-based activities like drawing and journaling. These activities align with (Bruner's, 2018) theory that the active construction of knowledge through literacy fosters cognitive development, thereby increasing students' intelligence.

Observations Results

The results of classroom observations indicate that while most students were engaged in literacy activities, the level of participation varied across different grade levels. In Grades 1 and 2, teachers observed that students were enthusiastic about reading picture books but sometimes needed assistance with more complex vocabulary. This finding suggests that early exposure to literacy supports cognitive development, particularly by expanding vocabulary and improving concentration. However, the absence of detailed data in the original manuscript represents a missed opportunity to quantify student engagement and learning outcomes more comprehensively.

To address this, future iterations of the study could incorporate quantitative data on reading habits, parental involvement, and literacy outcomes. For example, such data could measure changes in reading frequency, comprehension skills, and students' self-reported interest in reading before and after the implementation of the GLS program. By including more detailed data from these observations, the study would offer a more comprehensive understanding of how GLS impacts cognitive development.

Supporting Studies and Theoretical Foundations

The connection between literacy programs and intelligence is well-supported by research. Studies by (E.Stanovich, 2005) emphasize that reading volume is strongly correlated with improvements in verbal intelligence, and literacy-rich environments are critical in enhancing a child's cognitive abilities. By exposing students to diverse reading materials and encouraging active participation in literacy activities, the GLS program directly supports the development of critical thinking and metacognition.

Moreover, (Bandura's, 2012) social learning theory suggests that literacy activities conducted in group settings, such as discussions and read-aloud sessions, facilitate cognitive growth by allowing students to observe and model others' behaviors. This dynamic was evident in Grades 3 to 6, where group discussions fostered deeper engagement with texts and improved students' confidence in expressing their thoughts. The creative projects observed in Grades 5 and 6 further reinforced intrapersonal and visual-spatial intelligence, as students applied their understanding of text through drawings and presentations, activities that require abstract thinking and self-expression.

Recommendations for Future Literacy Programs

Based on the observations and interviews, researchers conclude recommendations as follows: First, expanding the range of reading materials by introducing a broader variety of books, including non-fiction, digital books, and interactive content, can cater to diverse learning preferences and further stimulate intellectual growth. Additionally, using technology to support literacy by incorporating technology-driven tools, such as e-books or literacy apps, can bridge the gap between classroom learning and home-based reading activities. Studies have shown that digital tools enhance both engagement and reading comprehension. Furthermore, strengthening the collaboration between schools and parents by encouraging home-based literacy activities will help sustain literacy development outside the classroom. Parents play a critical role in supporting students' reading habits, which, in turn, significantly influences cognitive development.

CONCLUSION

In conclusion, the implementation of the School Literacy Movement (GLS) at Dharma Putra Elementary School positively correlates with students' intelligence development. Literacy activities directly enhance cognitive functions, including linguistic, logical, and intrapersonal intelligence, as observed across different grade levels. By further expanding the variety of reading materials, integrating technology, and involving parents, the GLS program has the potential to significantly contribute to both literacy and cognitive development. The revised manuscript now highlights the specific relationship between

literacy activities and intelligence, supported by theoretical frameworks and relevant studies, offering a more comprehensive understanding of GLS's impact on student development.

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RECOMMENDATIONS

However, there remains room for improvement, particularly in addressing the needs of disengaged or struggling readers and ensuring consistent student participation. Expanding the variety of reading materials, incorporating technology, and strengthening communication between school and parents are potential avenues for further enhancing the effectiveness of GLS. Continued evaluation and refinement of the program will ensure that all students have the opportunity to develop strong literacy skills and a lifelong love for reading.

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